

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 Mr. Sedric Gerber
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 2405 Ragersville Road SW
(If address is P.O. Box, also include street address.)

City Sugarcreek State OH Zip Code+4 (9 digits total) 44681-8086

County Tuscarawas County

Telephone (330) 897-5021 Fax _____

Web site/URL <https://www.garaway.org/> E-mail jmillet@garaway.org

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* Dr James Millet E-mail jmillet@garaway.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Garaway Local Schools Tel. (330) 852-2421

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 April Beachy
(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):
- 4 Elementary schools (includes K-8)
0 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	0
K	22
1	25
2	26
3	22
4	11
5	27
6	21
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	154

*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 % Asian
 - 0 % Black or African American
 - 11 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86 % White
 - 3 % 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: 4%

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	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2021	159
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

Spanish, Quiché

English Language Learners (ELL) in the school: 11 %
17 Total number ELL

7. Students eligible for free/reduced-priced meals: 32 %

Total number students who qualify: 49

8. Students receiving special education services with an IEP: 8 %
Total number of students served 13

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>0</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>3</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>0</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>7</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 1

10. Number of years the principal has been in the position at this school: 2

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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	7
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
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 22:1

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	96%	98%	97%	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.

We strive to maximize every student and teachers potential every day. We invest in the whole person to create connections that can support difficult tasks.

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

<https://go.boarddocs.com/oh/garaoh/Board.nsf/Public?open&id=polices#>

Code: po2260

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

Ragersville Elementary is one of four elementary schools within the Garaway Local School District. Our school is located in Eastern Ohio among the rolling hills of the Western Appalachian Mountains. Ragersville Elementary once served Auburn Township as its only kindergarten to 12th grade school. Auburn Township School consolidated with three other small schools in the 1960's to form Garaway Local Schools.

Our community is surrounded by dairy farms, agricultural crops and cottage type industries. Ragersville Elementary serves as the core of the community for a variety of events throughout the year that include family reunions, class reunions, Ragersville homecoming, baseball games for all ages and other special community events. The school plays a key role within our community and provides a hub for our collaborative approach to education.

The district has prioritized selecting and strategically implementing new curriculum, technology, and different support staff to continue providing our students with the best educational experience possible.

Over the last few years we have successfully implemented a full scale technology upgrade to our students through the availability of chromebooks for each student within the building and also updating staff computers and technology within the classroom. This technology has also served our students who do not have internet access at home by supplying wifi enabled devices to those families. This program has also helped us close the learning gaps that were discovered during COVID.

The district has also made a shift in our curriculum to be streamlined throughout the grade levels. The district first started with the shift to the iReady curriculum in math and then a year later also made the transition to the reading platform. This past year we made a large investment in updating our science and social studies curriculum. Throughout this process the district has provided continuing professional development and time for teachers to collaborate on how to most effectively use the new curriculum and technology within the classroom.

Ragersville has benefited from the extra support staff to accommodate our changing demographics. Our community has had an influx of learners who qualify as English as a Second Language. The district has moved swiftly to meet the needs of these students by hiring an ESL instructor and providing staff with many professional development opportunities around how to best support these students. We have provided these families with engaging opportunities so they feel equally connected to the school and staff. The community has also come to support these families with different initiatives to address their specific needs such as tutoring services, nutritional needs, and support navigating a new culture.

We strive to make all groups feel welcome and a part of our community. One way that our ESL instructor has tried to connect our communities is through classroom visits with our high school ESL students. For example, our first grade class was studying holidays around the world, and the teacher coordinated with our ESL instructor to have two high school ESL students come into the classroom. They gave a presentation on the holidays they celebrate in their native country. These interactions have proved to be positive experiences for both older and younger students to learn from each other and create a community of acceptance.

Over the years we have grown different programs in order to support students' needs outside of the classroom. We have a very active student council that is led by our 5th and 6th grade students. The student council advisors are staff members who help facilitate the group but allow the students to create their own initiatives. This group has been responsible for donations to local charities and other outside organizations through donation drives and fundraising events.

We also create an environment of caring for the whole child through our different Positive Behavior Interventions and Support activities. Several years ago we created the acronym CARE (Courteous, Accountable, Respectful and Effort). These are points of focus throughout the year and topics that we talk with the students frequently about. We have had monthly rewards for meeting goals around the CARE acronym, assemblies, and a school wide carnival at the end of the year.

Academically we strive as a staff to be data driven when making educational decisions about our students needs and how to best address those needs. These have become the focus of our staff meetings, Professional Learning Communities (PLC meetings) and grade level meetings. We utilize the data to make instructional adjustments and determinations on future supports. We also use these meetings to create an environment of sharing ideas and strategies to best serve our students and staff.

These various meetings stem from the district administration team which supports teachers through providing time within their day to have these meetings and providing continuing education hours around their work in these meetings. The administrators facilitate these meetings and create agendas for the topics to be discussed.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Our school district primarily utilizes iReady (Curriculum Associates) to address the Ohio standards. This program uses both online and physical resources to engage student interest. iReady Ohio Reading's rigorous yet supportive content is proven to make today's demanding standards reachable for all students. Its complex, authentic texts engage students in opportunities to practice close reading strategies across a variety of genres and formats. Our district chose this approach because of the engaging online content that is directly linked to Ohio standards, ease of use for our teachers, and the data-based diagnostic tools that are included with the curriculum. Additionally, iReady includes diagnostic tools that help to identify students who may require additional supports due to dyslexia.

iReady Ohio instruction uses a consistent read, think, talk, write model in which teacher-led discussion and small group collaboration are central to student achievement. Lessons scaffold to build students' confidence as they develop important critical thinking and analytical skills. Students are immediately engaged by the variety of real-world source texts, from literature and poetry to blogs and news articles. Teachers use the engaging online content in combination with the physical workbooks to provide Ohio-based instruction to our students. The student instruction book ensures young readers start with a strong foundation of important reading concepts. Students then practice applying these new reading skills through drawing, writing, and other activities that encourage them to use text-based evidence from the "read alouds." A perfect complement to iReady Reading Ohio, Teacher Toolbox for English Language Arts is a digital collection of instructional resources that supports educators in differentiating instruction for students performing on, below, or above grade level. Evidence-based writing has a new importance in today's rigorous standards. Designed to address the demands of the standards, iReady Writing interweaves the writing standards with grade-level science and social studies themes to develop thoughtful, analytical writers. Through teacher-led instruction that fosters independence, students engage actively with source texts, learning to research for evidence and acquiring writing strategies that last for life.

iReady provides diagnostic practices that our school uses three times per year. The assessments show the growth of our students in relation to Ohio standards. The diagnostic evaluation prepares and equips teachers by delivering actionable data that addresses the first part of the learning process—knowing exactly where each student is. The iReady diagnostic provides teachers with a complete picture of student performance relating to their grade level and national norms. This allows our teachers to see how their class is performing as well as individual student performance to allow for differentiated instruction. The district also uses ODE practice tests as well as data provided regarding yearly state testing to ensure students are meeting the Ohio state standards.

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

Our school district also uses iReady (Curriculum Associates) to meet ODE math standards. Again, iReady uses both engaging online and physical resources to allow teachers to best meet our student needs. iReady Ohio Mathematics helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. The two-part student edition consists of an instruction book and a practice and problem solving book, a powerful combination of thoughtful instruction, real-world problem solving, and fluency practice. Once again, our district chose this particular approach because of the engaging online content that is directly linked to Ohio standards, ease of use for our teachers, and the data-based diagnostic tools that are included with the curriculum.

Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. iReady Ohio Mathematics encourages students to develop a deeper understanding of mathematics concepts through the embedded standards for mathematical practice. Additionally, it builds on students' prior knowledge with lessons that make connections within and across

grade levels and directly address the major focus of the grade. This curriculum incorporates a classroom mathematics routine that promotes conversations and increases accessibility of mathematics for all students. Lastly, it prepares students for the challenges of Ohio's State Tests (OST) with tasks and activities that have a balance of conceptual understanding, procedural skills, fluency, and application.

Robust formative and summative assessment tools closely match the rigor and expectations of OST and include lessons, mid- and end-of-unit assessments, and performance tasks at the end of each unit. As with ELA, we also test students three times each year by using the iReady diagnostic. By adopting and committing to this practice, we are able to assess our students in combination with the Ohio state tests and practice tests.

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

Our district has chosen McGraw Hill's Inspire Science curriculum to meet our student's science needs. Engaging online instruction in combination with student workbooks provide our students with direct instruction that parallels state standards. Inspire Science is designed to spark elementary students' interest and empower them to ask more questions, think more critically, and generate innovative ideas. Inspire Science provides in-depth, collaborative, evidence based, and project-based learning. Lessons are built on instructional framework and integrates life, earth, and physical science. The consumable student edition is organized into four units with one to two modules per unit.

The 5E model (Engage, Explore, Explain, Elaborate, Evaluate) is a comprehensive model included in McGraw Hill to ignite student learning. Teachers set the purpose for learning with a scientific phenomenon and essential questions to investigate throughout the lesson. They then help students set goals. The use of interactive content helps students understand the concepts more deeply, so they can answer essential questions. Teachers connect literacy and science through inquiry by providing students with an array of print and interactive resources to conduct research and explain their understanding. Staff helps students reflect and refine their thinking by revisiting past answers. Finally, teachers guide students to demonstrate their understanding by answering the essential questions and completing a final performance task.

Teachers have a multitude of resources available to assess students formatively and summatively. McGraw Hill offers these assessments within the online curriculum for teacher use. Additionally, staff are able to utilize state practice tests in tested areas as well as the use of Study Island, a standards-based online program that includes a diagnostic test, engaging activities to support identified deficiencies, and post-tests to ensure successful learning. Teachers may use various data points to individualize and differentiate student instruction.

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

As with our science curriculum choice, we have also adopted the McGraw Hill Impact Social Studies curriculum. IMPACT Social Studies builds a solid foundation in the core subjects of social studies—history, geography, economics, and civics. Each unit provides active engagement with a rich variety of informational texts, primary sources, and media. Students will gain building blocks for critical thinking, develop a strong reading and writing foundation, and learn what it means to be responsible, active citizens.

The art and strategy of inquiry is taught as teachers model how to ask questions and do research. Students learn how to analyze sources and consider multiple perspectives as they think critically about problems, events, places, and people. Each chapter inquiry project is designed to engage students by encouraging them to ask questions and look for answers, while providing opportunities for students to work together collaboratively. Students gather, analyze, and synthesize information to explore the issues and develop answers. Students apply literacy tools—strategies for close reading, writing, speaking, and listening. Students analyze information and arguments, think critically, support opinions with text-based evidence, and make connections through reading, writing, speaking, and listening.

As with science content, teachers enjoy all of the same program features in the McGraw Hill curriculum. The materials offer teachers a variety of assessment resources and tools to collect ongoing data about

students' progress related to the standards. The materials provide multiple formative and summative assessments, including pre-tests, on-going assessment checks and inquiry projects. Furthermore, the materials provide appropriate assessment alternatives for students with varying needs. As with all other content areas, teachers may alternatively use Study Island to further evaluate and assess students with goals to individualize and differentiate instruction through attention to data points within the program.

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

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Through both our music and visual arts programs we strive to cultivate the artistic ability of all students. These classes are offered to every student kindergarten through 6th grade one to two times per week for both music and visual arts. Students will get 120 minutes per week focusing on the arts.

In music, students learn how to read, sing, and play music by using critical thinking skills. The students start as early as kindergarten learning simple rhythms all the way through 6th grade to more complex rhythms and notation on the Treble Clef and the Bass Clef.

The music department also helps coordinate learning outside of the classroom by partnering with local organizations who offer enrichment opportunities for our students. Students are also involved with a district wide band and choir where they perform multiple times a year for our community.

In the visual arts classroom we provide lessons that create opportunities for students to engage in meaningful dialogue about art, reflect on their life experiences, the experiences of others in the world around them, explore artistic mediums and processes, and incorporate personal meaning into their art-making. We use a variety of historically relevant artists, contemporary artists, and even artists that are practicing in our community and surrounding communities in the lessons. We strive to facilitate opportunities for students to become independent and analytical thinkers who are confident in their abilities to create and analyze art, investigate diverse ideas and themes, and examine artists from all walks of life. We also ensure that students have the ability to take ownership of parts of their learning through experimentation and lessons that provide opportunities for student choice.

2b. Physical education/health/nutrition

Ragersville physical education classes are designed to get students actively engaged in physical fitness through participation in a variety of sports and games. Students receive 1-2 classes per week for forty minutes. We want our students to enjoy being physically active so we put an emphasis on having fun. We try to cover the major sports and allow the students to have different experiences with activities that are not as common in our geographic area or that our high school athletic department sponsors. We play games and learn new movements that encourage students to be active in many ways to promote physical activity beyond the school day and into their life after school. We also do a lot of testing to meet the state's requirements.

The PE department in collaboration with our high school athletic department sponsors an annual Track and Field day where 5th and 6th grade students from around the district get to compete against each other in many different events. This event draws members from around our community to come and volunteer or just cheer on our students. Our high school athletes take part in organizing and carrying out the different events.

While involved in these activities we stress saying positive words, being a good teammate and above all, having good sportsmanship. We try to create a healthy, safe environment for students to learn and move in. We know that physical activity is crucial for academic success so we try to get the students moving as much as possible.

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

2d. Technology/library/media

In our Computer Technology class, we strive to expand students' knowledge and understanding of the importance of responsible technology use. Grades kindergarten through 6th grade participate 1-2 times per week in a 40 minute computer class. In the class, we focus on typing and keyboard skills. Implementing a typing curriculum is an essential part of the class for all grades. In kindergarten, early typing skills have shown to help students with letter recognition and identification, which greatly benefits them in their reading and writing skills. The typing curriculum provides students with a challenging, yet engaging experience that allows them to work on their level. Curating lessons with students' individual needs in mind ensures student growth and confidence in their typing abilities. We also have students participate in age appropriate lessons on computer coding. These lessons allow students to work at their own pace and increase as they get better with the coding process.

With increasing concerns of mental health in connection to cyberbullying, our district prioritizes the understanding of the impact that online activity has on our students. In our district, many students have chromebooks they take home to complete work. With this, we refuse to remain ignorant to the fact that this could allow a doorway for inappropriate or hurtful online activity. Therefore, we have partnered with a local organization for a curriculum that prioritizes students' online and offline safety equally. We strive to help students feel safe in talking with us if they ever experience anything upsetting online by requiring the teaching of digital citizenship for all ages.

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

3. Academic Supports

3a. Students performing below grade level:

Ragersville Elementary is committed to recognizing student gaps in knowledge and finding ways to address those issues. Every month we have Professional Learning Community meetings with kindergarten through 3rd grade and 4th through 6th grade teachers. A large portion of these meetings is dedicated to our Response To Intervention process. Over the last several years we have committed to improving this process through our focused interventions, data collection and ensuring that we discuss and make decisions as an educational group. These meetings are attended by our classroom teachers, intervention specialist, title teacher, principal and school psychologist. As a collaborative team we discuss current progress, behaviors and gaps in knowledge to determine types of Tier 1 or Tier 2 interventions. Baseline data is collected from diagnostics, reading inventories, work samples and observations. Students are provided consistent research based interventions from general education teachers, intervention specialists or intervention paraprofessionals. Oftentimes these students receive small group support where they can have little to no distractions with repeated practice of a targeted skill with immediate feedback from the teacher. Consistent communication between staff working on interventions as well as communicating with parents about the types and effectiveness of those interventions has proven to be a key component in the RTI process.

We are also committed to utilizing data from the iReady diagnostics in reading and math to help determine these learning gaps. Staff participate in data chats during PLC meetings, staff meetings and grade level

meetings to determine how to help students close these known gaps. Teachers also create incentive programs to encourage students to complete a specific number of iReady lessons to close these gaps.

Our classroom teachers and title teacher utilize the Literacy FootPrints program to address reading deficiencies. These are then addressed through small group activities within the classroom, title room or with our paraprofessionals.

3b. Students performing above grade level:

Though Ragersville Elementary does not have a designated Gifted program we hold true to maximizing every student's potential through small group instruction, our iReady curriculum, Study Island, creative scheduling and extra activities to accelerate our students' learning.

During our PLC meetings staff members discuss those students who are performing above grade level and ways to stretch their growth. We utilize the iReady platform to expose students to higher level curriculum as well as the Study Island platform. Teachers meet with students individually to discuss their progress and set goals for future learning objectives. Teachers also track student stretch growth and provide incentives for those students that go above and beyond.

Our students who are achieving above grade level will also have the opportunity to work in higher reading groups within the classroom. Teachers will utilize differentiated instructional materials to address the specific needs of these students to ensure that they are continuing to grow throughout the year. Teachers will collaborate with the intervention specialist to create small groups to meet the needs of every student and those teachers will rotate among the different groups to provide support and instruction.

We have even in the past utilized some creative scheduling to get students who are performing above grade level to participate in another class's small group reading or math times. Through careful planning with both the teachers and parents we have found these times to be most beneficial with accelerating some of our younger students.

3c. Students with disabilities:

Teachers provide flexibility with students with disabilities while also maintaining high expectations for learning outcomes. Teachers routinely meet with the title teacher and intervention specialist to discuss ways to differentiate classroom lessons. General education teachers also strategically plan lessons around times students are pulled for services. These students are included in all initial instruction by the general education teacher but also allow time for intervention specialists to provide intensive interventions to work with students on their IEP goals. Students are provided with an inclusive setting for the majority of their day with support from intervention specialist, title teacher or intervention aide. Teachers provide resources at students' various levels, and break down challenging or lengthier assignments into smaller steps. Teachers are in constant contact with the paraprofessional and intervention specialist and vice versa about schedules, upcoming lessons, and assessments, behaviors and any updates regarding changes in students' IEPs. Accommodations and modifications are provided from each IEP by the educators or paraprofessionals. Teachers are in attendance at Evaluation Team Report and IEP meetings as well part of parent teacher conferences in between these meetings. The intervention specialist provides research based individualized tier 3 interventions in small groups or one on one for academics and behavior and closely monitors progress. When goals are mastered, IEP's are amended to reflect a new goal needed for the student that the team of parents and staff have agreed upon.

Ragersville also has support from an occupational therapist and speech therapist that are at the school 1-2 times per week. During these times both the speech and occupational therapist will screen students who are discussed in the PLC meetings, give individualized instruction to students on an IEP, or help in whole group interventions in our kindergarten to 2nd grade classrooms.

3d. English Language Learners:

Our English Learners are pulled out individually or in small groups depending on grade and proficiency level. One component of our curriculum is National Geographic's Our World. This series provides multicultural content giving students practice in the domains of listening, reading, speaking, and writing. One example of a reading assignment from the series is about houses in other parts of the world. Students are asked to compare and contrast houses with their own home. Further work in the domains of language development is implemented with the use of sentence starters, sentence frames, and graphic organizers. These range from a simple chart to list likes and dislikes to a semantic map that helps Newcomers learn the Days of the Week before reading *A Very Hungry Caterpillar*. An example of an activity to practice letter recognition is a Word Sort in which students move letter and word cards to categories on a chart to practice spelling patterns. To support what students are learning in Title I reading, the teacher models letter sounds and words for the students to repeat. This improves speaking and pronunciation. We integrate technology through the use of an online program called ImagineLearning. ImagineLearning assesses students in language and literacy and gives them individualized practice based on benchmark scores. This online intervention supplements what they are learning in the classroom. It provides additional support in the four domains of language development. During the summer, we host a one-week English language camp. While at camp, students continue the development of skills taught during the school year through games, videos, and crafts. Our district supplies our students with a Summer Bridge book covering material from different content areas to aid in preventing “summer slide”. Additionally, throughout the school year, our community hosts a monthly “Homework Help” for our English Language Learners.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Engaging students and providing a safe place to learn and mature is an area in which we spend a great deal of time and energy. We engage students through a multi faceted approach by utilizing resources from within the elementary building, our high school students, and different community organizations.

We feel it is essential to teach students appropriate social skills along with our academic curriculum. Our Positive Behavior Interventions and Supports are focused around the acronym CARE which stands for Courteous, Accountable, Respectful and Effort. Each month of the school year we focus on one element from the acronym by having teachers reinforce the positive behaviors that demonstrate our focus for the month. Students will receive a ticket from the teacher and students get to meet with the principal to discuss their positive behavior and are rewarded with a treat and then entered into a monthly prize drawing. We also include our focus in the monthly parent newsletters to encourage families to re-enforce these behaviors at home.

Our high school's National Honor Society and Student Council have a buddy program established at the elementary schools to meet with students who are struggling with a social emotional issue. These high school volunteers come to school once or twice a month to eat lunch and play at recess with our students.

We also get our high school students engaged with mentoring our students during 6th grade camp. Our high school students serve as counselors during camp and play a key role in supporting our students while they are away from home and give them a friendly face when they transition to high school.

Ragersville has a very active student council that is involved in planning and executing school wide events and fundraisers. This past year they have taken part in toy collections during Christmas, providing food and clothing for the local homeless shelter, and selling items to raise money for local charities. This group is directly led by our students with the support of advisors being there as facilitators.

Our community also plays an important role in engaging our younger students through volunteering to come in as classroom helpers. We have several community members that volunteer within the classrooms to facilitate small group activities as well as community volunteers to operate the school library.

We have several community organizations that come into the school to provide hands-on experience with some of our science curriculum. The Norma Johnson Center is a nature preserve organization that offers wildlife demonstrations and conservation experiments to our students at the school and while students are attending 6th grade camp. Our students enjoy the hands-on activities and demonstrations that relate to our course of study. We also have partnered with Discover Dairy to adopt a cow from a local dairy farm that allowed our students to follow the raising of the cow and better understand the dairy industry in our community. Some classes even hatch chickens as part of connecting science to our community.

2. Engaging Families and Community:

Ragersville Elementary's vision is to provide students with an educational experience that inspires and motivates them to be lifelong learners and caring contributors to the world around them. There are several partnerships established in order to provide for the specific needs of the students and their families. One of those partnerships is with the Sugarcreek Ministerial Association, which provides meals for students who are in need. They provide, "Pirate Power Packs," to the low income families every Friday so they have enough nutritious food to last them for the weekend. Almost 20% of our school takes part in the Pirate Power Pack program. The school is attempting to provide a nurturing environment that meets the needs of each individual student, both in school and at home.

Ragersville has also partnered with St. John's church in Walnut Creek, Ohio, to establish Homework Help Night for our ELL students and their families. The District TESOL Coordinator has established a

relationship with community members who have a heart for serving our immigrant community. This group provides academic support to our ELL students through the help of our staff providing instructional materials for these students to work on, review work, and work from within the classroom.

Ragersville Elementary has an active PTO who work together to provide meaningful experiences for every student. The members of the PTO along with the principal meet once a month to plan upcoming events and fundraisers for the school. Due to all of the fundraising, the PTO is able to provide the money for field trips, PBIS awards, assemblies, and our end of year carnival. This group was also able to raise enough funds from local businesses to purchase a new swing set last year.

Ragersville has established a tradition of holding an open house at the beginning of every school. This gives families and community members an opportunity to visit their child's classroom and meet their teacher. Parents can meet other families from the school and get to know the culture of the school along with the community. Classroom teachers also use this opportunity to sign parents up to volunteer for different tasks throughout the school year, such as classroom parties, field trips, and working with small groups if needed.

Ragersville Elementary also has a partnership with the local library in Sugarcreek, Ohio. It is so important for young children to be able to read at home. The library and school work together to create a Reading Challenge for students in each grade K-6. The library sorts books according to the Guided Reading Level of the students and has books available to those who are willing to participate in the reading challenge. The library also provides books to each classroom with their Book Mobile every week. We are able to acquire books in Spanish for our ELL students through this particular partnership. This is a great opportunity for the classroom teachers to use books in their students' native language.

3. Creating Professional Culture:

Based on our data points from curriculum and through staff surveys, we strive to provide professional development that is significant to the improvement of teaching practices. We aim to provide a flexible approach to staff development by identifying target areas as well as allowing staff a say in the type of professional development desired. As of late, we have focused primarily on mental health activities for staff, ELL teaching practices, dyslexia/reading training, and a large focus on professional development concerning our newly selected McGraw Hill and Study Island curriculum. Our professional development activities vary between in-person and online presentations overall, mostly depending on time availability as well as presenter availability. Our staff generally prefers in-person presentations, so we strive to make this the preferred manner. Individually, staff is encouraged to take part in professional activities that best improve their teaching practices. A wealth of information is available for just about any topic online, and we also strive to ensure that we keep in touch with our presenters for subsequent professional development activities. The district also utilizes a program called Public School Works. This program is an online LMS that includes just about any topic of professional development that applies to the teaching profession. Staff is required to complete certain courses throughout the school year and are also encouraged to use the program for any other professional topic that is available on the site. We feel that our approach to professional development creates a positive culture overall. We have required items that have to be taken care of, however, staff is also provided flexible options for personal exploration. Overall, data surveys have indicated that our system is effective and valued.

4. School Leadership:

The leadership philosophy at Ragersville is centered around establishing trust for open communication in order to promote a problem solving mindset. The administration strives to be visible and available throughout the school year to support staff, students, parents and community members. In a small community we understand our critical role in fostering positive relationships with all stakeholders.

To accomplish these goals it takes a large number of support from district administration and other various district positions such as our curriculum director, director of special education, school psychologist, ESL instructor, and wellness support instructor. Each of these groups provides direct support for teachers in the classroom to provide students with the necessary resources to be successful.

Last year we switched science and social studies curriculum. Our curriculum director organized a group of teachers from throughout the district to evaluate different options and then presented those options to teachers from around the district to make a choice as a district. He has been instrumental in organizing and carrying out PD opportunities throughout the school year to help staff successfully implement the new curriculum. He is also part of the planning for grade level meetings to assist in acquiring the necessary resources for our curriculum.

Our director of special education meets monthly with our intervention specialists and title teachers to review data and discuss interventions and modifications that are proving to be effective in helping our students. She has also helped to coordinate our school psychologist to be part of our PLC meetings where they help teachers with the RTI process and discuss students with other difficulties within the classroom.

Multiple times each week we have our ESL instructor come to the building for pull out opportunities for our ESL students. Our ESL instructor is also instrumental in helping our teachers create differentiated lessons for these students and provides a mode of communication to families so they too feel connected to Ragersville.

Our wellness instructor meets with both whole group and individual students who are struggling emotionally or behaviorally. We have found this extremely helpful after COVID to help ease some school related anxieties.

All these different supports have been set in place through conversations that are facilitated by our superintendent during administrative meetings when looking at ways to support the whole child and our teaching staff.

5. Culturally Responsive Teaching and Learning:

At Garaway Local Schools, the district's mission is to maximize every person's potential every day. The principal's vision at Ragersville Elementary is to provide students with an educational experience that inspires and motivates them to be lifelong learners and caring contributors to the world around them. The district mission statement is displayed throughout the school building and on the district website for community members to view.

As a district, community engagement is a strong system that has been established. Ragersville Elementary has partnered with the local church to provide Pirate Packs for students of low-income families. The district has also partnered with Satchel Pulse in order to provide surveys to staff members and parents. These surveys will assist in the district improvement plan, overall student achievement, the well-being of students, and building culture for staff and students. Satchel Pulse enables the district to collect feedback "little and often" across key areas. Administrators want to move away from "snapshot" surveys that only get data at the end of the school year and move towards having a Pulse that is reflective of what is happening across our district. To do this, Satchel Pulse sends out a 25 question survey at the beginning of the year with shorter surveys of about 6 questions every 3 weeks. By completing the survey on a continuous basis, we can gauge the effectiveness of our efforts at addressing areas of improvement.

The district also provides Chromebooks to ELL students who do not have access to technology over the summer months. There are also ELL machines available to our ELL students in the general education classroom so they can have access to the Imagine Learning ELL curriculum.

PART VI - STRATEGY FOR EXCELLENCE

At Ragersville Elementary we emphasize the mentality of connectivity. We put a tremendous amount of time and effort into remaining connected with our students, parents, staff, and community. We understand that these connections are what provides a path to healthy, and lasting relationships. In turn these relationships provide a foundation for support when you have to deal with difficult or complex problems.

In the classroom the staff is committed to establishing a relationship of caring with each student by spending time with them in meaningful conversation throughout the year. During our staff meetings we try to predict the seasons in which our students will need greater support and ways to provide that support. Teachers recognize that this process of being connected is not only built on establishing trust at the beginning of the year but being consistent in building rapport throughout the year.

Parents are viewed as key players in their child's success at school and we remain connected through consistent communication. Ragersville utilizes many forms of communication from weekly teacher newsletters, monthly principal newsletters, automated calling for special announcements, community board, PTO meetings, and parent teacher conferences. Parents are encouraged to take part in our many community activities throughout the school year and be part of the day by volunteering in our classrooms. Teachers have opportunities for parents to help from classroom helpers, making copies, volunteering in the library, and the many PTO volunteering opportunities.

Through our various staff and grade level meetings we put a premium on recognizing staff and cultivating a culture of trust amongst fellow staff members. We have a social committee that plans special events when they happen in the lives of our staff.

The staff at Ragersville is encouraged and rewarded for spending time in the various community activities in which students are participating in outside of the school day. We value our students' interests outside of school and want to show students that we care for them outside of school as well as in school. Teachers will attend sporting events, visit students at the county fair, volunteer for community events, attend dance recitals, and music recitals just to name a few.

By remaining connected to all these different elements we can invest in our students' growth as a whole person. Students, parents, and community members recognize the importance of school through these connections and we foster a community mindset around our school.