

U.S. Department of Education
2017 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 Mrs. Renae E. Schwartz

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

Official School Name Wyandot Elementary School

(As it should appear in the official records)

School Mailing Address 5620 Dublinshire Drive

(If address is P.O. Box, also include street address.)

City Dublin State OH Zip Code+4 (9 digits total) 43017-2420

County Franklin County

Telephone (614) 761-5840 Fax (614) 718-8929

Web site/URL http://www.dublinschools.net/wyandotelementary_home.aspx E-mail schwartz_renae@dublinschools.net

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. Todd Hoadley E-mail hoadley_todd@dublinschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dublin City School District Tel. (614) 764-5913

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 Mrs. Lynn May
(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. 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.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 16 | 12 | 28 |
| K | 42 | 40 | 82 |
| 1 | 45 | 50 | 95 |
| 2 | 67 | 48 | 115 |
| 3 | 55 | 49 | 104 |
| 4 | 66 | 44 | 110 |
| 5 | 48 | 40 | 88 |
| 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 | 339 | 283 | 622 |

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 41 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 53 % White
 - 3 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 15%

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, 2015 until the end of the 2015-2016 school year | 55 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year | 37 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 92 |
| (4) Total number of students in the school as of October 1, 2015 | 600 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.153 |
| (6) Amount in row (5) multiplied by 100 | 15 |

6. English Language Learners (ELL) in the school: 13 %
80 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Danish, Arabic, Telugu, Panjabi, Spanish, Turkish, Russian, Korean, Hindi, Japanese, French, Hungarian, Marathi, Malayalam, Other-Language not included in reporting options, Tamil, Urdu, Chinese

7. Students eligible for free/reduced-priced meals: 1 %
Total number students who qualify: 7
8. Students receiving special education services: 8 %
49 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.

- 16 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 5 Multiple Disabilities
- 0 Orthopedic Impairment
- 16 Other Health Impaired
- 5 Specific Learning Disability
- 4 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 2 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to 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 | 24 |
| Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 12 |
| Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students. | 10 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 6 |

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 | 2015-2016 | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 97% | 97% | 97% | 97% |
| 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 2016.

| 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 at Wyandot is to do what is best for all kids.

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

Wyandot Elementary School is part of Dublin City Schools, one of Ohio’s largest and highest achieving school districts. Dublin City Schools is located in a northwestern suburb of Columbus. We serve approximately 15,800 students across 19 schools, including 12 elementary buildings.

Wyandot was established in 1988 and reflects a preschool through 5th grade configuration, serving a population of 629 students. Wyandot is reflective of Dublin City Schools at large as we are very diverse and represented by many cultures and nationalities within our student body. A high percentage of our population consists of upper middle class white students and Asian students. In addition, the student body is composed of a variety of students identified as gifted learners, English Language Learners, and students with mild to severe disabilities. Dublin City Schools is committed to a culture of growing thoughtful problem solvers and the staff of Wyandot Elementary strives daily to embody the culture, “We Grow Thinkers!”

Wyandot has established a rich and inclusive culture in its 29 year history, priding ourselves on our reputation as a welcoming, neighborhood school. We start each school year with a new family open house, a kindergarten welcome night, and a welcome back to school ice cream social. We begin every school day with morning announcements, “Power of One” awards and the Wyandot Pledge: “I am a smart, special, valuable person. I respect myself and I respect others. My words and actions are kind and honest. I accept only my best in all I do. I am proud to be me.”

Building life-long learners and leaders is at the core of everything we do at Wyandot. All students have leadership opportunities in which they can participate throughout their Wyandot career. “Team Wyandot” is our longest standing leadership group. The mission of “Team Wyandot” is to facilitate teamwork and inclusion of all learners and thinkers. We celebrate differences through our learning styles, communication styles and our entry points of understanding. In addition, our 5th grade safety patrol students ensure our students arrive to school safely, are greeted as they enter the building, and leave with a positive message ensuring that all students get home safely. Our 4th and 5th grade students participate in service learning projects such as Penny Harvest and they also choose a local charity (Welcome Warehouse, Dublin Food Pantry, Dublin Miracle League) to which they donate annually. Our kindergarten greeters welcome the afternoon kindergarten students everyday to Wyandot and engage the students with read alouds and listening games until it is time to escort them to their classrooms. We want children to feel loved and welcomed each and every day.

Cultural diversity is what makes Wyandot unique and sharing our cultures and traditions is what makes Wyandot special. At Wyandot, over 18 languages are spoken by our students and 13% of our population consists of English Language Learners. Multicultural Day is a tradition to celebrate all the cultures and customs of every student and family at Wyandot. During our celebration, we share traditions, food, clothing, literature and conversation with the students, staff, and families of Wyandot. Additionally, our Multicultural and Japanese Mom groups meet monthly to help to integrate a variety of cultures into Wyandot events throughout the school year.

Wyandot students participate in The American Heart Association’s “Jump Rope for Heart” and “Hoops for Heart” events. Our students and community enjoy a strong partnership with our Parent/Teacher Organization (PTO). Through our fundraising efforts, the PTO supports numerous enriching activities such as Columbus Symphony, Center of Science and Industry (COSI) interactive displays, Walk-A-Thon for wellness and health, and has purchased educational materials and supplies for our staff. PTO volunteers and community volunteers are ever-present in our building and lend a helping hand with special projects and classroom learning. Wyandot families and students participate in parent/teacher conferences, grade level curriculum nights, musical performances, and art shows throughout each school year.

Perhaps one of the most remarkable attributes of Wyandot is the strong relationships between our students and staff. Not only does the staff know each student as a learner and thinker, but also as an individual. It is not uncommon to see our staff members attend our students’ events outside of the school day. These bonds form a strong connection between home, school and the community. Building meaningful relationships is at the core of the respect that the students have for every teacher. Our students strive to perform their best socially, emotionally, and academically for their parents, teachers, and administrators.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Wyandot Elementary is proud to offer curriculum that is aligned with Ohio Learning Standards in language arts, math, science and social studies. All students receive instruction in the core curriculum daily. In order to maximize instructional time, subjects are not taught in isolation; rather they are infused within content areas. Students are able to articulate expectations for their own learning through their understanding of learning targets, as well as, reflecting upon their own progress through personal goal setting. Every aspect of a student’s curricular offerings is based on data-driven decisions and linked to research-informed strategies and instruction.

Students benefit from instructional practices developed and enhanced during staff professional development. Wyandot students are active participants in their own learning. They engage in systematically designed lessons tailored to their learning styles, level of understanding and their interests. Students monitor their understanding through goal setting, formative assessments and thinking routines. In response to the information gathered, each teacher is able to differentiate instruction to meet the needs of every learner using whole group, small group and individualized instruction.

Dublin City Schools supports a literacy workshop model to drive instruction in reading, writing and word study. The teachers at Wyandot scaffold students as they learn how to reflect on their growth as readers and writers. Literacy workshop is comprised of a focused mini-lesson, small group instruction, independent practice, and time to share and reflect on the lesson. Mini-lessons are designed based on the instructional needs of students and grade level academic content standards. The practice component of the workshop model consists of individual student conferences and small group instruction based upon formative assessment data and classroom observations. The share and reflect component allows students to demonstrate what they have learned and reflect upon the learning target.

Student literacy skills are assessed using a variety of measures. The Developmental Reading Assessment and Measures of Academic Progress in Reading are administered three times a year to inform instructional practices. Teachers use assessment data to differentiate instruction and personalize learning. Classroom teachers, reading specialists, intervention specialists, gifted intervention specialist and paraprofessionals deliver the necessary instruction whole group, small group or individually to meet the needs of all learners. Instruction is modified using research-based strategies to provide intervention or enrichment to students.

Mathematics instruction at Wyandot focuses on developing life-long problem solvers. Teachers differentiate the content through rich mathematical tasks that encourage risk taking, productive struggle, hands on learning, and deep mathematical understanding within a real world context. Dublin City Schools and Wyandot value student discourse and we want students to share their flexible thinking and their problem solving processes with one another. These exchanges allow students to justify their reasoning while offering constructive critiques of the reasoning of others. Routines such as “number talks” strengthen flexible thinking, mental math and number sense. Teachers facilitate learning by asking probing questions and mentoring mathematical thinking.

In order to advance academic achievement in mathematics, Wyandot utilizes the Measures for Academic Progress Assessment for Mathematics three times throughout the school year. In addition to this data, classroom teachers administer formative assessments in order to communicate and measure student progress toward meeting learning goals. Using student data and teacher support, students formulate individualized learning goals focused on mathematical content and practice.

Our content areas are supported by the College, Career, and Civic Life Framework (C3) and elements of inquiry. Science and social studies are integrated into the reading and writing curriculum, helping students apply reading and writing skills meaningfully. The balance of content and skills will inspire Wyandot students to become successful global citizens in an interdependent world as effective decision-makers that act responsibly in a diverse democratic society. We believe that empowering students to construct their learning with knowledge that includes broad themes of history, economics/financial literacy, geography,

global awareness/culture, government, and environmental changes will ultimately assist each of our students in making a successful transition to civic life.

To nurture more long-lasting forms of learning about the world, Wyandot draws on thinking dispositions to allow our students to inquire about the world, understand multiple perspectives, have respectful dialogue, and take responsible action. Our students use global thinking routines to connect our learning and how it will matter to me, the people around me and the world. These routines help create a classroom culture of global competence.

Dublin City Schools offers an outstanding preschool program that serves children with disabilities and provides an educational opportunity for typically developing children to serve as social, emotional, and academic role models in the classroom.

Wyandot Elementary is the home to several preschool classrooms for the students of Dublin City Schools, and has recently received a 5 star rating from the Ohio Department of Job and Family Services, which is the highest rating possible. Our program aligns to the Early Learning and Development Standards as recommended by the Ohio Department of Education. Learning standards are addressed in the following domains: Social-Emotional Development, Approaches Towards Learning, Cognitive Development and General Knowledge, Language and Literacy Development, and Physical Well-Being and Motor Development. Children practice and explore these skill areas through age appropriate activities that are skillfully developed by our staff.

2. Other Curriculum Areas:

Wyandot Elementary's related arts curriculum further enhances our culture of enrichment for all students. The related arts perfectly align to enhance our culture of enrichment for all learners. Students in 1st through 5th grades participate for 50 minutes in one area of related arts instruction (Visual Art, Music, Physical Education, and Library/Media Center) every day. Collaboration amongst our related arts teacher and classroom teachers is a key component to the success of our related arts programing, and all four areas of our related arts team are taught by highly qualified teachers.

The Wyandot music curriculum provides students with a variety of musical experiences. Students have access to age appropriate instruments used to learn rhythms and beats, which accompany singing, reading and composing music. Students in 5th grade are given the opportunity to join the strings program, which is offered before school through the partnership with the middle school. Learners in 3rd and 5th grade participate in a music program each year that revolves around a building or grade level goal, and provides a collaboration of talents with our Art, Library Media and Physical Education programs.

Wyandot's visual arts curriculum supports the age appropriate development of all learners through integration with core subjects and growing students' capacity as caring, engaged citizens of their local and global communities. Students work individually and in small groups to grow artistic, social and life skills through the arts. Collaboration with peers, teachers, support staff, parents, experts, professional artist residencies, the Dublin Arts Council and the City of Dublin provide rich opportunities for our students in the visual arts. Wyandot students have created many public murals and clay mosaics throughout the city of Dublin. A multi-year school wide integrated curriculum project titled P.O.N.D. (People, H2O, Nature and Diversity) received an exemplary designation from the Ohio EPA for the curriculum and environmental stewardship inspired by the ongoing study of a city owned pond and stream located on our school grounds. Learners continue to reflect and interpret their world through authentic annual experiences through the city of Dublin's 'paint the plows' initiative, Yarn Storming events with Senior Citizens and the Wyandot art show that features artwork from every 1st through 5th grade student.

Physical education is another key course in our related arts curriculum. Wyandot students participate in developmentally appropriate activities that create opportunities for students to increase their physical competence, self-esteem and joy of being physically active. Students are engaged in building basic motor skills, specialized sport skills and strategies, physical fitness activities and teamwork. The physical education program utilizes station work, peer coaching and student goal setting to differentiate instruction

and meet the needs of all the Wyandot students.

Fitness initiatives and challenges are offered to both students and staff. For the staff, the district provides a wellness committee which includes a Wellness Champion at each building. Teachers participate in and track wellness activities throughout the school year to promote positive health and well-being. Students in grades three through five participate in “Girls on the Run” and “Let Me Run” programs. Students meet weekly after school to train for a 5k and discuss health and fitness, and these programs blend together to run a local 5k race for a charity.

It is the mission of the Wyandot Library/Media Center (LMC) to create an environment where students work collaboratively with their peers, take risks, master challenging material and exercise their curiosity. The library supports the curriculum by developing a collection that is representative of the community’s academic, cultural and language needs. The Library/Media Center achieves their mission by teaching students to locate, process, evaluate and utilize information. Students also work to develop skills that allow them to use technology appropriately and ethically, use critical thinking skills to plan and conduct research, manage projects and solve problems. While working in the LMC, students demonstrate that they can use creative thinking to construct knowledge and work collaboratively to support learning. Students become good digital citizens by demonstrating they understand human, cultural, and social issues, and students achieve these goals by participating in numerous activities. The Wyandot library collection is carefully constructed to address the needs of our students which include a large collection of multicultural books and materials addressing cultural and social issues.

3. Instructional Methods, Interventions, and Assessments:

The instructional approach and philosophy of Wyandot Elementary is to do what is best for kids. Wyandot staff supports all learners with an emphasis on developing the whole child through a culture of enrichment. Staff members speak about students’ interests and needs, as well as students’ readiness and learning styles. Knowing our students as people and learners allows our teachers to inspire them to take risks and persevere to achieve more.

Using formative instructional assessment practices, the educators at Wyandot are able to personalize learning for students within the classroom. Our school effectively establishes and maintains a clearly defined and comprehensive student assessment system. Staff members continuously collect data and analyze a range of sources to define student and building trends. Teachers administer the Measurements of Academic Progress (MAP), AIMSweb, and the Developmental Reading Assessment (DRA) to provide personalized instruction for students in the areas of reading and math. These assessments are given three times a year. The Cognitive Abilities Test (CogAt), the American Institute of Research (AIR), Ohio Kindergarten Readiness Assessment (KRA), and the Ohio English Language Proficiency Assessment (OELPA) provide overall growth and learning of our students during one checkpoint in the school year. These assessments help to provide student placement opportunities and building level curricular decisions.

At Wyandot, we use the Response to Intervention (RTI) model to provide tiered intervention. RTI allows for teachers to provide differentiated instruction to all students within the classroom. Through data collection and progress monitoring, as well as team meetings, teachers and staff are able to determine learning needs and intervention strategies in order to reach all students. Teachers utilize flexible grouping within the workshop model to provide support to all learners.

All students are involved in strong core instruction (Tier 1), in which teachers make instructional decisions based on student needs in the regular education classroom. Our use of the workshop model in all areas of the curriculum facilitates differentiation based on mastery. Daily conferencing and formative assessments guide our instruction for whole group, small group and individual planning. Classroom teachers share student goals and data with support staff on a weekly basis through conversations, email and Google Docs ensuring alignment of instruction.

In addition to strong core instruction, Tier 2 interventions are provided to students who need targeted support. Tier 2 instruction includes explicit small group instruction, Leveled Literacy Intervention (LLI),

Speech Improvement class, Early Literacy Intervention (ELI) and Touch Math. Classroom teachers conduct most Tier 2 interventions to keep the students in the classroom as much as possible. However, in an effort to pair students who have the highest level of need with the most qualified staff, students with the most significant reading challenges receive small group instruction from our reading specialist.

When students are showing insufficient progress in Tier 2, our RTI team develops a plan for more intensive interventions (Tier 3). Many students who are provided Tier 3 support are supported with an Individualized Education Plan (IEP) and services are provided by an Intervention Specialist based on data collected during the Multi-Factored Evaluation (MFE). Students who are not receiving Tier 3 services through an IEP are provided a plan for more intensive interventions with support from the reading specialist and intervention specialist. Reading Recovery, Orton-Gillingham and Lexia are several Tier 3 interventions we provide for IEP and non-IEP students. Tier 3 support is provided through a combination of classroom inclusion and pull-out services depending on student need.

At Wyandot, 13% of our student population consists of English Language Learners (ELL). Our ELL teachers provide additional support for reading, writing, listening and speaking. ELL support is provided based on the assessment results from Ohio English Language Proficiency Assessment (OELPA). Our ELL teachers provide support using the inclusion model, small group pull-out instruction and weekly classroom monitoring.

In addition to our ELL population, Wyandot has a large percentage of students who have been identified as gifted in one or more areas. As a district, we use the MAP assessment for gifted identification in the areas of math and reading and tests of cognitive abilities, such as the CogAT, OLSAT, and InView, for gifted identification in the area of superior cognitive ability. Services are provided to gifted students through a non-graded course, called "Cog Pullout," along with being cluster grouped within the regular classroom setting. The Cog Pullout class, led by the Gifted Intervention Specialist, concentrates on developing the skills, interests, and needs of the cognitively gifted 4th and 5th grade students. The objectives of the pullout service are to develop and expand critical thinking and reasoning abilities, utilize differentiated instructional strategies, increase cognitive skills and support social-emotional growth. The instructional practices implemented by the Gifted Intervention Specialist are based upon the research of Arthur Costa's Habits of Mind. Additionally, high performing and gifted 5th grade math students participate in a compacted math class, Accelerated Math 5-6, which is instructed by the Gifted Intervention Specialist.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Wyandot Elementary emphasizes high achievement through student engagement, collaboration and leadership. The Wyandot climate is established through our school motto, “The Power of One”, which celebrates our ability to work together and change the world by spreading kindness, one small act at a time. At any given time, staff and students can “catch” an act of kindness and reward each other with a Power of One ticket. Students are recognized each morning for their kindness during morning announcements, and can win prizes during our Power of One ticket raffle each Friday. The Power of One message has become a strong bond for our students, staff and family community. Kindness and respect are also highlighted in The Wyandot Pledge, which is recited each morning following the Pledge of Allegiance. Wyandot Elementary makes a daily effort to reinforce the importance of a well-rounded education with classroom routines full of compliments, student stories and celebrations.

Student leadership and service learning opportunities are offered to all grade levels at Wyandot. Whether it is grade level buddies, Safety Patrol, Penny Harvest fundraiser leadership team or other programs and clubs, students are encouraged to step up and make a difference for others. Student involvement and achievement is also recognized through our Eagle Pride Awards. These awards celebrate students in each classroom who have been selected for numerous reasons, including hard work, leadership, extraordinary kindness, academic and behavioral growth, among others. Each student is honored with a certificate of achievement and pizza with the principal in front of their grade level peers during lunch. To continue our effort on emphasizing community involvement, parents are invited to come cheer for their child at each monthly award ceremony.

Our Wyandot staff supports one another by focusing on the school climate and growth as educators. Teachers are valued leaders and hold important roles as grade level representatives on vertical teams. Staff Key Communicator meetings are held monthly to evaluate the needs of the school and provide ideas to strengthen our school spirit and support. This spirit comes in the form of jeans days, Friday staff breakfasts, after-school fitness activities, celebrating accomplishments at staff meetings and wedding and baby showers for our growing Wyandot families. There are also social staff gatherings throughout the year to bring teachers together and support one another as educators and individuals not only professionally, but personally as well.

2. Engaging Families and Community:

Wyandot Elementary is proud to have a strong relationship with the Parent Teacher Organization (PTO), Dublin Recreation Center, Dublin Youth Association, Dublin Arts Council, City of Dublin and other agencies and businesses that serve and support our community.

The mission statement of the Wyandot PTO is ‘We can make a difference.’ The PTO supports and enhances the school experience for our students, families and staff. The PTO provides many opportunities throughout the school year to support the academic success of our students, enhance the learning experiences provided to the students and sponsors activities to support the entire Wyandot learning community. The PTO supports grants for teachers, sponsors grade level field trips, supports artists in schools, provides support for Multicultural Day, runs a book publishing shop, connects families through movie nights and Wyandot community activities, feeds the staff for parent/teacher conferences and whatever they can do to ‘make a difference’ in the Wyandot community. Parents and the community are notified of student and building achievements through weekly newsletters, building website, and Twitter. Parents receive specific information about their child’s progress through Progress Book which gives parents daily access to assignments, grades, and student achievement.

Wyandot understands its role in the larger organization of Dublin City Schools and last year we hosted meetings for the Dublin City Schools Gifted Services task force. Strong participation by community members added to the positive aspect of providing input and feedback from Wyandot families with regard

to developing a schoolwide culture of enrichment and enhanced services for our gifted students, as well as additional input on gifted services in the district as a whole.

Dublin City Schools is fortunate to offer an extensive mentorship program for high school students. Wyandot is proud to collaborate with the post-secondary programs called Life, Prep, and Power Plus and the Dublin Teacher Academy. The Life, Prep and Power Plus Program provides targeted transition experiences and curriculum that assist students in planning for future employment, education and independent living goals. The Dublin Teacher Academy supports high school seniors who are seriously interested in the teaching profession. Students take a series of courses that introduce teaching and focus on the following program goals: Standards-Based Education, Professionalization, Diversity, Democratic Issues/Social Justice, Curriculum and Instruction, Legal and Organizational Issues, Technology, Learning Environment, Assessment and Learning and Developmental Characteristics and other relevant topics. Students complete the learning experience by working in the classroom with a mentor teacher. Wyandot teachers mentor several high school seniors every school year, and several of the students being mentored were Wyandot students at some point throughout their Dublin school career.

Wyandot also supports many of the City of Dublin community activities including Cardboard Challenge, Make a Difference Day, and Paint the Plow. Wyandot also hosts a wide variety of community education opportunities for both students and families including enrichment opportunities, sports activities, arts programs, wellness programs, Boy Scouts, and Girl Scouts.

3. Professional Development:

The development of lifelong learners at Wyandot Elementary not only applies to our students, but also to our staff. “We Grow Thinkers” is the district initiative of Dublin City Schools and the focus of what we do at Wyandot. Professional development is aligned across the district through rigorous instructional goals, which include student ownership around goal setting, a high quality system of informative assessments that drive instruction and differentiation. District, building and personal professional development courses are available to all staff year round.

The staff at Wyandot strive to maximize learning each day for all learners and to grow professionally. Making Thinking Visible and Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools by Ron Ritchhart support our district initiative of “We Grow Thinkers.” We strive to grow thinkers by immersing all students in a schoolwide culture committed to the development of thinking skills through thoughtful engagement with big ideas and complex real-life problems. Through intentional support from a collaborative instructional team, students blossom into thinkers who are able to independently apply their learned thinking habits in complex and creative ways. Wyandot students are encouraged to be thinkers who ask questions, collaborate with others, create and innovate, persevere, think flexibly and communicate ideas with confidence throughout every aspect of the school day.

Dublin City Schools provides job-embedded instructional coaching for all teachers in the areas of literacy and numeracy. Building administrators and instructional coaches work with Wyandot staff to analyze data, deconstruct standards and discover ways to differentiate learning with specific areas of focus for Wyandot students. Learning together, with a reflective mindset, is valuable to the success for our Wyandot students.

Providing purposeful, teacher-driven professional development allows teachers the opportunity to reflect and revise their own understanding of best practices in order to grow high-achieving student learners. Building administrators, instructional coaches and teacher leaders provide professional learning opportunities during monthly staff meetings and quarterly grade level meetings based on student needs and building initiatives. Recent topics have included making thinking visible, documentation of student learning, student goal setting, writing across the curriculum, using data effectively and effective questioning.

Wyandot teachers continually seek additional opportunities to grow professionally in the areas of intervention services, social skill development and behavioral supports. Wyandot staff members have received trainings in Crisis Prevention Institute, Behavior Intervention planning, Positive Behavior

Intervention Supports, Leveled Literacy Intervention, Orton-Gillingham, Individual educational planning, Alternate Assessment, Assistive Technology and using the MAP assessment to find learning targets for students.

4. School Leadership:

Wyandot Elementary operates under leadership that empowers teachers and promotes student achievement. The school administration structure is composed of the principal, administrative intern and school counselor. The building administrators work as a cohesive team to ensure a safe, positive environment that is conducive to teaching and learning. All stakeholder groups (staff, students, and families) are part of the shared decision-making process through committee involvement, participation in meetings and communicating feedback regarding academic, social and building issues as they arise.

The building principal's vision focuses on continuous improvement for both students and staff. The principal encourages leadership teams to guide Wyandot in collaboration and shared decision-making opportunities that are 'best for kids.' Representatives from all stakeholder groups are involved in Key Communicator meetings and staff members are involved in Positive Behavior Intervention Support (PBIS) meetings, Individualized Education Plan meetings (IEP), Parent/Teacher Organization (PTO) meetings, building leads meetings, Literacy team meetings, Enrichment meetings, and staff meetings. Each team meets monthly with the principal and administrative intern.

Wyandot supports the district initiative of 'We Grow Thinkers' and we work hard to build the 'Wyandot Way.' The strengths of our leadership structure include commitment to continuous student achievement, professional development of our staff and collaboration with our families. The principal of Wyandot believes that the staff learns best from one another. Every staff meeting is planned by a building lead, and every staff meeting has differentiated learning options for each staff member. The differentiated learning options are based on building need through building goals, district goals, assessment data, and teacher interests or needs.

Educational programs such as guidance, gifted education, special education and response to intervention are implemented to ensure all students achieve learning, thinking and life skills necessary for success. A commitment to instructional practices include student engagement, a focus on depth of understanding, thinking habits, thinking routines and purposeful questioning. The leadership team not only has high expectations for the teaching and learning in the classroom, but also share the same high expectations for staff. Professional development is supported through staff meetings, district professional development days, building leads, literacy coaches, numeracy coaches, grade level team meetings and data team meetings.

Recently, Wyandot collaborated with "Scholastic's Reading for All Project." The focus of the collaboration centered around student choice with independent reading, classroom learning environment, and student engagement in reading. The principal, staff members and the Scholastic panel worked together to observe classrooms, review the extensive Wyandot book room and talk to students and families. The discussions and observations throughout the project provided professional learning opportunities for staff in the areas of purposeful questioning and meaningful conferencing within the classroom.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Our commitment to all students is evident to all who visit. We believe in building positive relationships with our students, and the diversity of our learners is unique and special. Our students are greeted every morning by staff members before they walk into the building, greeted by our 5th grader leaders as they enter the building and our teachers are waiting at the classroom door with a smile. Our hallways are filled with documentation of student learning and thinking, and our classroom doors are open to share learning experiences with all who walk by.

The high expectations in the building correlate with students' high achievement and continuous improvement, despite our high student mobility rate. Students take pride in their progress and ownership in their learning through goal-setting. Our students are seen as individual learners with unique talents and needs, and not just a number or data point.

Student achievement is more than just the core curriculum and related arts at Wyandot. We believe in the district mantra, 'We Grow Thinkers'. Wyandot students and staff use creativity, critical thinking skills, collaboration, communication, problem solving and research to support classroom academic and social achievement.

Wyandot believes in caring for the whole child. Wyandot provides preventative services for all students through proactive classroom counseling each month for all grade levels. Lessons are created to target needs based on national and district standards, and incorporate teacher feedback for specific needs in each grade level. For students needing additional services, the school counselor offers small counseling groups for individually targeted goals for a variety of social/emotional barriers, individual counseling and assistance for families seeking additional services such as mental health counseling, family services and evaluations.

Every member of the Wyandot staff is willing to do whatever it takes to ensure student success. This commitment includes working as grade level and vertical teams to increase rigor and relevance of instruction, modifying or enriching classroom activities and assignments to meet the instructional needs of all students and working closely with families to communicate student success and progress. Every student and every family that walks through the doors of Wyandot are part of the Wyandot team.