

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 2525 Holton Road
(If address is P.O. Box, also include street address.)

City Grove City State OH Zip Code+4 (9 digits total) 43123-8985

County Franklin County

Telephone (614) 801-8025 Fax (614) 871-1131

Web site/URL http://bwes.swcsd.us E-mail jenniffer.kauffeld@swcsd.us

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Bill Wise E-mail bill.wise@swcsd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name South-Western City Tel. (614) 801-8025

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.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Robert Ragland Sr.
(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.

Date _____

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

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 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 2020 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 includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
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. 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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

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 as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	58	67	125
1	78	58	136
2	81	69	150
3	77	73	150
4	94	74	168
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	388	341	729

*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
 - 2 % Asian
 - 1 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 6 % 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 2018 - 2019 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, 2018 until the end of the 2018-2019 school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	29
(4) Total number of students in the school as of October 1, 2018	710
(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):
Arabic, Spanish, Gujarati, Vietnamese, Russian, Chinese/Mandarin/Cantonese, Greek, Korean

English Language Learners (ELL) in the school: 3 %
21 Total number ELL

7. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 97

8. Students receiving special education services: 9 %

66 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>4</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>15</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>19</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>26</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 8

10. Use Full-Time Equivalents (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.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. 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 24:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **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 2019.

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%

14. 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.

15. In a couple of sentences, provide the school’s mission or vision statement.

Our mission is to provide unlimited opportunities for unlimited learning in a safe and caring environment.

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

PART III - SUMMARY

Buckeye Woods Elementary School is a suburban kindergarten to fourth grade elementary school located in Grove City, just south of Columbus, Ohio. Our school, which opened in 1995, is a part of the South-Western City School District (SWCSD), the fifth largest school district in the state of Ohio. We are located in the southwestern quadrant of Franklin County. Buckeye Woods is the largest of the 16 elementary schools in the SWCSD.

Our tradition of excellence is due in part to our daily goal of 100% kindness with actions and words for all members of our learning community. Our mission statement is to provide unlimited opportunities for unlimited learning in a safe and caring environment. We have condensed this statement into our Bobcat P.A.W.S. (Positive Mindset, Accept Responsibility, Wise Choices, Show Kindness). With our diverse backgrounds, and ever changing student enrollment, members of our school community need concrete examples of what kindness with actions and words really means. To help us all grow in this area, we take time to show, rather than tell, what this looks like. With the implementation of this consistent message, our students and staff feel a sense of unity and belonging. They trust that daily there are consistent high expectations and a safe learning environment at Buckeye Woods. With the implementation of P.A.W.S. our office referrals have decreased significantly over the past three years.

One benefit of the trusting relationships we develop is that our building climate allows us to excel in academic achievement. Students are taught to take ownership of, and to have high expectations for, their learning each day. Teachers at Buckeye Woods implement Ohio's Learning Standards, with the support of district adopted resources. We are not a Title I School, and as a result do not receive the Federal funding that most of the other elementary schools in the SWCSD receive. This shortage of additional support in supplemental interventions, additional personnel, and extra resources has been a challenge. We are fortunate to have half time support personnel who specialize in the areas of reading, math, and English as a second language.

In the past four years, we have instituted weekly grade level Teacher Based Team (TBT) meetings. Teachers work together to analyze current student work and instructional data. Their thoughtful analysis of this information becomes the foundation of their teaching plans for the coming week. Each grade level is also allotted up to three full days during the year to plan instruction based on their unique priorities for their students. This allows for immediate fine tuning of instruction to meet all our learners' needs. Our principal, our literacy coach, and our math coach are in classrooms regularly. Together they, along with the staff, create the plans for professional development sessions monthly.

In previous years, our educational aides were used for teacher support, primarily performing secretarial tasks. Our Response to Intervention (RtI) team developed a plan that trained our aides to work with students on skills they needed to master. Our educational aides now work with small, flexible groups of students to practice or reinforce skills. We have been fortunate to pair the same aide with the same grade level for several years now. This has allowed our aides to become knowledgeable about the grade level standards and better able to target interventions for students. As a result the achievement of our struggling learners has increased. This RtI plan also designated that one of our educational aides would specifically monitor and support the social and emotional well-being of our students. In a building with only one administrator, it was vital that our students' needs were being met when our principal was unavailable. Although any member of the staff will take responsibility for intervening when a situation arises, it has been very beneficial to have someone designated to respond to individuals needing immediate attention. The principal works closely with this aide to maintain consistency when helping students. We also have a strong family and community volunteer program that provides consistent academic and teacher support. Our volunteers are guided by the classroom teachers and often work with the same students week after week.

Our district continues to grow rapidly. In recent years, Buckeye Woods has been designated as an overflow school. An overflow school welcomes students from other schools when their maximum student teacher ratio has been reached. Overflow students arrive by bus, resulting in those students arriving late and departing early every day. With the possibility of new students each day, we have the opportunity to show

all staff and students that change and flexibility can result in positive experiences. Each day staff members are there to greet every bus rider, walker, and car rider that enters our building.

Ultimately, our students' success will be the reason our world becomes a better place. The community members and role models they interact with, along with the choices they make, and the strategies they learn, will help them become problem solvers and creative thinkers. As a school family and community, our goal will continue to be to provide an education that encourages every student to go above and beyond what is expected and allows them to reach their highest potential.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Our goal is to educate all students so that they can reach the highest level of achievement possible on Ohio’s State Learning Standards (OSLS). As a staff we must respond and adjust to the individual needs of each and every student. Staff members strive to foster a love of learning in all students, which increases their motivation to do well in school. Our students come with a wide variety of early childhood experiences, from no academic experience to full time preschool. As students progress, instruction becomes more challenging. We work to instill the belief that mistakes are a natural part of learning any new skill. Teaching students how to communicate about their learning helps to increase their success.

Our teachers have carefully analyzed their grade level standards. This analysis has led all stakeholders to a thorough understanding of the instructional path for our learners and makes the next steps in the learning progression clear. Teachers are acutely aware of the importance of building a solid educational foundation using their grade level indicators. They provide rigorous instruction, facilitated by pacing guides that help them stay on track during the year. We use a variety of resources to teach the OSLS and do not rely solely on any one program, since no single resource provides the depth needed to fully instruct every standard. The resources the district provides for us include: iReady and Ready Math, Lucy Calkins Units of Study in Opinion, Information, and Narrative Writing, Units of Study in Phonics (K-2), as well as other resources. We consistently use formative and summative assessments to determine students’ current levels of mastery. Grade level teams use formative data to develop intervention plans to scaffold instruction for those who need to be challenged beyond their current grade level standards and for those who are struggling to reach them. Year end summative assessments and anecdotal notes follow students to the next grade level. This information, along with updated formative assessments, contributes to a seamless start the following school year.

1b. Reading/English language arts

All grade levels use a balanced literacy framework for instruction which builds on the previous year’s anchor standards. Instructional components include interactive read alouds, shared reading, guided reading, and independent reading. Grouping for instruction is flexible, based on each student’s level or specific needs. All grade levels use a writing workshop format, with individual student conferences as the foundation of writing instruction. Instruction may also include group writing experiences, such as interactive writing, shared writing, and independent writing, depending on the goals of the lesson and the learners’ needs.

Kindergarten instruction focuses on building foundational skills. Teachers use flexible groups to teach skills using songs, rhymes, and high quality children’s literature. Reading and writing workshops in kindergarten give students choices and ownership in their learning. One of our goals for these students is to develop a love of learning.

As students move to first grade all aspects of the reading process are given careful, explicit instruction and teachers strive to make this abstract process as visible to our students as possible. Students come to view reading and writing as interrelated ways of communicating. The literacy curriculum builds on foundational skills and extends students’ abilities to retell and identify key details in text and to compare and contrast information in fiction and nonfiction texts. Instruction also develops students’ ability to encode and decode words, including parts of words and spelling patterns. Our first grade team uses many modalities, including movement and the use of technology, to help students take ownership of their learning.

As students transition to second grade, teachers review and build upon foundational skills, while increasing the depth of comprehension of literary and informational text. Second graders continue to build language skills and vocabulary daily. Teachers confer with all students, providing individual feedback to support their reading and writing. Second graders also transition to planning, drafting, and revising their writing on paper

and using Chromebooks.

A majority of our students enter third grade as proficient readers. Students are held accountable for meeting Ohio's Third Grade Reading Guarantee and being proficient on Ohio's English Language Arts test. Digital reading and writing are taught and assessed throughout third grade. We observed that students often had the skills to demonstrate their learning orally or on paper, but were unable to successfully demonstrate these same skills in the state's online testing format. Teachers developed an instructional path for students to become proficient in keyboarding skills, while building students' stamina and teaching them perseverance.

The focus in fourth grade is to develop students' literal, inferential, and evaluative comprehension. Thinking, discussing, and writing about texts becomes more abstract. Crafting pieces of writing, based on their goals as writers, becomes more refined. The analysis of text features, text structures, character development, point of view, and the use of figurative language fill the fourth grade literacy block.

Across the building, we use consistent formative and summative assessments as opportunities for students to show growth. Students set goals and keep track of their assessment data to take ownership of their learning.

1c. Mathematics

To support our teaching of Ohio's State Learning Standards, our district has adopted the iReady and Ready Math programs. Teachers use these tools to differentiate instruction and close learning gaps. All grade levels use iReady diagnostic assessments to measure students' progress. Teachers use this data to make instructional decisions. They also use other research based best practices and tools such as: productive struggle, mathematical discourse, and number talks. Teachers infuse the Mathematical Practices into their daily learning activities. There is a consistent focus on helping students attend to precision in a variety of ways.

During the kindergarten year, students describe shapes and patterns. They compare whole numbers, initially with sets of objects. A majority of instruction is centered on decomposing numbers into parts, so that students develop a solid understanding of how numbers can be combined and separated. This knowledge is the foundation for addition, subtraction, and place value. Teachers at the kindergarten level provide concrete experiences with mathematical concepts through hands-on activities, story problems, and manipulatives.

In first grade instruction focuses on teaching students to be proficient with adding and subtracting strategies to 20. Students also work with numbers up to 120. The goal is to read, represent, and decompose numbers through words and the use of manipulatives. First grade students "attend to precision" by comprehending what the problem is asking them to do, then organizing the structure of their responses. Daily lessons begin with the whole group, then transition to smaller groups for guided practice or intervention.

Our second graders extend their understanding of the base ten system to include reasoning and problem solving with two-digit and three-digit numbers. They build fluency in addition and subtraction by applying efficient strategies such as decomposing by place value, repeated addition, and making a ten. Multi-step story problems and problems involving length, money, and interpreting data are also a curriculum focus throughout the year.

As with language arts, third grade is the first year of state testing in math. Students focus on solving multi-step story problems. This is the first year students formally learn about multiplication and division. They develop this understanding through working with area and arrays, combining and separating groups of objects, and reasoning through the relationship between these two operations. Students in third grade also develop a formal understanding of unit fractions and equivalent fractions through hands-on activities like creating their own trail mix. While instructing our state standards, the team of teachers use engaging incentives that challenge students to meet learning goals on iReady, including the amount of time on task per week and the accuracy of performance on lessons.

Our fourth grade students build on their understanding of place value and arithmetic to generalize strategies and become fluent in all four operations using multi-digit numbers. Students also gain a deeper

understanding of fractional equivalence and begin to add, subtract, and multiply with fractional numbers. They analyze and classify shapes based on their properties. Teachers place an emphasis on understanding the context of a story problem and modeling the steps students need to take to solve them. Equations are developed based on their algebraic understanding of the story. Students use technology and manipulatives including fraction tiles and alpha shapes to comprehend the depth of these concepts.

1d. Science

Science instruction at Buckeye Woods is generally integrated into our literacy and math instruction. Demonstrations, experiments, technology, and the use of media all provide opportunities to explore our three overarching science standards: Earth and Space, Life Science, and Physical Science. We have numerous opportunities to explore life science through community member's presentations, such as "The Bee Lady." She explains the life cycle of bees, as well as the current challenges to their survival. During studies of the physical sciences, we incorporate experiments, demonstrations, and videos that heighten students' curiosity about our world and the universe around us. While studying Earth and Space standards, students are always fascinated by the Franklin County Soil and Water Conservation District's demonstration of the concept of erosion. During the demonstration students explore a "soil tunnel" and learn more about what occurs below the earth's surface. Our Upcycling project facilitates a deeper personal understanding of what's involved in using items more than once before discarding them as trash. Google Earth and other technology applications have made the world easier than ever for our students to explore. We use Skype to interact with students in classrooms around the world. Remote learning has created opportunities to interact in real time with scientists during their research. Assessments occur through observations and experimental projects. Students collaborate using Google Docs and then receive feedback from their teachers.

1e. Social studies/history/civic learning and engagement

Ohio's four Social Studies standards form the basis of our instruction in these areas: Economics, Government, Geography, and History. Together we have created units of study that focus on active learning. These units allow students to show mastery of the indicators by creating projects and participating in unique grade level events each year. An important component of our Social Studies standards is to teach students about the history of our community. Another component is to help students make responsible choices and develop personal accountability which leads to positive contributions to our school, our community, and our world.

In kindergarten the project based learning focuses on recognizing and celebrating the uniqueness of all students and their heritage as individuals and as groups. Kindergartners study the historical and cultural celebrations surrounding holidays. Students also explore similarities and differences across time and cultures.

First graders focus on real life applications of the roles that people fill in our society. The first grade team creates events that give students the opportunity to be producers and consumers. Students create and sell products for "Market Day." They earn "money" to buy the products others have made by being respectful, hard working class members.

Second graders learn about life in the past by "time traveling" into other second grade classrooms. Each room features information about historical topics such as education, communication, transportation, and recreation.

When students reach third grade, their experiences include a field trip to the Grove City Welcome Center and Museum and our Century Village Historical Park. Community members in historical clothing reenact life in Grove City in the late 1800's. Third graders also research the life of a famous person of their choice. This research culminates in students creating a living wax museum to showcase their learning. Students memorize a short biography of facts about this person's life. This biography is presented to other students, parents, and community members during open house sessions at the wax museum.

Our fourth grade team prepares students to be college and career ready by inviting entrepreneurs to visit and share ways to be successful in today's world.

1f. For secondary schools:

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

2. Other Curriculum Areas:

We are fortunate to be able to offer all our students weekly opportunities beyond their academic classroom instruction in the areas of art, music, physical education, and our library media center. These classes give students the opportunity to broaden their understanding of the world around them. They also enhance students' physical, mental, social, and emotional well-being. The teachers of these classes are specialists in their field who work closely with classroom teachers to develop experiences that are relevant and consistent with our OSLS. Teachers often seek support to integrate these areas into their students' classroom experiences.

When students enter the art room, they are working as artists in an art studio to engage in choice based art making under the principles of Teaching for Artistic Behavior (TAB). This research based art curriculum allows students to merge their unique culture, ideas, experiences, and interests with making art using a variety of mediums to produce one of a kind, personal art. At any given moment, Buckeye Woods has thousands of unique pieces of art that represent each individual child in our school. Together, the artists reflect on their art through artist statements. They share their art with each other and with school staff and visitors through classroom "Gallery Walks." Our hallways are adorned with personal art that contains positive messages related to our character education program. More permanent collaborative works are featured throughout the halls during our annual Art Show.

Buckeye Woods students have music class once a week for 50 minutes. The students are learning developmentally appropriate repertoires using Kodaly, Orff, and the Dalcroze method to fit the unique skills of each student. Each song, game, and dance is presented using an open-ended concept. Students get to dig deeper into their creativity and produce a new musical version that stretches their imaginations. The purposeful outcome of these 50 minute interactions is a grade level performance for friends, family, and community members. We have collaborated with ProMusica Chamber Orchestra and Opera Columbus. During these collaborations professional musicians allow students to experience mini-concerts for each grade level. Also, students learn about instruments, techniques, and the life of a professional musician.

At Buckeye Woods physical education classes assist children in developing physically, mentally, socially, and emotionally. Classes provide a variety of activities that students can participate in, both as an individual and as a member of a team. Successful, rigorous experiences are the core of our physical education activities. These activities are organized in a manner that emphasizes improvement and cooperation over scoring and winning. Every child is given an opportunity to succeed, regardless of their ability level. These experiences then carry over into the classroom. When students leave a physical education class and return to their classrooms, they are ready to extend their classroom learning experiences with stronger muscles, a healthier heart, higher self-esteem, a stronger sense of teamwork, and the confidence to succeed.

Each week students at Buckeye Woods visit the library with their classmates. Research shows clear links between school libraries and improvements in students' reading and overall academic success. As a way to facilitate these successes, we encourage students to explore the various areas of the library and to choose books that truly interest them. The library collection is regularly updated with support from our district and our PTA. These materials enrich students' studies of the OSLS. Our library also hosts visits by authors and illustrators. These visits stress the unique ways each person approaches their reading and writing processes and the need for perseverance in completing a project. Helping students become independent at finding and using the information they need to succeed, now and in their future life and work, is the goal of our students' library experiences.

Our P.A.W.S. leadership team consists of a group of staff members who meet several times each month to

plan character education celebrations for our students. Cultivating a Positive Mindset, Accepting Responsibility, making Wise Choices and Showing Kindness is the constant message to our students. We have developed characters such as Froggie, Lady Bug, and Judge Bee who perform skits that focus on making good choices. We often partner with organizations such as the Driven Foundation, the NED Show, and the Jim Jones Show to reinforce these positive messages to our students. All staff and students strive to live out the belief that the way to make each day great is to always show 100% kindness to others with actions and words.

3. Academic Supports:

3a. Students performing below grade level

Sound instructional decisions must be based on high quality data. Classroom teachers begin gathering data on students from the first day they enter our school. Our goal is to educate every child to the highest level possible. Grouping for instruction, intervention, and enrichment is fluid, based on each student's ability to meet grade level expectations. We use a variety of methods to monitor and instruct students who need additional support. Student data is shared with the principal and our Response to Intervention (RtI) team as needed.

Early interventions for students who are struggling academically must be ongoing and consistent. The state requires that we administer a reading diagnostic and a math diagnostic at the beginning of each school year to every student. Students that score below the state's requirement in reading are placed on a Reading Improvement Monitoring Plan (RIMP) for the remainder of the school year. Teachers create a RIMP for each below grade level student to provide additional daily targeted remediation. Parents receive a copy of the RIMP and their signature is required to show approval of the plan.

Our lowest first grade literacy learners are selected for intervention based on the Observation Survey tasks. We provide two types of intervention: Leveled Literacy Intervention (LLI) and Reading Recovery. Both interventions consist of thirty minutes of daily literacy instruction delivered outside of the classroom by a reading specialist. Reading Recovery is the most intensive intervention with students receiving individual instruction. LLI intervention groups consist of three students each.

All teachers use observation, assessment data, and daily work to determine which students need literacy and/or math intervention. These interventions are developed by the classroom teachers and instructional coaches to reteach specific skills in a variety of ways. Identified students receive targeted small group instruction from their classroom teacher. Students needing additional intervention are supported by the grade level educational aide. Intervention groups are created across the grade level to be both efficient and effective. These groups remain fluid as progress data is collected and reviewed at consistent intervals. Students who aren't making progress within a prescribed amount of time are referred to our Response to Intervention (RtI) team for more extensive evaluations.

3b. Students performing above grade level

Providing challenging educational opportunities for students who are performing above grade level is an important component of our mission. At the beginning of second grade, students are given a computer based assessment to determine if they qualify for the district's gifted program. They may be identified in the area of overall cognitive ability, reading, and/or math. The only area that our district provides services for at the elementary level is in reading. Beginning in the third grade, students who are identified as gifted receive advanced instruction, one day per week, in an off site enrichment program. We have many students performing above grade level, even if they have not been specifically identified through this district testing process. These students are consistently challenged by teachers who create an enhanced learning pathway that meets their needs. Teachers accelerate students' learning with the use of small, flexible groups, enriching lessons in reading, writing, and math. Accelerated intervention has become easier to implement through the use of online programs that advance students based on their achievement and not on their grade level expectations.

3c. Special education

Our special education population has shown significant growth throughout the years, based on building data and state assessment results. As a part of our assessment protocol, we collect data on every student. This data is used in our RtI process to determine the next instructional steps for our struggling learners. Unless there are extenuating circumstances, kindergarten and first grade students' needs are supported within the classroom and through intervention with our educational aides. In these early years, our most reliable data is collected through the classroom teacher's observations and documentation of student needs. We have observed that many struggling students have limited vocabulary and/or decoding skills. These limitations frequently hinder their ability to benefit from regular classroom instruction. As a student begins receiving more intensive interventions, we partner with the parents to develop an action plan in all areas.

After a student is identified as having a learning disability, he begins working with our intervention specialists. Based on the findings of the Evaluation Team Report (ETR), our specialists plan interventions through multiple tiers of support for that student. This support may take place in the classroom or during small group pull out sessions. Our specialists use a variety of instructional methods and techniques to help struggling learners. Direct instruction, modeling, restating questions, creating anchor charts, targeted skills practice, repetition of concepts, and computer programs are just a few examples of the techniques our intervention specialists have used successfully. One of our goals for our special education population is to build confidence in the classroom. We have learned that using a multi-sensory approach to decoding and meaningful vocabulary instruction to integrate, reiterate, and make language relevant to our students has helped accomplish this goal.

Our staff works as a team with our students' families, to build a bridge for our at risk students, enabling them to experience success and to reach their highest potential.

3d. ELLs, if a special program or intervention is offered

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Ensuring that students stay engaged in their learning is essential. At Buckeye Woods, academic and behavioral goals are developed and agreed upon in each class. These goals are simplified into “I CAN” statements composed of smaller, doable action steps. Students chart their individual progress. During morning team meetings, students are taught to express their thoughts and feelings about their learning. This may be in the form of setting goals or sharing frustrations. When students develop their voice and adults listen to their perspectives, then a safe, trusting environment results. Taking ownership of their learning and their behavior ultimately leads to increased student achievement and a sense of efficacy.

Working toward group incentives and rewards creates a sense of engagement and encourages students to praise their fellow classmates’ successes. For example, third grade students love to become Academic Academy Award winners. This motivational incentive features students as directors of their own learning. They set personal goals for the number of lessons passed and for the level of performance. Personal bests result in being awarded a highly coveted Academic Academy Award. We also have Celebrations of Learning before state testing sessions. Students come to view state tests as opportunities to “SHOW WHAT WE KNOW.” It’s a time to review with students the breadth and depth of their learning during the year. Students report these celebrations allow them to approach state tests with a positive perspective and greater confidence.

At Buckeye Woods consistency is key to keeping students engaged. As part of our school culture, we expect 100% kindness with words and actions every day. This culture of caring brings out the best in all of us. We genuinely support students’ (and each other’s) physical, social, and emotional needs, so that everyone is able to focus on their learning each day. Throughout the year we hold monthly P.A.W.S. assemblies where staff members perform skits to encourage each student to do their personal best. These assemblies encourage making positive choices academically and behaviorally. This consistent message has decreased our office referrals significantly over the past three years.

The Student Council at Buckeye Woods provides an opportunity for all students to live out the concept of government by representation. Each class in the third and fourth grade elects a representative to serve on our Student Council. Nominations are made, speeches are given, and an election is held. Then the real work of representing their fellow students begins. A variety of issues and community outreach opportunities are discussed and voted on monthly. Representatives report back to their own class. They are also assigned a kindergarten, first grade or second grade class that they represent and report to after each Council meeting.

Engaging students at Buckeye Woods is a thoughtful, deliberate, essential component of who we are as a school community.

2. Engaging Families and Community:

A strong partnership between home and school is essential for student success. Our families demonstrate their belief in this statement by the high attendance rates we have at all school functions. Each year begins with families and staff coming together for Welcome Back to School and Open House events. Our partnership continues throughout the year in the form of personal contacts, phone calls, email messages, and regular classroom and school newsletters. Kindergarten through second grade students use a daily folder system for their home school connection. Intermediate students utilize agenda books. Recording assignments in their agendas gives students essential involvement in the home school partnership. Parents, students, and teachers can easily share a variety of information with these tools.

Our students love to share their learning with their families. This sharing may occur through a classroom Celebration of Learning Night, Wax Museums, student-led conferences, and sharing portfolios. Being able to articulate learning goals and progress helps our students’ families understand the changing educational expectations for twenty-first century learners.

Our PTA has a strong presence within our school and community. Members coordinate a variety of activities throughout the year. Family science nights include a unique science challenge, based on grade level standards, for families to complete together. Other opportunities for family engagement include: VIP breakfasts and Book Fair, game nights, and dances. Our annual spring carnival is supported by community businesses who generously donate raffle items. Each year the entire school community has the opportunity to participate in a Book Club where students and families read the same book and then celebrate with a night of engaging activities related to this book.

Our compassion is known throughout the community. If a family has a need, they often call on us for help, knowing we will respond with great caring and generosity. As an extension of our character education/leadership program, students collect non-perishable items for the Grove City food pantry. We also collect gently used books for the annual Reach Out and Read book drive at Nationwide Children's Hospital (NCH). Before the holidays, our students look forward to creating stockings for patients at NCH. Included as part of our economics unit, students make and sell ornaments to students and staff. Proceeds are donated to Ronald McDonald House.

Community members help broaden and deepen our curriculum by joining us throughout the year to participate in a variety of projects. They regularly present information in their areas of expertise. Community members enjoy volunteering for evening school wide events. Our school Publishing Center is supported by volunteers that prepare materials at home and other volunteers who staff the Center during specific hours for students to publish their writing.

Our school is proud of our community and our community is proud of our school.

3. Creating Professional Culture:

The professional culture at Buckeye Woods encourages staff to learn, grow, and question, as individuals, as grade level teams, and as a unified staff. We definitely love what we do, and as a result, have created a family of professional educators. Knowing that each person brings unique strengths, we really strive to listen to each other, even if others' opinions and ideas are different from what we believe. We have the freedom to voice our thoughts and opinions. Our principal and Site Steering Committee (SSC) members listen to us and turn our input into a goal and an action plan that we can all agree to work towards collectively. The frequency of collaboration, and the transparency at every level, lets us know that each individual is valued and supported.

A regular component of our professional culture is weekly Teacher Based Team (TBT) meetings. Teachers set focus goals for staff and student work and target data to be collected. Each TBT team has a grade level team leader responsible for sending out an update summarizing next steps and data collection targets for the coming week's meeting. Data analysis leads to opportunities for sharing innovative instructional practices, gathering resources, and problem solving challenges. Professional discourse results in increased student achievement for all students. We have become better at listening to, and learning from, each other about effective classroom practices. This sharing often leads to teams creating events that involve student participation across the grade level, building a sense of unity for adults and children.

Buckeye Woods is fortunate to have a literacy coach and a math coach to support our staff. During a portion of the day they teach intervention groups for struggling students. They are also in classrooms, observing lessons to help teachers refine their instruction or co-teaching with staff. Our professional culture includes a day each quarter for each grade level to meet as a team. Staff have the opportunity for uninterrupted time during those instructional days to collaborate, going more in-depth with their instructional planning. Each grade level provides input about their unique professional development needs, which are always related to their observations about student achievement. Our coaches gather resources and provide guidance. Arranging this time and using school resources to provide classroom substitutes for planning is a concrete example of one way teachers know their work and their professional expertise is valued and supported.

4. School Leadership:

Positive leadership qualities are taught, modeled, and expected at all levels. A key component of our school's success has been developing a culture and climate that meets the needs of every student. We do this by being consistent in providing an uplifting, caring environment every day. With only one administrator in the building, every adult is trusted to be a leader for student success. Our leadership team encompasses the principal, staff, parents, and students as partners and problem solvers. We strive to send the consistent message to parents that we are working to develop their students into leaders, in the school and outside the school.

We build strong relationships with our philosophy of actively listening to all aspects of a situation and never making assumptions before gathering all the facts. Our building's culture includes responding to the behavior (whether the behavior is positive or negative), rather than the person. When dealing with young children, we know that it may take time for them to develop the confidence to tell the true story the first time. We support them by creating a non-threatening environment. Children and adults know that they will be heard and situations will be evaluated after all the facts have been gathered.

Our principal has an open door policy. Any stakeholder is welcome to discuss questions, concerns, and suggestions. She is known for her consistency in following up on any issues that are of concern to others. She also understands that a daily visit to each classroom allows staff and students an opportunity to connect with her when she is in their room. Friday Notes from the principal keep all staff updated on items related to our daily work. These notes always begin with positive, uplifting thoughts and appreciative comments to staff members. Consistent use of these practices keeps the lines of communication open and staff members feeling informed and valued. They also ensure that our professional development (PD) sessions are focused and productive. Removing the distraction of non-curriculum items from PD sessions leads to more time on task and a more precise focus on student achievement.

Our building is guided by our Site Steering Committee (SSC) with representation from each stakeholder group, ensuring that all have a voice in decisions that affect our entire building. The transparent relationship and trust that has been created between administration and staff ensures our resources are being used to provide instruction that best serves the needs of our students in order to raise achievement for each child.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Student achievement is at an all time high and so is the moral at Buckeye Woods. Our school's Positive Behavioral Interventions and Support plan, named P.A.W.S., uses consistent language everyone can understand; Be kind with your actions and words! The social and academic improvements we have witnessed as a result of its implementation are undeniable.

When you walk into Buckeye Woods you can see that our daily life here aligns with and reflects our school's goal of 100% kindness with actions and words. From day one, our staff demonstrates this kindness to our students and to each other. Students' works of art hang throughout the hallways with positive messages for all to see. Of course, as a building and as a staff we have our challenges, but when one link gets a little weak, there is always just the right amount of help that comes along to provide support, when and where it is needed most.

Students have a sense of ownership learned through our motivational P.A.W.S. character education program. This is further supported within each individual classroom and by every certificated and classified staff member. Each of us comes to Buckeye Woods with a unique background. We have learned that students need concrete examples of what kindness looks like with actions and words. At BW we diligently teach and model what it's like to stop and think about others' perspectives in all situations. P.A.W.S. highlights the qualities that make students great academically and behaviorally. Each of us wants to feel understood and accepted. We strive to make that happen here every day for every person.

Teachers provide a variety of ways that students can self-regulate their learning needs. We are proactive when kindness becomes a challenge. Students are encouraged to change where they are sitting, take a brain break, move to another location in the room or request some time out of the classroom environment. Any time students' behavior begins to heighten, we encourage them to go for a walk with one of our staff members and spend time in our sensory room. The sensory room has many researched based options that students can use to calm themselves. The goal is to deescalate the behavior as quickly as possible, so that students can return to their classroom ready to learn again. Our goal is not a short term punishing or controlling of their behavior. Students receive long term support to find solutions for dealing with their frustrations and changing their behaviors. We consistently convey the message that they can learn to work through situations that upset them, regain control of their emotions, and use that energy in a positive manner for personal and academic success.

We are all at Buckeye Woods for the same reason, to partner with our families and community, to educate children to reach their highest potential and teach them to be positive, contributing members of society.