

2024 National Blue Ribbon Schools Program

Public or Non-public

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

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

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

School Mailing Address 850 Jackson Drive
(If address is P.O. Box, also include street address.)

City Ashland State OH Zip Code+4 (9 digits total) 44805-4254

County Ashland

Telephone (419) 289-7967 Fax _____

Web site/URL https://reagan.ashlandcityschools.org/ E-mail stparamo@goarrows.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* Mr. Steve Paramore E-Mail stparamo@goarrows.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ashland City Tel. (419) 289-1117

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 Mr. John Teevan
(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, write N/A in the space.*

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 and non-public schools must have met the program’s academic requirements overseen by each state, public entity, and the Council for American Private Education.
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 2019 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2023.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2019, 2020, 2021, 2022, or 2023.
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 a link to 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 (2023-2024) 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, 2023 enrolled at each grade level or its equivalent at the school.

Grade	# of Students
PreK*	0
K	109
1	107
2	113
3	114
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	443

*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
 - 0.2 % Asian
 - 0.7 % Black or African American
 - 1.8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 94 % White
 - 3.3 % 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 2022-2023 school year: 6 %

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, 2022 until the end of the 2022-2023 school year	30
(2) Number of students who transferred <i>from</i> the school after October 1, 2022 until the end of the 2022-2023 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	34
(4) Total number of students in the school as of October 1, 2022s	610
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. Specify each non-English language represented by the English Language Learners (ELL) in the school (separate languages by commas): Spanish, Tamil

Students who are ELL: 3 %

Total number ELL: 13

7. Students eligible for free/reduced-priced meals: 42 %

Total number students who qualify: 186

8. Students receiving special education services with an IEP: 13 %
 Total number of students served: 59

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>5</u> Autism | <u>4</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>19</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>21</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Students receiving services with a 504 plan: 2 %
 Total number of students served: 8

10. Number of years the principal has been in their position at this school: 7

11. Use Full-Time Equivalent (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 11:1

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

Required Information	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Daily student attendance	93%	91%	93%	95%	95%
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 2023.

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.

Ashland City Schools is where everyone hopes, dreams, succeeds. We lead the future by equipping students to persevere and thrive as productive members of society.

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

https://www.ashlandcityschools.org/district/title-ix-information#notification_of_policy-263

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

Reagan Elementary is part of Ashland City Schools, centrally located in Ashland, Ohio. The community is often characterized by a blend of small-town and rural elements. Ashland is known for being a family-friendly community with safe neighborhoods, quality schools, and a variety of opportunities catering to families and children. The community has historically been associated with manufacturing, while agriculture remains a vital contributing factor to the area's rural charm. Community members take pride in the heritage and traditions of the past. Additionally, Ashland University is in close proximity to Ashland City Schools, highlighting the community's commitment to education and knowledge. Residents of Ashland actively participate in local events, volunteer efforts, and civic organizations, demonstrating their pride in the community.

Ashland City Schools has a rich history dating back to the late 1800s, demonstrating a longstanding commitment to serving the educational needs of the community. Over the years, the district has continuously evolved, adapting to changes and elevating educational standards to meet the demands of the times. This tradition of excellence is a source of pride for Ashland City Schools, as it continues to lead the way by equipping students to persevere and thrive as productive members of society. By encouraging critical thinking, creativity, and a passion for lifelong learning, the district empowers students to reach their full potential and succeed in their academic endeavors.

Moreover, Ashland City Schools prioritizes the well-being of its students, recognizing the importance of addressing their social, emotional, and mental health needs. Through comprehensive support services and extracurricular activities, the district ensures that every student feels valued, supported, and empowered to thrive. Furthermore, Ashland City Schools actively engages with the community, creating strong partnerships and collaborative efforts to enrich the educational experience for all students. By involving parents, local organizations, and businesses, the district fosters a sense of belonging and collective responsibility towards the success of its students and the community as a whole.

Reagan Elementary was built in 2015 as part of the expansion of Ashland City School district. It was the cornerstone in the reconfiguration of grade levels, strategically designed to cater to the needs of the community. Specifically catering to kindergarten through third grade students, Reagan Elementary also houses the esteemed Little Arrows Preschool. Currently, the school serves approximately 450 elementary students alongside nurturing the growth of around 120 preschoolers.

Reagan Elementary is more than just a school; it is a vibrant community where students are empowered to explore, learn, and grow. In pursuit of delivering tailored education that addresses the unique learning styles of each student, our dedicated staff prioritizes intentional collaboration. Through this collaborative effort, we strive to provide explicit, engaging, and multi-sensory learning experiences aligned with research-based practices. Our curriculum is thoughtfully selected to meet the developmental and diverse needs of our student body, ensuring that each child receives the support and resources necessary to excel academically and personally. We recognize the importance of fostering a nurturing environment that not only cultivates intellectual curiosity, but also nurtures emotional resilience and social skills. Through our unwavering commitment to academic excellence, social-emotional development, and personalized learning, we aspire to instill in our students the skills, knowledge, and confidence needed to succeed in an ever-changing world.

The culture established at Reagan Elementary is one that not only values individual contributions, but also emphasizes the collective impact that can be achieved through unity and collaboration. Our ultimate goal is to create positive experiences that build acceptance and understanding of all students. Through the PBIS framework, we are actively building a community within our school that celebrates all students and supports students to become leaders by taking responsibility for their actions and making a difference. Reagan Elementary aims to provide positive experiences for students to see their worth and potential within themselves and others.

Reagan Elementary is committed to community involvement and support that extends beyond the classroom. We nurture strong connections with the local community, actively promoting parent engagement,

organizing events, and fostering partnerships with community organizations. With a vibrant parent-teacher association, our families are dedicated to enhancing student achievement through family engagement events and staff recognition initiatives. These collaborative efforts provide invaluable experiences and opportunities to strengthen the bond between home and school. Through collective action and partnership, we strive to create a nurturing and inclusive community where every child can hope, dream and succeed.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Provide an overview of your school’s approach to curriculum, instruction, and assessment, which may include an overarching philosophy or approaches common across subject areas (300 words).

The focus of our curriculum, instruction and assessment is to ensure academic achievement and growth for all of our scholars. Reagan Elementary has a commitment to excellence and high expectation for growth. We were rewarded a 5-Star Award based on our 2022 – 2023 traditional report card. The staff have a fundamental belief that all students have the potential to grow their skills and knowledge. As a whole, our staff are dedicated and work hard to provide a quality education.

Our district believes in a collaborative approach to selecting curriculum. Curriculum teachers, grade level facilitators, building coaches, and the assistant superintendent are all involved in comparing the selection of new curriculum to determine if they meet Ohio Learning Standards. Following this evaluation and a decision is made that directly correlates to our belief to equip students to persevere and thrive as productive members of society.

Grade level teachers, intervention specialists, and reading specialists are committed to academic excellence and prioritize collaboration prior to the school year begins. Each year teachers reflect on the previous year’s data and the current knowledge of students in order to adjust and align the grade level standards and curriculum mapping to ensure the students are exposed to explicit, engaging, and multi-sensory learning experiences aligned with research-based practices.

To ensure student academic achievement and growth, the staff at Reagan Elementary believes in consistently utilizing benchmark assessments and regular progress monitoring in reading, writing, and math. Across reading, writing, science, and social studies, our teams prioritize the Science of Reading. This approach encompasses phonological awareness, phonics, vocabulary, language comprehension, writing, reading comprehension, and fluency, ensuring students build a breadth of knowledge and mastery of learning. In mathematics, our teams focus on academic data aligned with Ohio Learning Standards and adjust the curriculum to directly address the needs of students at each grade level. Grade level teams convene weekly to discuss student progress and achievement, and to problem-solve solutions for any lack of growth. This process involves analyzing data collected from both formative and summative assessments. The building leadership team meets quarterly to monitor and analyze results, identifying root causes for any lack of achievement. If necessary, adjustments are made to instruction to support all learners effectively. This collaborative approach ensures that students receive targeted support and instruction tailored to their individual needs, ultimately fostering their academic success and growth.

1b. Reading/English language arts curriculum content (what is taught), instruction (how it is taught), and assessment (500 words total)

Reagan Elementary's literacy vision is for every student to exhibit proficient skills in reading, writing, speaking, and listening. This proficiency is achieved through rigorous instruction aligned with the Science of Reading. In the academic years of 2022 to 2023, Reagan Elementary employed NWEA MAP Growth and MAP Reading Fluency benchmark assessments to gauge, pinpoint and provide additional instruction, as needed, to students at risk for not meeting grade level expectations in literacy skills and comprehension. Subsequently, additional Tier 2 diagnostic assessments such as the Phonological Awareness Screening Test (PAST) or The Heggerty Phonemic Awareness assessment, along with the CORE Phonics Survey, were administered. These assessments were instrumental in targeting Tier 2 and Tier 3 interventions in addition to these student’s core, Tier 1 instruction. While these formative and diagnostic assessments have proven beneficial in identifying necessary support for all learners' continued growth, Reagan Elementary is currently utilizing the Dynamic Indicators of Basic Early Literacy Skills (DIBELS 8th Edition). This

addition aims to enhance our understanding of students' needs and serve as an additional screening tool to identify indicators of dyslexia, further supporting our at-risk learners.

Reagan Elementary has implemented evidence-based Tier 1 core instruction that is aligned with the Science of Reading. Students from K - 3 engage in daily lessons that utilize the Heggerty Phonemic Awareness program. This supplementary literacy curriculum follows a systematic progression of phonological and phonemic awareness skills. Each lesson incorporates specific hand motions designed to enhance students' understanding of the targeted skill. Through the use of this supplementary curriculum, our students have shown significant improvement in phoneme segmentation and nonsense word fluency.

In addition to the Heggerty program, our K - 2 learners benefit from a comprehensive English language arts curriculum called The Superkids Reading Program. This program captivates students with relatable characters and their ongoing adventures while providing systematic and explicit instruction. Each unit of the program includes word work activities, decodable and authentic texts, as well as writing lessons. These components collectively reinforce foundational literacy and language skills, including speaking and listening, reading comprehension, and writing proficiency. During Superkids reading sessions, teachers utilize differentiated instructional strategies, such as providing access to library books, leveled authentic texts, and organizing book clubs, to both support and challenge students based on their individual needs.

In the academic year 2022-2023, Reagan's third-grade teachers engaged in intentional collaboration to align with learning standards and the Science of Reading principles. Drawing from insights gained through The Striving Reader's Grant, they developed a curriculum encompassing all grade-level standards and employing effective research-based strategies. This cross-curricular approach facilitated the creation of a cohesive curriculum emphasizing rigor and depth of knowledge while catering to diverse student learning needs. Supplementary materials, novel studies, and writing instruction, supported by Information in Action resources, played a crucial role in enhancing student performance on the third-grade Ohio State Test resulting in an 84% proficiency rate.

Regular meetings among grade-level teachers enabled reflection on Ohio State Test data, leading to adjustments and refinements in curriculum maps and instructional strategies. To sustain and further improve student academic achievement, Reagan's third grade has adopted the HMH Into Reading curriculum for the current school year. This curriculum, grounded in literacy research, is designed to help students master foundational skills through a deliberate scope and sequence. It offers diverse texts to broaden student background knowledge, maintains rigor in learning standards, and provides options for differentiation to accommodate varying student needs.

1c. Mathematics curriculum content (what is taught), instruction (how it is taught), and assessment (500 words total)

Reagan Elementary prioritizes the development of a strong mathematical foundation and a deep comprehension of mathematical principles through the implementation of the Houghton Mifflin Harcourt Education Company Curriculum, Into Math, while remaining aligned with the Ohio State Learning Standards. In kindergarten the Into Math curriculum focuses on counting and cardinality, operations and algebraic thinking, number and operations in base ten, measurement and data, as well as, geometry. In grades first through third the curriculum focuses on numbers, operations and algebra, measurement, data and probability, as well as, geometry. Teachers utilize unit assessments to determine mastery of standards and the need for re-teaching or progression of the curriculum.

Classroom educators rely on curriculum maps and Into Math assessments to tailor the pacing of lessons and instruction, ensuring that students attain mastery of mathematical concepts. The curriculum encourages students to engage in productive struggle during problem-solving activities, fostering their ability to apply their knowledge to more complex mathematical tasks. Teachers employ a combination of whole-class instruction and small, skill-based groups to accommodate the diverse needs of learners. Additionally, targeted differentiation strategies are integrated into daily lessons, enabling educators to provide timely and appropriate support to students based on their individual requirements.

Supporting the individual needs of all students is a top priority at Reagan Elementary School and throughout our district. Teachers employ formative assessment techniques, including whole-group observations and practice, as well as small-group instruction, to gauge student progress. Additionally, they utilize common formative assessments aligned with the curriculum to assess mastery of learning standards within each unit. In our ongoing commitment to address the unique needs of every learner, teachers also incorporate additional supplemental programs and materials, particularly during small-group instruction. These online programs offer differentiation and enrichment opportunities through adaptive learning. Specifically, our programs include HMH Into Math Waggle program, Zearn, and X-tra Math. These resources are designed to cater to individual student needs and provide tailored support to enhance learning outcomes.

To maintain our commitment to high standards of growth and student achievement, our mathematics building goal is for 100% of students to meet or exceed their individual growth targets on grade-level mathematics standards. Various assessments, including diagnostic, formative, and summative assessments, are utilized to monitor student progress. Regular progress monitoring ensures that students are achieving mastery of math standards. In kindergarten, teachers use Into Math unit assessments and standards-based grade cards to monitor student mastery of standards. In first grade, teachers utilize Into Math unit assessments and benchmark growth measures to monitor student mastery of learning standards. For second and third grades, teachers rely on Into Math unit assessments and quarterly Renaissance Star Math program assessments. Star Math serves as a robust indicator of student achievement and growth, identifying mastered learning standards and those ready for further learning. These grade-level assessments are central to grade-level teacher team meetings, guiding decisions on whether students have grasped learning concepts or require additional review. As a building leadership team, we monitor these assessments closely to ensure all students are progressing adequately toward our building goal. We identify students who may benefit from explicit and systematic instruction to maintain academic growth. Our data review model and intentional instructional planning have resulted in an 86% proficiency rate on the third-grade Ohio State Test.

1d. Science curriculum content (what is taught), instruction (how it is taught), and assessment (300 words total)

Reagan teachers are dedicated to delivering a hands-on education that aligns with the Ohio Learning Standards, focusing on cultivating a scientific foundation with practical, real-world applications while instilling wonder and appreciation for science. At Reagan Elementary we do not utilize a specific science curriculum, as our reading curriculums Super Kids and Into Reading, integrate science learning standards. The K-3 Science standards integrated into reading and writing include: Earth and space sciences, physical science, as well as life science. Integration of non-fiction texts within our curriculums include resources like Super Duper magazines and non-fiction texts in order to facilitate connections between Ohio's New Learning Standards for Science and English Language Arts. This instructional approach is further enhanced through virtual platforms like Brain Pop Jr., Mystery Doug and Generation Genius, which cover a wide spectrum of topics including life science, force in motion, and states of matter.

At every grade level, students are encouraged to participate in hands-on activities such as questioning, testing, exploration, discovery, and evaluation. Students from kindergarten through third grade have the opportunity to participate in our after-school Lego Club program. Field trips to esteemed institutions like the Cleveland Zoo and Little Buckeye Museum provide enriching extensions to our curriculum. We aim to inspire a lifelong love for learning and foster a deep understanding of the scientific world among our students. Students are assessed through integrated writing projects, non-fiction reading comprehension tasks, and project-based formative assessments.

Our teachers engage and collaborate with community resources to enrich students' science knowledge. Ashland County Recycling conducts classroom visits and lessons, integrating learning concepts with environmental issues. School-wide initiatives, such as collecting pop tabs for donation to the Ronald McDonald House, highlight the importance of community service and recycling. Our teachers also pursue local grant opportunities to meet classroom needs and standards. Practical projects encompass lifecycle studies such as butterfly, insect and chicken observations, Maker Space and STEM kits not only deepen student knowledge, they increase student engagement. Third-grade students benefit from interdisciplinary

learning experiences, connecting language arts with visits to local farms, gaining insights into livestock, crops, and agricultural careers.

1e. Social studies/history/civic learning curriculum content (what is taught), instruction (how it is taught), and assessment (300 words total)

At Reagan Elementary, our social studies curriculum is guided by the Ohio Learning Standards, which encompasses the study of history, geography, and community dynamics. Our priority is to ensure that students have opportunities to learn about both their local community and the wider world through current events. Thanks to the generous support of local grants, our students benefit from access to valuable resources such as News-O-Matic and Scholastic News. These platforms provide nonfiction articles and interactive digital content that enriches classroom instruction.

Our social studies instruction is further enriched by meaningful real-world experiences. We are fortunate to have active support from the Ashland City Government, with Mayor Matt Miller often visiting our elementary building to engage with students directly. First-grade students visit the Ashland Historical Museum to deepen their understanding of historical events and their relevance today. Our second graders had the opportunity to visit government buildings downtown and explore the newly constructed fire station, gaining first hand insights into our local community. In third grade, students participate in Junior Achievement, where volunteers facilitate activities centered on economic concepts like spending, saving, and investing. Additionally, 1st - 3rd grade students enjoy The Pillowcase Project, led by the American Red Cross, which enhances students' historical knowledge while imparting essential lessons in emergency preparedness.

Each year, our third-grade students engage in exploration of Veterans' experiences. They actively support the Veterans Honor Bus to DC and correspond with Veterans through heartfelt letters, fostering meaningful connections between students and Veterans. We honor America's Veterans with an annual school assembly featuring local veterans. As part of this commemoration, third-grade students collaborate with our music teacher to learn patriotic songs and poems, instilling in them a deep sense of respect and appreciation for our nation's history and those who have served it. Additionally, our students demonstrate their support for Veterans by creating heartfelt cards in collaboration with Hospice of North Central Ohio. These activities not only honor Veterans but also instill in our students a sense of gratitude and civic responsibility.

1f. For any school that serve grades 7 and higher

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Ashland City Schools remains committed to upholding the highest standards in the arts. Lessons are carefully crafted to integrate grade-level learning units, Ohio Learning Standards, and input from classroom teachers, resulting in immersive, multi-sensory learning experiences. Students consistently make connections between academic content, deepening their background knowledge and enriching their educational journey.

Kindergarten through third graders enjoy a forty-minute music class once a week. During these sessions, students explore music with history, literature, performance, and appreciation for various musical compositions. Engaging in activities such as practicing different styles of dance and experimenting with a variety of instruments, students are encouraged to express themselves creatively. Our dedicated music teacher leads musical performances for first, second and third graders. Additionally, third-grade students

have the opportunity to attend the Ashland Symphony Orchestra's County-wide performance, where they are introduced to string instruments in a captivating musical experience.

Kindergarten through third grade students attend art class once a week. In these classes, students engage in creative and innovative activities that allow them to express themselves artistically while making connections to various aspects of learning, including time periods, cultures, art movements, artists, and literature. All students have multiple opportunities to share their art with the community. They contribute various pieces of artwork to the Ashland City Schools Art Show and develop art pieces for display in the Ashland Showcase for Visual Arts, local businesses, and our district visual arts calendar. These opportunities not only showcase students' talents, but also foster a sense of pride and community engagement.

2b. Physical education/health/nutrition

Movement is important to Reagan as an elementary school building. Research shows that the mind and body connection is strong in early education and beyond. Students have three 10 to 20 minute outdoor recess times. Reagan Elementary partners with Ashland University clubs and sports teams to engage in play with community role models and build positive peer interactions through play.

Reagan Elementary students engage in a physical education class twice a week for forty minutes. Students look forward to Physical Education where our educator follows the Ohio Learning Standards. Students grow their gross motor and fine motor skills with ball skills and carefully crafted partner and whole group work. The teacher also enriches their experiences with a state of art climbing wall.

Too Good for Drugs is a substance abuse prevention curriculum designed for elementary school through community partnership with Ashland County Council on Alcohol and Drug Abuse. This curriculum aims to equip students with the knowledge, skills and attitudes necessary to make healthy choices and resist peer pressure to engage in drug use. This program utilizes an interactive and engaging approach involving discussions, role-playing scenarios and other hands-on learning experiences to actively involve students in the learning process.

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

2d. Technology/library/media

Reagan Elementary students enjoy a forty-minute library class once a week. The Reagan library offers access to a diverse range of literature and non-fiction texts. Students eagerly select books to check out and take home for weekly reading. Additionally, the librarian assists in curating collections to align with classroom projects and meet the needs of teachers.

Students have access to a forty-minute keyboarding class once a week. During this class, students start by learning about science and current news through "Mystery Doug". They also develop typing skills using Typetastic and learn about coding through coding.org. Additionally, our third-grade students have been involved in creating a school news podcast. Through these activities, students engage in daily collaboration and communication while exploring effective technology use.

Our Director of Innovation frequently visits Reagan to provide support to teachers using virtual reality technology and Minecraft EDU. Creating lessons that align with units of study boosts student excitement and engagement while enhancing their background knowledge. For instance, when students are learning about penguins, they can use AR headsets to explore the Arctic Tundra and even take on the role of a Minecraft Penguin while constructing a rook.

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

Through the PBIS (Positive Behavioral Interventions and Supports) framework, intentional efforts are made to foster a sense of community. Our students are provided with leadership roles and take pride in demonstrating the traits of respect, responsibility and resilience, as well as celebrating successes. Students are taught the expected behaviors across all school environments and are acknowledged and rewarded daily with points for their positive behavior and decisions.

Reagan Elementary's goal with PBIS is to create a safe and effective learning environment for all students, regardless of educational needs, social economic status or ethnicity. This positive school environment will build and foster relationships and leadership skills among these diverse groups. We empower students to become compassionate leaders who actively contribute to the betterment of their school and wider community by intentionally connecting students through intentional collaboration and volunteer opportunities. For instance, older students aid their younger peers by reading and supporting class projects. Classroom teachers also engage in activities that facilitate connections and volunteer opportunities within our school community. Student leaders are encouraged to extend their service beyond school premises by participating in volunteer activities and community service projects such as helping residents at a local nursing home.

3. Academic Supports:

3a. Students performing below grade level:

In addition to providing whole class data-driven differentiated core instruction and monitoring progress built into our reading and math curriculums, Reagan Elementary utilizes tutors and the Response to Intervention (RTI) process to support learning. RTI is an outcome driven model aligned to explicit interventions and strategic progress monitoring of our at-risk students not making adequate progress. We prioritize communicating with families to ensure each individual student makes adequate growth to close the achievement gap and reach their fullest potential.

Our RTI process consists of three tiers of intervention. Our first tier of RTI takes place when a student is performing below grade level benchmark. The teacher collaborates with colleagues and to identify instructional best practices, differentiation and accommodations to access core instruction. If the student does not make adequate progress, Tier two is initiated with the grade level teacher-based team where a research-based intervention is implemented with bi-weekly progress monitoring in addition to grade level core instruction. If the student continues to demonstrate inadequate progress a meeting is held with the family, literacy coach, RTI coach and building principal to check the fidelity of interventions, analyze student progress monitoring and determine intensive research-based interventions to implement. If a student continues to demonstrate lack of achievement and growth the team determines if the student would benefit from specially designed instruction.

Reagan Elementary collaborates with Ashland University to implement tutoring programs to support students at-risk for not meeting grade level standards. These programs are intentional in utilizing the student data to determine students who would benefit from small group explicit instruction in an identified area of need. Tutors work with a group of two to five students on learning standards that are below grade level expectations. Reagan students enjoy working with tutors and demonstrate confidence in their knowledge and application of standards.

3b. Students performing above grade level:

At Reagan Elementary, we adhere to the guidelines outlined by the Ohio Department of Education for Gifted Students. Whole-grade level screening is conducted with Terra Nova and In View Testing at second and fifth grades throughout the district. Parents and teachers may request testing at any time outside of the district testing windows. Additionally, our district has a dedicated Gifted Coordinator who conducts testing for students upon request from teachers or parents throughout the school year.

Students identified as gifted in our building are provided with a Written Education Plan (WEP) tailored to meet their specific needs and learning preferences. To address these needs within an elementary setting, we

offer gifted clusters within our classrooms, organized based on students' needs and specific areas of identification. Teachers who work with gifted students are required to be qualified, either by completing 60 curriculum hours or by holding a Master's Degree in gifted education.

To uphold our belief that growth can be achieved by all students, Reagan Elementary prioritizes enrichment opportunities through the use of grade level learning standards. For students who are high achieving or high performing but have not been formally identified as gifted, we ensure that their needs are met through small skill groups or differentiated learning opportunities within the classroom setting. Additionally, students have the chance to participate in enrichment activities, such as entering the Mind Sprouts Writing Contest organized by The Mansfield Renaissance. Selected students have their stories performed on stage in a reader's theater style, providing a unique opportunity to showcase their talents and creativity.

3c. Students with disabilities:

Reagan Elementary is committed to narrowing the achievement gap for our 59 students with disabilities through innovative strategies and collaborative efforts. Utilizing Universal Design for Learning (UDL) and the Co-Plan to Co-Serve models, we ensure that all students have access to grade-level standards in inclusive settings tailored to their unique learning needs.

Our belief in the potential for growth and success in every student drives our approach. With a dedicated team of three intervention specialists, five therapists, and five paraprofessionals, we deliver specially designed instruction and accommodations to support our students with disabilities.

Our process begins with a thorough analysis of student data, guiding the development of personalized intervention plans in collaboration with grade-level teachers and intervention specialists. These plans, designed to be least restrictive, provide students with access to the general education curriculum while addressing their specific specially designed instructional needs through one-on-one or small group instruction. Through targeted interventions and a commitment to inclusive education, our aim is to provide every student with the tools and resources necessary to succeed academically. By fostering a culture of individualization and collaboration, we empower our students to thrive and gain confidence in their abilities and knowledge.

3d. English Language Learners:

When students enroll at Ashland City schools, families complete a language screener to identify the primary language spoken at home. Based on the results, students are categorized as English language learners (ELL) and may undergo further screening for tutoring needs. Reagan Elementary serves 13 students from two language backgrounds. ELL students are fully integrated into general education classrooms. To assess English proficiency, the Ohio English Language Proficiency Screener is administered.

Reagan Elementary provides comprehensive support for ELL students, including a full-time English Language Tutor who collaborates with classroom teachers to assess curriculum needs. Additionally, the tutor conducts daily small group or one-on-one sessions focusing on language interventions and reinforcing classroom lessons to ensure student access and success. Classroom teachers benefit from access to Spanish materials in math and reading through the HMH curriculum.

Support for ELL students extends beyond academics. Reagan Elementary hosts support groups for ELL students and their families, facilitated by the school-based therapist who collaborates with the district's English Language Tutor to offer off-site sessions promoting community connections and resources. Within the school, ELL students have opportunities to connect with peers for additional support and a sense of belonging.

To further aid communication with families, Reagan Elementary offers resources such as newsletters translated into the home language, translation services through the Remind communication app for texting and emails, pocket translators for parent phone and in-person conferences, and ELL tutor assistance during parent-teacher conferences. These initiatives reflect Reagan Elementary's commitment to providing

comprehensive support for ELL students and their families, fostering academic success and community engagement.

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

Reagan Elementary maintains a close partnership with Appleseed Counseling Services to deliver comprehensive support for our students' social-emotional well-being. We are privileged to have a full-time school liaison and a part-time school-based therapist from Appleseed Counseling Services collaborating with us. These dedicated professionals play pivotal roles in addressing the social-emotional needs of our students and families.

Our liaison and counselor work closely with teachers, administrators, and parents to devise strategies and interventions that foster students' social-emotional growth and academic success. Through intentional collaboration, they ensure that each student receives the necessary support to thrive both academically and emotionally. Their services encompass a wide range, including individual and group counseling sessions, crisis intervention, and referrals to external resources as needed.

Some of the specific activities these professionals focus on include EMDR therapy, implementing the Zones of Regulation framework, facilitating group discussions on topics such as emotional regulation, friendship, grief, military life, and dealing with incarcerated parents. They also meet with students who have received PBIS behavior referrals and conduct lessons that reinforce our school's expectations for respect, responsibility, and resilience.

Moreover, Reagan Elementary benefits from access to food bags provided by the Cleveland Food Bank, ensuring that families have adequate food during weekends and extended breaks. Our liaison and counselor serve as invaluable resources for our school community, offering guidance and support to students as they navigate challenges and develop resilience.

Together, our school liaison and counselor significantly contribute to fostering a positive and supportive school climate where every student feels valued, safe, and empowered to succeed. They are actively present throughout the school day, engaging with students during arrival, lunchtime, and dismissal, and providing support through positive interactions. Their unwavering dedication and expertise play a vital role in enhancing the overall well-being of our students and families at Reagan Elementary.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Reagan Elementary, community building lies at the heart of our culture. We cherish not only the unique contributions of each student but also the collective strength that emerges from unity and collaboration. Our mission is to cultivate positive experiences that foster acceptance and understanding among all students.

Through the implementation of the PBIS framework, we actively create a sense of community within our school. This community embraces diversity, acceptance and empowers students to assume leadership roles, encouraging them to take ownership of their actions and contribute meaningfully to their classroom, school and community.

At the start of each day, every student at our school is welcomed with a warm smile and a kind greeting. Throughout the school building, staff members are stationed at every entrance and hallway, ready to greet students as they arrive. Ensuring that students feel loved and appreciated as they enter the school is of utmost importance to us. It is a common sight for adults to greet students by name and offer gestures of connection, such as a high-five, fist bump, or even a hug. These interactions are vital for setting the stage for a successful day for our students.

At the beginning of each school year, we place a strong emphasis on building both classroom and school-wide communities. Classroom teachers lead the way in fostering peer-to-peer connections through a variety of engaging activities and challenges designed to promote teamwork and problem-solving skills. Furthermore, our school community is strengthened through the formation of teams that include teachers from every grade level. These teams prioritize connection-building activities throughout the year, such as collaborative team activities, shared read-aloud sessions, dynamic reader's theaters, STEM activities, art projects and special PBIS activities earned through positive behavior points.

To engage and encourage students to demonstrate positive behavior choices in the classroom, school, and community, Reagan Elementary implements a PBIS system. This system is aligned with our building motto and behavior matrix. Students understand that their positive behavior is acknowledged through daily points. They earn points by exhibiting respect, responsibility, and resilience in various areas such as the classroom, specials, hallways, lunch, arrival, and dismissal. Additional points can be earned for showing resilience in their academic journey.

These accumulated points can be saved or spent in classroom "stores," which offer coupons for various rewards. Some of these coupons include school-wide privileges like lunch with a buddy, lunch with the principal, or Arrow spirit wear. PBIS points are not only used for the classroom "store" but also contribute to leadership recognition. For every 100 points earned, students receive a charm bracelet with additional charms.

This approach has proven highly effective, resulting in a decrease in office referrals and an increase in students assuming leadership roles and modeling expected behaviors. By actively involving students in these experiences, we enhance their motivation, sense of belonging, and commitment to personal and collective growth within our Reagan Elementary community.

2. Engaging Families and Community:

At Reagan Elementary, all stakeholders play a crucial role in our students' success. Through intentional collaboration and planning, we ensure that we continue to contribute to and build a community that values knowledge and education. Successful engagement also hinges on supporting our families and community when needs arise. Family members, school board members, mentors, and community partners all contribute to student success and school improvement.

Parents, guardians, and family members are always welcomed and encouraged to be involved in the

classroom and building. There are numerous opportunities for parents to volunteer, such as leading small group learning activities, serving as secret readers, contributing to cereal and clothing drives and organizing and monitoring PBIS activities. Our Parent Teacher Association is highly active in our building, providing students with enriching experiences like field trips and building events, while also offering support and encouragement to our educators.

Families are also encouraged to attend the many family engagement events after school, where they can interact and engage with other members of the Reagan community. These events include fall and spring literacy nights with multi-sensory literacy activities and games supported by Ashland University volunteers, Cookies with Santa with a variety of crafts to create with support of National Honor Society high school students, and STEAM Night in collaboration with Charles River Industries with science, technology, engineering, art and mathematics activities and games. These family nights not only create positive memories for students and families but also contribute to forming stronger partnerships within our school community.

One notable community event initiated by Reagan Elementary, with support from local agencies such as Associated Charities, United Way, the Ministerial Association, the Board of Realtors, and several community businesses, involves providing essential school materials, haircuts, and clothing to over 1,500 students across Ashland County. This initiative began in 2018 by offering haircuts to Reagan students. Over the span of six years, Reagan Elementary parents and community partners have expanded the event to include all students in Ashland County.

The mission of the event is to inspire positive change and make a lasting impact on the lives of students and families in Ashland County through the Back-2-School Celebration. This event ensures that every student starts the school year feeling confident and well-equipped for success. Together, we believe in the power of community to create opportunities for all children in Ashland County to have a bright future.

3. Creating Professional Culture:

The district is steadfast in its commitment to delivering quality instruction through highly qualified teachers who undergo continuous training in research-based, best practices that inspire learning and progress. Ashland City Schools consistently fulfills this commitment by excelling in supporting teachers and staff with exceptional professional development and personalized opportunities for growth. Teachers and administrators at Reagan have traveled across the state and the nation for professional development, attending sessions together and reflecting on practices that benefit both students and staff.

At Reagan, teachers kick off the school year with a district-wide professional development day designed to address staff needs and ensure a successful start to the academic year with the necessary knowledge and resources. Additionally, Reagan teachers participate in an annual county-wide professional development day, fostering collaboration and the sharing of innovative ideas among educators county-wide to advance our building goals. Teachers also have opportunities to present research and evidence-based ideas vetted in their own classrooms.

Further professional development opportunities are integrated into bi-weekly staff meetings, ensuring compliance with Ohio's Dyslexia Law (ORC 3323.25), which mandates structured literacy certification for K-3 teachers and all K-12 intervention specialists. To empower teachers further, Reagan implements weekly professional development sessions led by the full-time literacy coach and K-3 Speech and Language Pathologist, focusing on best practices in writing and language. The literacy coach, with over 30 years of experience, offers observation, feedback, model lessons, and facilitates discussions on student learning to regularly support and provide a positive perspective to the classroom learning environment.

At Reagan Elementary, we take great pride in our exceptional staff and the nurturing community we've cultivated. Collaboration and enjoyment are at the heart of our school culture, and we make it a priority to organize engaging activities that promote interaction among all staff members and offer opportunities to unwind and bond outside of regular duties. From staff potlucks to hide-and-seek games, challenges, appreciation days, and the Lucky Ducky secret staff person program, which provides monthly anonymous

encouragement, there's always something to bring us together. Moreover, we encourage staff members to recognize their peers for exemplifying our district's core values and demonstrating excellence. These nominations are shared and celebrated by the superintendent in the district's weekly excellence emails. Collectively, these activities have had a profound impact on the mental and emotional well-being of our staff, fostering a healthier and more supportive work environment.

4. School Leadership:

Reagan Elementary embraces a leadership philosophy that aligns with the district's eleven core values. The principal firmly believes that leadership is not confined to committee or team memberships; rather, she recognizes that all staff members possess leadership qualities that contribute to the building's success and the students' achievements. To empower and encourage staff to embrace their leadership potential, the principal places great emphasis on building relationships and providing opportunities for staff to lead.

One aspect of leadership at Reagan Elementary is the presence of grade level facilitators. Each grade level designates one team member responsible for addressing grade level needs and serving as a liaison with the building principal and assistant superintendent. These facilitators lead data meetings and monitor the Response to Intervention (RTI) process. Additionally, they support the literacy coaching initiative, develop training programs for their grade level, collaborate on professional learning opportunities, and offer support to fellow grade level teachers.

Additional leadership teams at Reagan include the building leadership teams with two distinct components: one team focuses on academic data and growth, while the other concentrates on PBIS data and implementation within the building. The academic data team analyzes grade level data, identifies trends and growth patterns, and addresses students who are not meeting expected benchmarks. They communicate these findings directly with their grade level teams and collaborate on strategies for continuous improvement. Similarly, the PBIS team evaluates positive behavior points, leadership levels achieved by students, and behavior referral data. They make necessary adjustments and communicate changes to the grade level teams.

Reagan Elementary is also blessed to have an Ohio Teacher Leader Ambassador. This educator supports our staff and students by participating in the district technology committee and sharing resources and professional development opportunities with staff members.

PART VI - STRATEGY FOR EXCELLENCE

As part of the Positive Behavior Interventions and Supports (PBIS) initiative and framework, with the support of the Ashland County Community Foundation, Reagan Elementary has launched an exciting and impactful program known as the "Launching Leaders Program." This initiative is designed to empower our elementary students by equipping them with the skills, knowledge, and experiences necessary to become confident and responsible leaders in both their school and community.

The primary goal of the "Launching Leaders Program" is to cultivate positive experiences for students that foster acceptance and understanding among all students. We aspire to create a school community that celebrates diversity and encourages students to assume leadership roles by taking responsibility for their actions and making a positive impact. Although we are in the second year of implementation, we continuously reflect on and refine our practices to ensure a positive impact on our students, school, and community.

The success of this program hinges on effective partnerships with community stakeholders. Our first step was the implementation of successful leadership workshops called "Leadership Lessons Over Lunch," which relied on the support of community volunteers. These volunteers included mentors from Ashland High School, students from the ACWH Career Center Early Childhood Education program, members of the Ashland Middle School student council, and the president of the Ashland City School board. These bi-monthly workshops are held during lunchtime and focus on teaching leadership concepts, traits, and skills through interactive discussions. The level of engagement among students during these sessions is truly encouraging, as they reflect on the impact of their choices on others.

The success of the lunch workshops is evident as students apply these newfound skills within the school setting. Classroom teachers and staff members then have the opportunity to identify students who demonstrate exemplary leadership qualities to be recognized as Leaders of the Month. These selected student leaders participate in additional workshops where they brainstorm ideas about leadership and how to extend their skills to benefit the wider community. They contribute to creating lessons for the student body through informative videos and engage in community service projects and volunteer opportunities, thereby making a tangible difference beyond the school walls.

Positive behavior and leadership play a crucial role in creating a supportive learning environment that fosters academic success by promoting engagement, collaboration, responsibility, and a growth mindset among students. These are essential components in creating a supportive learning environment that maximizes learning opportunities and facilitates academic success.