

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Principal Joshua Pearman
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name DeMotte Elementary School
(As it should appear in the official records)

School Mailing Address 1000 South Halleck Street
(If address is P.O. Box, also include street address.)

City DeMotte State IN Zip Code+4 (9 digits total) 46310-0340

County Jasper County

Telephone (219) 987-2789 Fax (219) 987-4789

Web site/URL
https://www.kv.k12.in.us/5/Content2/20276 E-mail jpearman@kv.k12.in.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Don Street E-mail dstreet@kv.k12.in.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Kankakee Valley School Corporation Tel. (219) 987-4711

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Jill Duttlinger
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)
☐ Suburban
☒ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	28
K	134
1	141
2	141
3	149
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	593

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0.1 % Asian
 - 0 % Black or African American
 - 17 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 81.1 % White
 - 1.7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 9%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	31
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	54
(4) Total number of students in the school as of October 1, 2021	593
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Polish

English Language Learners (ELL) in the school: 8 %
45 Total number ELL

7. Students eligible for free/reduced-priced meals: 47 %

Total number students who qualify: 279

8. Students receiving special education services with an IEP: 19 %
Total number of students served 110

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>17</u> Autism	<u>1</u> Multiple Disabilities
<u>0</u> Deafness	<u>2</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>9</u> Other Health Impaired
<u>23</u> Developmental Delay	<u>20</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>5</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 2 %
Total number of students served: 9

10. Number of years the principal has been in the position at this school: 1

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	32
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	95%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

Demotte Elementary School will model and provide an environment that will educate, inspire, and empower staff members and students to be lifelong learners. We seek to develop well rounded responsible individuals who will attain the skills to reach their full potential.

17. Provide a URL link to the school's nondiscrimination policy.

<http://go.boarddocs.com/in/kvsc/Board.nsf/goto?open&id=BCUGRY435723>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Demotte Elementary School sits directly off US-231 in the middle of what some may call a quintessential small town in rural northwestern Indiana. The school lies roughly five miles south of the Kankakee River in the town of Demotte, which is flanked by farmland, yet less than one hour away from the hustle and bustle of the Chicago-Gary metropolitan area. The school has a long educational heritage in the quaint town of Demotte. Its rich history dates back to a two-room brick schoolhouse that stood across from its current site and was constructed in 1914. The town of Demotte has strong Dutch roots evidenced throughout various community references in both architecture and cultural festivals. The town's Dutch heritage and rural sense of self-reliance have led to a historically tight-knit community bound together through its rich history, family values, and service-minded population. In recent years, Demotte Elementary School has become home to a more diverse population of students, driven by demographic changes and the developing industry near the community. While the town, school, and surrounding area have grown more diverse, a strong sense of community remains and is felt both inside and outside the school building.

The vision for Demotte Elementary School is to model and provide an environment that will educate, inspire, and empower staff members and students to be lifelong learners. We seek to develop well-rounded, responsible individuals who will attain the skills to reach their full potential. Through the collective efforts of all staff, collaborating alongside parents and community organizations, we take the needs of all our students to heart and find creative ways to serve and educate them at the highest level possible. At Demotte Elementary School, our students are reminded daily that we love them and we care about them. Our staff models this through the high levels of professionalism, intentionality, and personalization that are found in all of the facets of each student's education.

Demotte Elementary School is home to Kankakee Valley School Corporation's Developmental Preschool and houses grades Kindergarten through Third. Currently, we provide eight sections of Kindergarten and seven sections each, for First, Second, and Third grades. Around 600 students compose Demotte Elementary School, including our developmental preschool which provides educational services to students with disabilities while pairing them with age-appropriate 'buddies' as classmates in the program. Demotte Elementary School is a 1:1 school with students having school-assigned technology devices ranging from iPads to Chromebooks in every classroom. All classrooms have access to state-of-the-art technology via touchscreen boards. This enhances student learning. We model appropriate use of technology at an early age as our school wide focus on digital citizenship.

A determinant factor in the success of Demotte Elementary School is the collective efficacy of the teachers, staff, and other adults who serve our students every day. We define collective efficacy as the shared belief of the school/faculty in their ability to positively impact students. At Demotte Elementary School, while we value and place emphasis on the creative art that is teaching, we know that when we move toward a common goal for all students, we are better together. At Demotte Elementary School we believe that all students can learn at high levels. We are willing to take creative risks to help ensure that happens for all students. In our building there is no 'yours' or 'mine,' rather, we believe that all students are our collective responsibility.

This sense of collective efficacy is on full display through the Professional Learning Communities (PLC) in place throughout the building. At Demotte Elementary, our Professional Learning Communities (PLC's) are driven by "four questions": 1) What do we want our students to learn? 2) How will we know they are learning? 3) How will we respond when individual students don't learn? and 4) How will we respond when individuals already know or learn the material?

While this concept may not be unique to our building, the high levels at which our teams carry it out are what make us special. The master schedule at Demotte Elementary School has been redesigned to accommodate additional time throughout the week for staff to meet, discuss student needs, analyze data, and dream together about how to address those needs. Using data, our teams find personalized solutions and create groups for our "WIN" times in both reading and math instruction. WIN stands for "What I Need" and is intended to provide additional scaffolded support in the areas where students need it the most, be it below,

at, or above grade level.

At Demotte Elementary, the building is always teeming with learning and laughter. It is not uncommon to hear adults celebrating the success of children in our building from the front office and administrative team to our Social Worker and interventionists, to our paraprofessionals and teachers, to the custodial and cafeteria staff. At Demotte Elementary we are all in, for all students, and that's not just a cliché. At Demotte Elementary, it is who we are.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Reading/English Language Arts instruction is highly valued at Demotte Elementary School by intentionally setting aside 90 minutes per day for focused instruction. The Gradual Release Responsibility model of “I do, We do, You do” is used to provide instruction that guides students towards independent learning and a mastery of Indiana Academic Standards. Small group instruction is utilized as an intervention to focus on specific areas of remediation or enrichment. Visual aides are used to support the visual learner and ensure that all students are given the opportunity to learn. Students are encouraged to continue the learning process through work stations focusing on working with words, writing, reading to self, or listening to reading. Technology is a valued tool in this endeavor as students utilize a variety of tools on their school-assigned devices such as IXL, Epic!, Accelerated Reader and many more.

Demotte Elementary School utilizes the myView Literacy reading curriculum which correlates to the Indiana Academic Standards and offers an evidence-based instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks. Teachers have access to a robust library of both fiction and nonfiction books for use in their classrooms. Instruction of Fry Sight Words are scaffolded throughout Demotte Elementary School. Students set yearly reading goals and are celebrated when they achieve those goals. Students that need intervention receive assistance from our Title I team to close the achievement gap.

Teachers at Demotte Elementary use research based Heggerty, to strengthen students’ phonemic awareness skills and improve both decoding and encoding skills. We have developed a writing curriculum in partnership with Smekens Education. This curriculum aims to develop strength and stamina in writing and promotes success on the ILEARN and other assessments.

Standards based common formative and summative assessments are used throughout the year. Formative assessments may include teacher made assessments, teacher observations, running records, work samples, writing samples, exit tickets, or Google Forms. As assessments are given, teachers collect the data based on three criteria, Needs Support, On Target, and Extension. The data collected demonstrate each student’s depth of understanding of the state standard being assessed. Students participate in daily intervention or enrichment, based on the multiple assessments. Several forms of summative assessments are given throughout the year. They may include standardized assessments such as ESGI, NWEA, iREAD-3 or iLEARN. They also may include teacher made assessments, projects and unit tests.

1b. Mathematics curriculum content, instruction, and assessment:

Demotte Elementary School has been using McGraw-Hill My Math as its core mathematics curriculum for the past six years. My Math is a research-based program that was chosen for its rigor, focus, and coherence with the Indiana Academic Standards. This program motivates students to learn mathematical concepts through real-world applications. It intertwines the three components of rigor - conceptual understanding, procedural skill and fluency, and application. Alongside My Math, technology is utilized daily to reinforce computation and fact fluency through practice on Rocket Math. Incorporating other mathematical based applications such as IXL, Splash Math, Prodigy, ABCya. provides additional support and enrichment to student learning.

Mathematical instruction is taught in a dedicated 60 minute math block using manipulatives, textbooks, and technology. Teachers utilize numerous instructional strategies such as whole and small group instruction, skill-based practice centers, partner sharing, think alouds, teacher modeling, spiral review, scaffolding, and I do, we do, you do. Teachers use a common academic language for mathematical terms to build continuity across the grade levels. A strong number sense foundation is built while also moving students' mathematical thinking from conceptual to abstract. This focus is a key component of the mathematics curriculum at

Demotte Elementary School. Kindergarten and first grade students spend a significant amount of time learning how to compose and decompose numbers. Manipulatives are used as often as possible in a variety of ways: to show the value of numbers, solve story problems, create graphs, make patterns, and build numbers. The students are not only taught the how of mathematical concepts, but also the why.

Teachers use both teacher-created and My Math common formative and summative assessments on a regular basis. Numerous types of formative assessments are used at the discretion of the teacher including, but not limited to, teacher observation, exit tickets, partner sharing, portfolios, and work samples. Teachers use this data to provide intervention as needed when teaching a new concept. NWEA, ESGI, teacher-created assessments, projects, and unit tests are examples of the various summative tests teachers utilize. Data is collected from common assessments and district benchmarks to ensure the growth and achievement of the standards taught. Utilizing a multi-tiered system of support (MTSS), teachers meet twice weekly to discuss the academic needs of students by analyzing student learning. Teachers sort students into WIN (What I Need) groups, MTSS Tier 2, using common teacher-created assessments. The instruction in the WIN groups is differentiated for intervention based on student needs as determined by these formative and summative assessments. Instruction is provided in the intervention groups for ten to fifteen days and then the students are reevaluated to monitor their growth of these skills. Student progress is monitored and documented. The students that still need intervention receive assistance from our Title I team to close the achievement gap.

1c. Science curriculum content, instruction, and assessment:

Science at Demotte Elementary is seen as a subject to be valued by students and teachers alike. Each grade level is challenged to create an appropriate sense of wonder and discovery for all students. Students begin early on to understand scientific inquiry, discovery and application. Students are able to experience the fundamental processes of our world through a phenomenon-based approach to scientific learning and inquiry.

Classrooms utilize the Pearson Science series to guide them through the school year. Thematic units drive most of the science learning here at Demotte Elementary. Thematic units allow staff and students to enjoy learning science by embedding content into cross curricular instruction. Math/ELA standards are woven and integrated into our science curriculum to demonstrate the importance of cross curricular knowledge. Rubrics drive the assessment for our third grade students, and all our students benefit from informal classroom assessments as students are exposed to the nature of science. Science then becomes an opportunity to question, think, and grow in the understanding of the world around.

Classroom experiments, Mystery Science, and Science ReadWorks are resources used as a platform to keep our students engaged and thinking. STEM projects provide students with an opportunity to work individually and collaboratively to produce a deep understanding of procedure and experimentation. Science becomes more accessible for our students to see, hear, and touch with their own hands the discovery of success and perseverance needed for their future education. Demotte Elementary continues to develop our annual Spring Science Fair. Students and individual classes present creative projects and with the addition of multiple exhibits such as Star Lab and Lego Building to explore, the event becomes a highlight of the year.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Students at Demotte Elementary begin the day by reciting the Pledge of Allegiance and the Demotte Elementary Creed.

“As a student of Demotte Elementary School, I promise to respect my teachers, myself, and others. I will follow the rules, and try to do my best in all that I do, my education lasts a lifetime.” Reciting this helps empower and internalize positive civic values.

Kindergarten classrooms utilize Scholastic “Let’s Find Out” magazines. Students' minds are stimulated when they understand our history, holidays, and geography through nonfiction texts. First graders utilize Weekly Reader along with nonfiction texts integrated with reading. Second graders research biographies of important figures. Reports are presented to classmates, informing them of their value to our society.

Historical timelines are also studied. In turn, students develop individual timelines making projections for their future educational goals. Third grade utilizes Weekly Reader and a variety of other nonfiction texts. During the Spring semester our library is transformed into a Living Museum, where students research a famous person. Students present their character(s) and the performances are inspiring.

Living in a rural area, we believe providing our students with cultural experiences is vital and we strive to develop a global world-view. Local and virtual field trips provide rural, suburban, urban, and even international experiences. Also, community volunteers such as Junior Achievement provide career-based instruction. This program provides economic lessons, such as consumer/producer, goods/services, and community workers and resources. Kindergarteners experience Community Helpers Day. Local fire, police, and ambulatory services visit to allow a hands-on experience day. Third graders donate pet supplies to our local animal shelter, teaching them the importance of giving back to the community.

Demotte Elementary School strives to empower every student every day. Students who feel empowered will make a difference in their present as well as their future world.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

At Demotte Elementary, we are proud of our developmental preschool program which services students 3-5 years of age. Approximately three fourths of the students in the program have at least one primary disability and the other fourth are normally developing peer ‘buddies.’ Some of the disabilities that are serviced include Language Impairment, Developmental Delay, Other Health Impairment, Autism, and Deaf Hard of Hearing. The students have an opportunity to explore, play, and learn using a variety of researched-based interventions aligned with the Indiana Early Learning Foundations. The Foundations include the following domains: English/Language Arts; Mathematics; Science; Social Studies; Social/Emotional Skills; Approaches to Play and Learning; Creative Arts; and Physical Health and Growth. Our Special Education Cooperative also provides Speech, Occupational, Physical, Hearing, and Vision therapy to our preschool students depending on their individual needs.

We feel it is essential to help all students learn to the best of their ability. Educating our youngest learners gives them the best opportunity to be successful as they continue on in their educational journey. Our preschool uses a research based curriculum to promote student growth. The curriculum used includes Handwriting Without Tears, Frog Street, Zoo Phonics (multi-sensory Language Arts curriculum), and Conscious Discipline (social and emotional curriculum). These research-based programs are aligned to the Early Learning Foundations which in turn are aligned directly with the Indiana Academic Standards.

At Demotte Elementary, we hold that early education has a big impact on school readiness. Besides our Developmental Preschool program, we have several area preschools, including two Head Start programs that serve our community. Throughout the year, the Title I teacher and Kindergarten teachers visit these programs to share information and resources with parents as well as to answer any questions they have about our Kindergarten program and expectations. We reach out to all area preschools and invite their students to visit Demotte Elementary with their preschool teachers in the spring so they will be familiar with the school, classrooms, and teachers.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Demotte Elementary provides students with opportunities to explore their creativity in their weekly art class. The curriculum focuses on the elements of art and these elements are the building blocks used to create

works of art. A variety of mediums and techniques are introduced to provide practice with watercolors, tempera paints, chalk, oil pastels, crayons/markers and clay. Students use art portfolios to document their progress throughout the year. Students choose two to three art pieces to display in the our year end art show. Demotte Elementary School also participates in ART to Remember where each student in the school designs a piece of art that can be printed on a variety of items which families can purchase.

During their weekly music class, students at Demotte Elementary are taught various aspects of music, such as keeping the beat, creating rhythm, singing and moving to music through the use of instruments. Demotte Elementary hosts three music programs each school year for students to showcase their talent and skills. These programs are intentional in allowing students to learn and correctly enunciate words, learn melody patterns, express songs through movement, and perform before an audience. Musicians from our community are also invited to showcase their musical instruments in classes for our students to enjoy.

2b. Physical education/health/nutrition

Students at Demotte Elementary develop their athletic abilities, as well as building strength and developing their fine motor skills in their weekly physical education class. The curriculum focuses on a scaffolding system, spending several weeks on the same sport or game but focusing on a new skill or technique each new week. The students then use the new skill and technique to incorporate it into the activity. Allowing students an opportunity to engage in creative and kinesthetic play is important at Demotte Elementary. All students participate in two recess periods per day. Students play on a large playground, the blacktop with a variety of equipment or indoors depending on the weather. Students with moderate disabilities have access to a playground tailored to their specific needs. Students at Demotte Elementary participate in the Kids Heart Challenge. This program allows students to raise funds for the American Heart Association while learning about ways to keep their hearts healthy through diet and exercise. Toward the end of each school year, the students participate in a field day. Field day takes place outside and consists of different rotating stations that students in each grade participate in as a classroom team. The community is invited to attend as spectators and cheerleaders to encourage the kids.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Demotte Elementary School embraces the fact that technology is a tool, which we must educate children to use responsibly. We are a 1:1 school where Kindergarten students have iPads and grades one, two, and three have Chromebooks. All teachers have Promethean Boards in their classrooms, which are currently being upgraded to Viewsonic touch-screen Smart TV Boards. Teachers are challenged to integrate technology into all subject areas. Examples of integration include taking pictures and labeling them, making an iMovie to share a report, using Google Slides to complete a classroom calendar or research project. Teachers at Demotte Elementary utilize Google Classroom as our learning management system. Teachers use this both in the classroom and coupled with Zoom on eLearning days. This allows for a continuation of learning to happen, no matter if a student is at home or school. Each student has the opportunity to visit the library once a week. Providing all students with reading material is important to Demotte Elementary, which is why we house a library with over 17,500 books for circulation. Even when students do not return a book to school or misplace a book at home they are welcome to pick out a book from a specialized section. Doing this allows all students to have a book available at home to read each night.

2e. Any other interesting or innovative curriculum programs you would like to share

Social Emotional Learning and Wellness (SELW) affect the whole child, school, and community. Quality SELW programs increase graduation rates, improve student behavior/ learning, prevent suicide, assist with recognizing mental health challenges, and connect those students and families with outside resources. Demotte Elementary School uses daily mindfulness and grounding technique practices in classrooms, small groups, and individual sessions. We work at the micro level for more intensive interventions for students

with recognized needs. Demotte Elementary School teaches the children to self-assess and manage their emotions/ behavior through the Zones of Regulation and individualized interventions at the micro, mezzo, and macro levels of social work. Students build upon the skills built through the SEL tiers to expand their interpersonal relationship skills. The students of Demotte Elementary School learn how to build their support networks to include the surrounding community. Demotte Elementary School has partnered with four churches in the area as well as the Kids Hope Mentoring Program and Purdue University's anti-bullying program. At Demotte Elementary, we are proud to be a part of a school where all of our staff connect with students to ensure that the culture of our building is one of growth, inspiration, and understanding.

3. Academic Supports

3a. Students performing below grade level:

At Demotte Elementary School, our instruction and interventions are data-driven and tailored to the needs of our students. In our building, we focus on mastery of early reading and math skills. All students are given the NWEA MAP assessment three times a year in both ELA and Math for teachers to plan instruction and set individual goals. Kindergarten students are assessed for their level of letters and phonics knowledge, as well as their decoding, phonemic awareness, number, and counting skills. Our students in first through third grades all have their reading fluency checked three times a year using DIBELS ORF (Oral Reading Fluency). Students who do not meet benchmark goals receive additional DIBELS assessments to check decoding, phoneme segmenting, and phonics skills. Students in need of additional support receive help from our classroom teachers during WIN (What I Need) time. Grade level teachers meet in their PLC's twice each week to discuss students in need of additional help based on benchmark and summative assessments. Teachers plan and deliver support to students in the WIN groups with the help of Title I paraprofessionals and instructional assistants who push-in to the classroom to help the teachers and students during this time.

Our MTSS team consists of administrators, special education teachers, speech pathologist, psychologists, Dyslexia Specialist/Interventionist, and our Social Worker. The MTSS team meets twice a week to support teachers and students, analyze data, and guide our MTSS process. Students in need of more intensive support receive interventions tailored to their individual needs. We progress monitor our students in a level Tier 2 or Tier 3 intervention every 10 days to ensure the interventions are working, or modify if needed. Tier 3 interventions are planned and administered by our Title I Interventionist, speech pathologist, special education teachers, or English Language Learner (ELL) teacher.

Demotte Elementary School is a school-wide Title I school. We use a majority of our Title I funds in our district to provide highly qualified personnel to help our students. With the goal of closing the achievement gap, our Title I staff provides Tier 3 interventions as well as inclusion support to our teachers and students during their WIN time. Our Title I funds also provide books and online reading subscriptions where students in need of extra support can practice their skills at home and during the summer months. They also provide family and parent involvement events like Bingo for Books and Family Math Game Nights that are free to all families in our school.

3b. Students performing above grade level:

Demotte Elementary ensures all students are given the instruction they need in order to succeed. High achieving students (not identified as High Ability) are placed in WIN groups (What I Need) in addition to high ability classrooms. CogAT & NWEA assessment data are reviewed and students are identified for placement in accelerated classrooms.

Within these classrooms, highly trained teachers use higher level texts that are differentiated for students performing above grade level. Students from other classrooms that are showing advanced growth in reading and/or mathematics are incorporated into these two rooms four days a week for advanced instruction during our WIN time.

Students who achieve above grade level are engaged in learning activities that match their unique characteristics and learning needs. These learning activities provide enrichment both academically and

social-emotionally. Due to their high level of curiosity, inquiry, and interest in problem solving, students are challenged to think critically and creatively at Demotte Elementary School. A variety of assessments are given to meet the specific needs of students, including diagnostic tests, formative assessments, and summative assessments.

In reading, both fiction and nonfiction texts are studied daily. During read-alouds, students engage in group discussions facilitated by the teacher and in a think-pair-share model. Depth of Knowledge questions are answered by students orally and in a written constructed response. English/Language Arts projects include oral book reports, and research projects. Additional activities include a persuasive travel brochure and informative biography report, along with a “Living Museum” for parents and students. Reading and writing are cross-curricular in all subject areas and include programs: Mystery Science, Generation Genius, Reading A-Z, Scholastic News, ReadWorks, and Studies Weekly. Weekly STEAM projects are embedded into cross curricular instruction as well.

In mathematics, students are taught a model drawing strategy that promotes computational thinking and helps students explain their thinking through written expression. A variety of manipulatives and math programs are used to help meet the needs of students and promote problem solving. Math programs include: IXL, Prodigy, Rocket Math, and My Math.

3c. Students with disabilities:

At Demotte Elementary, we believe that all students can learn at high levels, and we work hard to make that happen. Our assistant principal, a former special education teacher, collaborates daily with all staff to identify, evaluate, and support students with disabilities. Three resource teachers and two life skills teachers are supported by more than a dozen dedicated paraprofessionals to create and implement individualized education programs. These programs look not only at the students’ academic needs, but their social and emotional needs. One of our most frequent functional goals is to ask for help so that our students have this foundational skill of self advocacy after they leave our school. We also collaborate with the school Social Worker, speech pathologist, and ELL staff to assist the whole child on his/her educational journey.

For students with mild disabilities, our daily services typically include 45 minutes of direct reading instruction and 45 minutes of inclusion services in the general education setting so that students can access grade level material. We also provide 30 minutes of direct math instruction and 30 minutes of math inclusion services. Some students receive as much as 30 minutes of reteaching during the day, as well as sensory breaks, social emotional learning, adaptive recess support, and support in specials.

Using weekly formative assessments, resource teachers use High Leverage Practices and the Universal Design for Learning to create engaging lessons that are accessible to all students in the group. Some weeks students may benefit more from working on foundational skills, and other weeks students work on the same skills as their grade level peers. Teachers also vary instruction to include games, projects, and writing.

Students with moderate disabilities are split across two classrooms, where they work on learning life skills such as tying their shoes, ordering at a restaurant, learning their phone numbers and parents’ names. Those who are ready, learn to read and do math. These students eat lunch and attend specials with their grade level peers. Some go to recess and attend class for part of the day in the general education setting.

3d. English Language Learners:

Demotte Elementary’s ELL services include both inclusion and pull-out services. All ELL students receive at least 30 minutes of pull-out language instruction daily. For newcomer ELL students who need extra language support, a bilingual teaching assistant provides services in the general education classroom as well. Students are placed into the ELL program based on responses to a Home Language Survey when they first enroll in an Indiana school and an annual, federally-required language proficiency assessment that measures their levels of both conversational and academic English in the areas of listening, reading, speaking, and writing.

During pull-out services for ELL students, the ELL instructors hone the language skills of the ELL students. Students are given direct instruction in phonics, sight words, reading fluency and comprehension, writing, and speaking. Each week, students complete learning activities that incorporate all four domains of language using a variety of strategies. At the end of every week, students are asked to record themselves discussing a topic that they have learned about all week. They are then asked to watch the videos of themselves and the other students to provide feedback about how to improve their communication skills. Using this strategy has helped our students become more effective communicators and has allowed them to reflect on their own use of language.

To provide extra support for those students who have difficulty completing homework assignments due to a language barrier, Demotte Elementary also has a Tuesday night after-school program for ELL students. Students from each grade level work with a Demotte Elementary teacher to complete homework assignments, receive additional instruction on content taught in the classroom, and to further practice and improve their English language communication and comprehension. Students have the opportunity to ask questions and receive the necessary support because they are in a smaller group of peers.

3e. Other populations, if a special program or intervention is offered:

Demotte Elementary School works tirelessly to provide academic support and services to students and families who are considered homeless/housing unstable by the McKinney-Vento Act or who otherwise have barriers to school attendance. The initial step is developing relationships with families so they feel comfortable sharing their needs in a judgment-free environment. This is done through general rapport building, parent connections, and linking families with resources.

Transportation is often a barrier for families to maintain continuous educational enrollment. Our school assists with transportation not only to school but connects with medical and mental health home-based case management services. Demotte Elementary assists with emergency housing resources, employment or vocational training services as well as emergency financial assistance. Substance abuse, child care, lack of internet availability, food insecurity, utility assistance as well as language/reading difficulties commonly impede our families consistent education.

Although we are a rural school corporation, we have been able to assist families in maintaining a consistent home environment. Our strong belief in collaboration with outside agencies allows us to assist in creative ways. For example, general housing maintenance resources have been identified in an effort to maintain housing security.

For those families whose school attendance needs are more significant, we have collaborated with our School Resource Officer and judicial agencies to develop a program called Project Attend. Project Attend is an educational neglect prevention program at the elementary level to prevent long-term truancy habits. These services connect families to social workers, attendance officers, and staff with which they can work to identify and reduce barriers to school attendance.

All of these interventions and supports serve to engage and assist families in getting their students to school so they have the opportunity to learn and reach their full academic potential.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Engaging our students starts right away at Demotte Elementary School (DES). Staff members welcome our students every morning as they enter the building with warm greetings, hugs, and high-fives. The principal reminds all students every morning that, “Here at DES, we love you and we care about you,” as he shares the morning announcements, a joke of the day and birthday celebrations.

We know that students are ready and able to learn when their social, emotional, and basic needs are being met first. Our school Social Worker provides social and emotional lessons to all classrooms as well as individual and group support to students as needed to help them socially and academically. Our community partner church provides some of our students food backpacks for families in need of extra assistance over the weekend. Additional snacks and fruit are available daily in our cafeteria should students ever need or want them. Our neighbor church also provides mentors for students in need of extra encouragement and mentoring through the Kids Hope program.

We encouraged our students to earn their “Kougar PAWS,” (Positive Actions While at School) by modeling respectful, responsible, and safe behavior in and outside of the classroom. A group of Kougar Paw winners are announced daily and can pick a prize in the office. We also celebrate a Student of the Month from every grade who has modeled our PBIS characteristics of good citizens. Our school has also partnered with area businesses that award all students with a monthly pizza for practicing math facts or nightly reading. Positive attendance habits are awarded for students through the partnership of local community businesses as well.

Our teachers engage students in their classrooms by providing lessons and activities that engage our students minds with hands-on practice and technology skills as well as goal setting, monitoring and celebrating. Our students have the opportunity to learn about local and global education and career opportunities through engaging activities from local leaders from organizations such as Junior Achievement, the Department of Natural Resources and many more! Brain breaks during the day get students’ brains and bodies moving and ready for the next lesson. WIN groups in the classroom provide students with extra practice in the skills they are struggling with to help them be successful. Our MTSS team reviews data and plans interventions for students needing Tier 3 level support. For students needing extra support, our team of Therapeutic Crisis Intervention (TCI) trained staff members help calm students safely when needed during the school day.

2. Engaging Families and Community:

Creating positive partnerships with our families and community builds trust, strengthens bonds, and enhances the culture of our school. Support for the whole-child and family starts with our Back-To-School Fair sponsored by area churches. All school supplies, including backpacks and lunch are provided by the committee. Demotte Elementary teachers volunteer to blow up balloons and do face painting for students to make this a fun event every summer before school starts. Neighboring churches provide food backpacks, free after-school tutoring, and Kids Hope mentors to students and families in need. Area retailers offer our school Social Worker certificates for students to pick out clothing they need at no cost. The local Lions Club and area eye doctor give free eye exams, and our Social Worker can provide assistance to families to purchase eye glasses if needed. Our staff “adopt” some of our neediest families at the holidays to provide gifts for students and siblings. Local churches provide full meals for Thanksgiving, Christmas and Easter to families in need, as well as hygiene products, cleaning supplies, winter coats, and shoes.

Our teachers reach out to students and families even before the school begins each year by hosting our Kindergarten orientation night and the meet-your-teacher events so families can meet teachers and visit their new classrooms before the first day of school. Principals, teachers, and the office staff stay connected to families and keep them informed of important events and information with the ClassDojo communication app. Parents can engage with and track their child’s performance through Skyward, our student information system. Families also can access their child’s classroom through Google Classroom, our preferred learning management platform. Parent-Teacher conferences and the Title I annual meeting are scheduled every fall

to provide updates and information to families. Families are encouraged to visit the school for grade level music programs, the art show, reading book fair, and the end of year field day activities.

At Demotte Elementary, our PTO volunteers organize amazing events for our students and their families including the Fall Fest, Santa Secret shop, Spring Carnival, and Glow Dance. Since we became a school-wide Title I school in 2019, our Title I events are able to include all students and families in our Bingo-For-Books night, local author presentations, and family math games night. These Title I events are free to all our students and families.

A Park Ranger from the Department of Natural Resources visits our third grade classrooms and presents lessons on forestry and nature. The Junior Achievement program presents lessons on creative problem solving, financial planning, and entrepreneur skills to our students. Indiana Waste Management presents a series of lessons on recycling and protecting the environment.

Demotte Elementary School is blessed to have such wonderful and generous community partners. They provide support to our students, staff and families to make a successful impact on us all.

3. Creating Professional Culture:

Demotte Elementary School values the importance of students, teachers and staff and demonstrates this by creating a professional culture where teachers and staff feel supported and appreciated. Demotte Elementary School recognizes that when the staff feels valued a positive attitude will result in increased productivity and student learning. One of the ways this is accomplished is through the Mentor/Mentee program. Administration carefully partners first year teachers with an experienced teacher who meet regularly. Once a month, they meet as a larger group with the instructional coach to cover topics like classroom management and student engagement. Mentors and mentees are given time to observe one another. Building this relationship and support system has positively impacted all parties involved.

Additionally, the administration has created time in the schedule for grade level teaching teams to collaborate twice a week with one another. During PLC meetings on Wednesday mornings and Fridays throughout the day, grade level teachers meet to discuss student needs and to plan instruction based on the needs of the students. These teams talk about “our students” and work to meet the needs of all learners. Collaboration time is spent sharing teaching strategies and looking at grade level data. Grade levels invite the instructional coach to these meetings as needed to share information on strategies they have questions about or as a resource for new ideas. At least once a year, a designated release time is focused on reviewing curriculum, assessments, and planning long term to meet learning targets demonstrating the value the administration places on the collaboration and implementation of curriculum. Demotte Elementary School teachers are reflective of their practices and the impact this has on students.

The instructional coach provides voluntary Lunch & Learn opportunities multiple times throughout the school year. A vast majority of the teachers attend this professional development opportunity in order to become better at their craft. Topics have included, but are not limited to the Interactive Read Aloud, Literacy Instruction Tips, and Student Goal Setting. Teachers taking advantage of opportunities display their commitment to cultivating a positive learning environment for their students and each other. Alongside these opportunities, teachers are encouraged to seek professional development through the Wabash Valley Educational Center (WVEC).

Demotte Elementary School has an active social committee that consists of teachers, support staff, and administration. A newsletter is emailed to everyone at the beginning of each month. Staff and student birthdays are announced over the intercom each morning. Birthday certificates are placed outside of classrooms. Two Fridays a month volunteer groups take turns providing breakfast. Wedding and Baby showers are hosted to celebrate the milestone events. Teachers host a luncheon for the support staff to show appreciation for their influence on children. After school events are planned quarterly such as a Murder Mystery Game Night and a Bunco Night. Our staff at Demotte Elementary is a tight-knit and supportive group.

4. School Leadership:

The leadership Philosophy at Demotte Elementary is one of collective efficacy. Everyone plays a role and is responsible for the achievement and success of all of our students. Together with the Principal and Assistant Principal the Leadership Team at Demotte Elementary paves the road to help our grade levels provide the highest quality of instruction to all our students at every level. Post pandemic, our teams have become even more intentional in working together both creatively and collaboratively.

Our Leadership Team consists of both administrators, a representative from each grade level, our Title I Director, and a special education teacher. The leadership team meets once a week. During these meetings the team problem solves, shares data, and discusses what each grade level is working on and what ideas/needs they have. This time also allows our administrators the opportunity to get input on important decisions that need to be made throughout the school year and communicate information that the team leaders take back to the rest of our teaching staff. Each PLC leader meets with their individual grade level teams twice a week to share information, collaborate, and discuss interventions/strategies that will make the greatest impact on our students' success in meeting their academic goals. Grade level teams plan out Tier 1 and Tier 2 instruction and how it needs to be implemented. All teaching staff including our Title I Director, Title Aides, instructional aides, special education paraprofessionals, and Social Worker are involved in providing instruction and support to our students. At Demotte Elementary, we believe it is all hands on deck for all students!

Embedded in our PLC process is our MTSS team which is our school student assistance team. Students who continue to struggle after Tier 1 and Tier 2 interventions have been implemented are recommended to our MTSS team. The team discusses Tier 3 interventions that are more individualized to the students needs to help provide them with the support they need to grow academically. Students who are struggling behaviorally are also discussed and supported by this team. Included on our MTSS team is our school Social Worker, instructional coach, special education teachers, speech teacher, Title I Director, and school psychologist. The Assistant Principal facilitates the meetings and coordinates the schedule so team members and teachers know when and what student needs are going to be discussed.

Our Instructional coach plays an essential leadership role at Demotte Elementary. She provides professional development on best practices, models lessons, facilitates the new teacher mentor program, and helps provide intangible support(s) to students whether it is redirecting a student who is having a difficult morning or administering NWEA to a student who has been absent. School administrators provide opportunities for both internal and external professional development opportunities ranging from curriculum development to classroom management and beyond. At Demotte Elementary, we believe that all staff have the capacity to take on the mantle of professional leadership so our students may find success. The principal and assistant principal share the responsibility of teacher evaluations to ensure all staff are developed and functioning at high levels.

5. Culturally Responsive Teaching and Learning:

Being culturally responsive is highly valued at Demotte Elementary School. We work together to ensure that diversity is something to be appreciated and respected rather than reviled. Teachers, staff members, and administrators strive to promote equity, to examine biases and stereotypes, and to model high expectations for all students through collaboration and communication. In our school, we are working to reduce bias, especially based on culture, religion, gender, socio-economic status, and ethnicity.

At Demotte Elementary School, we are respectful, responsible, and safe. These are the character traits that we endeavor to instill in our students. We also try to impress upon our students the importance of kindness. Through our SELW lessons with our school Social Worker, students learn about being respectful and kind to the people around them. They learn that everyone has a different background or experience from their own, and that every experience has some effect on their lives and perspectives. Learning from the experiences of others can help them grow as caring people. Small group SELW lessons and interventions are also provided to help students understand the importance of diversity awareness and recognition.

To explore cultural diversity in the classroom, the students have lessons and projects that allow them to research other countries and cultures. During the month of December, many teachers do a Christmas Around the World project that permits students to research what Christmas traditions are celebrated and compare those celebrations to their own experiences. In other classrooms, students create a travel brochure for a different country to discover how life in that country differs from ours. Throughout the school year, students are reading literature from different cultures to compare and contrast those stories with similar stories from the students' lives. All of these lessons support students' learning to recognize and appreciate cultures outside of their own.

To support our culturally diverse parents and community members, our ELL teacher works closely with the school Social Worker to provide resources. Through our ELL staff, communication is available to our families who do not speak English. We also provide a family night for our ELL community to explain the expectations of school, to discover what resources the families want or need, and to make new families feel welcome to our community. The school Social Worker continues to advocate for these families in the community by encouraging local courts, homeless shelters, and domestic violence advocates to have translators available.

PART VI - STRATEGY FOR EXCELLENCE

The one strategy that has proven to be the most beneficial for the academic success of all students at Demotte Elementary is our commitment to collective efficacy. At Demotte Elementary School, collective efficacy is modeled every day through our Professional Learning Communities (PLCs) and processes.

The master schedule at Demotte Elementary was reimagined recently to give teachers additional time to collaborate together in their PLC Teams twice a week. The goal is to provide teachers ample time to analyze student achievement data and intentionally plan together how they will meet the needs of students through a variety of scaffolded processes. Teachers work together to answer the four questions: 1) What do we want our students to learn? 2) How will we know they are learning? 3) How will we respond when individual students don't learn? and 4) How will we respond when individuals already know or learn the material?

At Demotte Elementary, we haven't just devoted our schedule and time to the PLC process, we have also devoted our mindset to the process. The heartbeat of our staff is to be in sync with one another, so that we best serve every student that walks through our doors.

Our schedule realignment has allowed us to create our WIN (What I Need) Time for both reading and math support. Teachers utilize data and their team's PLC time to constantly re-evaluate student progress and reshuffling small groups in order to provide scaffolded support for all students, no matter their achievement level. WIN Time is built in the schedule daily to provide all learners with the instructional support or enrichment that is tailored to their needs.

This sense of collective commitment for student success is on full display when you walk through the hallways of Demotte Elementary. You will often see paraprofessionals in the hallways or classrooms with small groups and individuals working hard to ensure those students get a better understanding of the content they need. Teachers take responsibility for their own classrooms while welcoming students from other classrooms throughout the day as a part of our WIN Time.

The staff and learning community at Demotte Elementary believes that we are the number one determinant in the success of all students. At Demotte Elementary we are all in, for all students, and that's not just a cliché. At Demotte Elementary, it is who we are.