

School's One-Pager Title - Supplemental Pages

Eaton Elementary School

WE ARE:

Eaton Elementary is one of three elementary schools, one middle school, and one high school that serves the Delaware Community School Corporation. Eaton is a kindergarten through fifth grade building located in the small town of Eaton, Indiana. Eaton Elementary houses approximately 275 students. We have two sections per grade level. We are serviced by the Delaware/Blackford Special Education Cooperative.

OUR STUDENTS & FAMILIES:

Eaton, Indiana has approximately 1800 residents, but Eaton Elementary students are not limited to living within the town of Eaton. Many of our students live in rural areas. Approximately 57% of the students at Eaton qualify for free or reduced lunch and textbook assistance. Students and families also benefit from our free summer breakfast and lunch program. However, the families of Eaton are very close and rally behind this small town. Baseball and softball are activities that are valued by most community members. The town's library is a hub for students while they are not in school. There are a few companies in Eaton where many Eaton families work. Eaton is also a bedroom community for families who work in Muncie.

There is a standing legacy of families who have attended Eaton Elementary and the old Eaton High School. We still host an Eaton Alumni Banquet each spring. We have several families who continually support our school monetarily through donations to our school lunch program. This helps pay off lunch debt each nine weeks. Local churches also are very important to our school story. They provide cold weather gear, clothing, and school supplies so none of our children have to do without. One local church also offers Monday Night Tutoring at Eaton Elementary. This program consists of mainly retired teachers.

OUR TEACHERS:

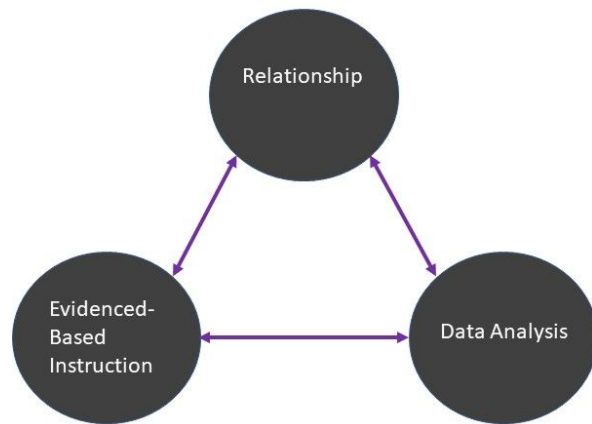
Eaton Elementary employs 19 certified teachers and one licensed counselor. Twelve of these teachers are classroom teachers, the rest are special education, high ability, intervention and special area teachers.

In recent years, our teachers participated in the following professional development:

- 14 hours of targeted professional development focusing upon the topics below. This is accomplished through monthly two-hour delayed starts and included collaborations with Michele Roberts, Director of Computing Outreach Education at Indiana University, Ryan Hunter, Co-Founder of Techwise Academy and professional computer programmer, and Dr. Kerry Hoffman, Director of CLEAR at Purdue University.
 - station rotation
 - in-class flip
 - computational thinking
 - computer science standards
 - effective Canvas integration
 - creating and using video in the classroom
 - Nearpod and other digital resources that increase engagement and real-time feedback in the classroom
 - K-5 Literacy Strategies and Best Practices
- *Make It Stick* Book Study
 - Teachers participated in this study over the course of the second semester. (Approximately 20 hours)
 - This book focuses on current neuroscience research and the way in which it informs teaching and learning. The major takeaways included:
 - Learning is deeper and more durable when it is effortful.
 - We are poor judges of when we are learning well and when we are not.
 - Rereading and massed practice are preferred by most but are among the least productive strategies.
 - Retrieval practice is more effective than rereading.

- A single simple quiz after reading a text or hearing a lecture produces better learning and remembering than rereading or reviewing notes.
- Spaced practice, allowing yourself to get a little rusty between sessions, and interleaving practice of two or more subjects produces longer lasting learning and enables you to apply learning in more versatile ways later.
- Trying to solve a problem before being taught the solution leads to better learning even when errors are made in the attempt.
- The notion that catering to preferred learning styles such as visual and auditory results in better learning is not supported by research.
- Being adept at extracting the underlying principles or rules that differentiate types of problems makes you more successful at picking the right solutions in unfamiliar situations.
- We are all susceptible to the illusion of knowing. In virtually all areas of learning, you build better mastery when you use testing as a tool to identify and bring up your areas of weakness.
- All learning requires a foundation of prior knowledge.
- If you practice elaboration, connecting new learning to what you already know, there is no known limit to how much you can learn.
- Extracting the key ideas from new material and organizing them into a mental model and connecting them to prior knowledge gives you an advantage in learning complex mastery.
- Teachers have participated in our last three DelCom Blended Learning Summits.
 - These occur in the summer and span two full days.
- Mosaic of Thought
- Reading Recovery
- LLI
- Complexity
- Reading Intervention
- Math Intervention
- Focus on technology with a technology teacher

OUR STRATEGY:



Eaton Elementary Triangle to Success

Relationship: This is an integral and arguably one of the most Promising Practices that can be pointed to at Eaton Elementary School. A long-standing culture between school and home has been a strength for the administration, teachers, students, parents, and community. A parent contract is signed at the Back to School Title I Night. This helps reaffirm the relationship and expectations of all parties involved.

Evidence-Based Instruction: Administratively using the Deming Cycle approach of *Plan, Do, Check, Act*, instruction is closely monitored by all stakeholders within the school to monitor the progress of our students. This past year, our teachers along with others within the corporation developed curriculum maps to help create a pacing guide for instruction based on the needs of the students and the weight of the standards or objectives. Teachers use a variety of assessments within the classroom, including teacher made tests to more formative assessments such as NWEA. This helps us identify students who have mastered concepts and who still need help through RTI (WIN - What I Need time).

Data Analysis: Utilizing and disaggregating data is a key component of our success. Data is used to help teachers identify targeted groups in order to provide further intervention or enrichment for our students. Formal and informal

assessments allow teachers immediate feedback to move students in and out of our flexible groups.

OUR STEPS:

At Eaton Elementary, we take an '*all hands on deck*' approach to student success and achievement. In the past couple years, we have restructured the way we utilize instructional assistants, special education teachers, and interventionist to provide the most high impact instruction as possible. We did have some growing pains along the way, but I believe that it positively points to our growth especially in our bottom 25% students. Utilizing the premise of the triangle above, Eaton Elementary will continue to show success as it has in past years.



IN OUR OWN WORDS:

“At Eaton Elementary, no two children are the same and the needs of my children are being met by more than one adult throughout the school. Everyone works as a team; all focussing on the end result.” D.W., Parent

“I love it when I see students helping students. This school definitely promotes collaboration.” K.G., Staff Member

“It is a privilege to be both a parent and teacher at EES. Students and staff are challenged, nourished, and encouraged. We are a team. Everyone cares about one another.” J.M., Teacher

“As a newer teacher to EES coming from another district, I am so impressed with how proactive the staff and administration is to providing the supports we need to do a phenomenal job of teaching our students.” L.P., Teacher

“The transition to this new school has exceeded our expectations above and beyond! We appreciate all that you are doing not to mention the awesome communication. Our son has never been this excited to go to school not to mention come home and get his homework done. It melts our hearts!” E.H., Parent

For more information about our school or corporation, email:

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<http://ees.delcomschools.org/>

