

U.S. Department of Education
2021 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 Mr. Matt Durst
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Granville High School
(As it should appear in the official records)

School Mailing Address 248 New Burg Street
(If address is P.O. Box, also include street address.)

City Granville State OH Zip Code+4 (9 digits total) 43023-1043

County Licking County

Telephone (740) 587-8105 Fax (740) 587-8195

Web site/URL http://www.granvilleschools.org E-mail mdurst@granvilleschools.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Jeff Brown E-mail jrbrown@granvilleschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Granville Exempted Village School District Tel. (740) 587-8101

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 Dr. Jennifer Cornman
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	93	105	198
10	107	102	209
11	117	85	202
12 or higher	107	100	207
Total Students	424	392	816

*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
 - 2.4 % Asian
 - 0.4 % Black or African American
 - 1.1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93.3 % White
 - 2.8 % 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 2019 - 2020 school year: 1%

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, 2019 until the end of the 2019-2020 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2019	816
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

Punjabi

English Language Learners (ELL) in the school: 0 %
1 Total number ELL

7. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 40

8. Students receiving special education services: 8 %

64 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>6</u> Autism	<u>4</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>20</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>28</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</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: 7

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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	50
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 16:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	96%	95%	94%	95%	94%
High school graduation rate	99%	99%	98%	96%	96%

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 2020.

Post-Secondary Status	
Graduating class size	227
Enrolled in a 4-year college or university	87%
Enrolled in a community college	3%
Enrolled in career/technical training program	4%
Found employment	4%
Joined the military or other public service	1%
Other	1%

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. 2005

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

The Granville Schools Portrait of a Graduate elevates core competencies for our graduating students: collaborative, adaptable, responsible, resilient, empathetic, and critical thinkers.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

For the entire 2020-21 school year, Granville High School has offered both in-person and remote (online) instruction to our students. Based on the preference of our families, students are attending class in-person at school or online from home via the Zoom platform. Granville High School teachers are delivering instruction simultaneously to both in-person and remote (online) students. We are grateful to have been able to successfully operate in this model since August 2020. Our teachers have gone to extensive lengths to work effectively in this unique environment.

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

PART III - SUMMARY

Granville is located 30 miles from Columbus, Ohio in a residential community of approximately 10,000 people. Granville is a quaint, New England-style village that has more than 100 buildings listed on the National Register of Historic Places. It is home to Denison University, which was founded in 1831. The Granville community takes great pride in its public school system and realizes the importance of maintaining a high achieving educational system. A large portion of Granville High School students come from professional families, with parents commuting to work in Columbus. Additionally, parents of our students work locally for regional banks, engineering and tech centers, and in higher education. Our students learn tremendous work ethic from their families and apply it to their academic and extracurricular efforts at school.

Granville High School teachers employ a variety of strategies to encourage and challenge all students to reach their full potential. At the forefront are the academic curricula combined with the expectations of our staff. Teachers work with colleagues in collaborative ways to develop the scope and sequence of their courses in ways that engage and challenge students. Aligned with state standards, they reject “cookie cutter” approaches in favor of personalized learning for students. Our Mentoring and School Leadership course has assisted in creating a culture in which receiving academic help is the norm. In addition to peer tutors, students work directly with teachers in before- and after-school help sessions. Local data specific to Granville HS quantifies this intervention as our most highly effective. Teacher-led help sessions outside of the school day are complementary to the formative assessment that is done on a daily basis in our classrooms. Through formative assessment, teachers are able to “take the pulse” of student learning and make adjustments in real time. The results of effective formative assessment are immediate and positive relative to student learning.

From a social-emotional standpoint, our student population benefits from the work of our professional school counselors. The school counselors have worked tirelessly to develop academic, career, and social-emotional curricula. In cooperation and collaboration with our teachers, the school counselors deliver these curricula through classroom guidance lessons targeting entire grade levels, resulting in springboard opportunities for school counselors to work with small groups and individual students around targeted needs. One of these needs, mental health support, has recently been addressed in a contract with Ohio Guidestones, a local mental health provider. In addition to the support provided by our school counselors, students now have access to a licensed clinical counselor for acute and ongoing mental health needs.

Granville High School supports 29 varsity sports, winning five state championships in the last seven years. Our teams display a unique level of talent combined with the work ethic. Students who wish to be involved in non-athletic organizations benefit from more than 50 clubs and activities ranging from Mock Trial and Youth in Government to Spanish, French, and Latin Clubs. Our annual Club Fair, hosted at the beginning of each school year, is the ideal opportunity for students to learn more about our various clubs and activities to further get involved in their passions and curiosities.

From a cultural perspective, our Global Scholars Diploma (GSD) program and global travel experiences create a variety of perspectives for our students. Partnering with the Columbus Council on World Affairs, the GSD program is a three-year program in which students participate, culminating in a project that addresses a global need at the local level. Open to all students, including those in the GSD program, our global travel initiative has taken Granville students to China, Costa Rica, Italy, Greece, France, Peru, and Cuba in the last decade.

Our Mentoring and School Leadership course, mentioned previously, has created cohesion and unity amongst the graduating classes of the high school. Sophomores, juniors, and seniors apply to take this course and, in doing so, commit to working with a small group of freshmen during their study hall period. The work of the mentor ranges from academic to social with mentors serving as peer tutors and helping the freshmen transition to the high school.

To best support students who struggle academically, we have developed and implemented an Individual

Success Plan (ISP) program. ISP offers students additional accountability from a teacher who commits half of their teaching schedule to the program. Students benefit from an ISP study hall that is smaller than our typical study hall and allows them access to our best peer tutors and mentors.

Since earning National Blue Ribbon recognition in 2005, Granville High School has successfully navigated the growth of our student body and academic and athletic programs. We have added approximately 225 students to the school, added a number of varsity sports, and expanded our Advanced Placement (AP) and advanced course options. Most significant to our academics has been a mindset shift from viewing “data as king” to “data as validation” of our efforts and work with students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

The curriculum at Granville High School is based on Ohio’s Learning Standards for English/Language Arts, Mathematics, Science, and Social Studies. We offer regular, advanced, and Advanced Placement (AP) courses in each of these content areas. In English/Language Arts, courses include Literature Survey and Composition, World Literature and Composition, American Literature and Composition, and British Literature and Composition as well as electives such as Journalism, Publications, Creative Writing, Public Speaking, and Film Literature. In Mathematics, classes offered range from Algebra 1 through Calculus, including Statistics. The Science department offers Physical Science, Biology, Chemistry, algebra-based Physics, calculus-based Physics, Environmental Science, and Forensics. Finally, our Social Studies offerings include American History, World History, Government and a variety of electives like Psychology, Sociology, and Global Issues.

Our coursework is college preparatory in nature, meaning that a student who takes regular courses through high school will be more than adequately prepared for college-level coursework. Students who opt for additional challenge through advanced or AP offerings will learn more content at a deeper level compared with our regular courses. Special Education students are educated in a least-restrictive environment through inclusion classes featuring a content teacher paired with an intervention specialist. We have invested a great deal of time developing these “co-teaching” relationships in the interest of student learning. Special Education students are also taught in “Resource” classes based on their specific needs.

The staff has “unpacked” the Ohio Learning Standards to ensure consistency in understanding and approach. Additionally, the unpacking process allowed staff to create learning targets written in student-friendly language. Also referred to as “I can” statements, these targets are accessible to students and ensure mastery learning rather than mystery learning. When students know the intended learning as expressed in our learning targets, they are in greater control of their learning. The unpacking process was a component of our Formative Assessment professional development that began approximately ten years ago and still continues. The teaching staff uses both formative and summative assessments to monitor student understanding, make necessary adjustments to instruction and to certify content mastery. Summative assessments include traditional tests, projects, essays and research papers. Our analysis of these assessments ranges from informal to formal. Informally, teachers assess student confusion and understanding through nonverbal cues, confused looks, and doubtful shoulders shrugs; this is the art of teaching. Formally, the science of data analysis used by our teachers comes in the form of item analysis and targeted instruction. Using assessments including state graduation tests, Advanced Placement exams, classroom tests, and semester exams, the culture at Granville High School is to highly value that which can be learned from these assessments to impact instruction and student learning.

In the context of the COVID pandemic, the high school has made significant adjustments to facilitate student learning. As a district, we have offered families the choice of in-person or remote (online) learning. At the high school, teachers instruct in-person and remote students simultaneously in each class period utilizing the Zoom platform for remote learners to attend classes. With this new and unique demand on our teachers, we pushed back the start of the school year by five days to allow time for teachers to prepare their classrooms for distancing requirements and to practice new technologies for delivering online instruction. We also shortened the school day by one hour and have allocated that hour to teacher preparation time. Effectively teaching two classrooms at the same time, our teachers have benefitted from this additional time daily to “digitize” materials, resources and instruction. The shortened school day has resulted in fewer instructional hours over the course of the school year, therefore, teachers have identified priority standards for instruction and worked to be more efficient and strategic with their use of class time. Our use of assessments also looks different this year with fewer answers that can be “Googled” and more questions that require short, written responses that are application-based, requiring critical thought, versus discrete facts or knowledge.

Since March 2020, we have made a number of adjustments to our instructional approaches. From March through the end of May, teachers posted instruction and assignments to our learning management system

(Schoology). Teachers hosted “office hours” each week that were open to students to attend for extra help, clarifications, or just to say hello. Beginning in August, we welcomed students back to in-person learning and required remote learners to attend class virtually on a daily basis just as if they were following a traditional daily schedule. After several weeks of simultaneous instruction to in-person and remote learners, we identified a need to apply for and use grant funds to purchase additional technology (cameras, mics, tripods). This technology has assisted teachers in their delivery of simultaneous instruction and has improved the educational experience for the remote learners.

Our teaching staff uses a variety of instructional approaches, including direct instruction, small group enrichment and remediation, and individual, targeted instruction. Additionally, as a result of several years of professional development, each teacher implements a Project-Based Learning (PBL) experience or assignment each school year. PBL has challenged our building to include a public product component to student learning that has incorporated our community in a positive and new way.

1a. For secondary schools (middle and/or high school grades):

Granville High School has robust student participation in the development of college and career readiness. As alluded to in Part 3, our school counselors have developed a career readiness curriculum that is delivered to all students through classroom guidance lessons and small group and individual conversations. One specific example from this curriculum is the utilization of a web resource called SCOIR. Through SCOIR, students are able to complete inventories that connect interests and abilities to potential careers, required training, and educational programs offering the necessary training. Additionally, students are able to enroll in high school courses complimentary to their intended careers and college programs of study.

We offer a variety of Dual Credit and College Credit Plus (CCP) opportunities for our students. Located near three colleges/universities, our students enroll in college coursework that carries both college/university and high school credit. Our collaboration with our local vocational center has resulted in the development of four Career Technical Education (CTE) pathways in the areas of Engineering, Information Technology, Art, and Business. In addition, students take advantage of several options for internships or employment in the school district. Our Student Technology Aides and Resources (STAR) class is an application-based class that awards credit for work with our technology department. This work includes both computer hardware and software. Students take this class over the course of a school year, and the best of these students often secure employment with our Technology Department for summer work such as re-imaging staff devices and deploying updates on our student Chromebooks in our 1-to-1 initiative. Finally, utilizing Ohio’s Credit Flex program, students seek out internship opportunities through which they can also receive high school credit. These opportunities create valuable networking connections and expose students to day-to-day operations of local businesses and college campuses, among others.

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

2. Other Curriculum Areas:

Granville High School provides a well-rounded education to our students, including a multitude of course offerings in areas that are considered non-core or elective. While these courses are not seen as core, their importance in the holistic development of our students cannot be overstated. Students are sometimes required to complete elective coursework for graduation (Financial Literacy, for example), but the majority of student enrollment in elective courses is driven by student skills and interests.

In the area of the Arts, we feature course offerings in both visual and performing arts. Our visual arts program includes our foundations Art 1 class as well as course sequences in Drawing, Painting, 2-D/3-D, Photography, and Digital Design and Editing classes. The culmination is an Advanced Art/Portfolio sequence of courses that prepares students for admission and transition to college-level art degrees. Performing arts offerings are available in band, choir, orchestra, and drama with multiple levels of classes dependent on student ability. Each of these performing arts areas features performances (concerts or

productions) outside of the school day both locally and in statewide competition.

The Physical Education (PE) courses appeal to a range of students as they vary by topic. We offer Strength Training, Core Training, Team Sports, and Physical Fitness classes. These are complemented by our Health classes and are, at times, offered in combined formats. For example, Health students may learn about the concepts of resting and recovery heart rates and then act those out through participation with the PE class. Upon completion of Health class, students are able to take our Sports Medicine class to build and expand on those topics.

The Global Language Department has course offerings in Latin, French, and Spanish. Each language includes a sequence of offerings that end with Advanced Placement courses in the final year of study. Students in each language take the associated National Language Exam each year, which serves as an external measure of their progress towards language proficiency.

The Business Pathway at Granville High School offers Marketing, Entrepreneurship, Business Management and Financial Literacy courses for students. Our Technology offerings are robust, including the aforementioned STAR class. In addition, we have classes available in both Industrial and Information Technology. Industrial Technology provides traditional woodshop-based courses, but also includes Architecture Design, Engineering Design and Home Maintenance and Repair. Information Technology gives students an outlet to learn more about Programming, Computer Hardware, Robotics, Web Design and Mobile App Development.

The library serves as an invitational place for students to study and complete work, and it is well-utilized by our students. The school librarian is an incredible resource for teachers across content areas. She has created collaborative relationships with teachers in most every department, especially in English and Social Studies. Her expertise on research processes, databases, and text and online sources is shared with students through these collaborative opportunities, resulting in high quality research conducted by our students. The library also houses our school's color and poster printers routinely used by our students for class and project work.

3. Academic Supports:

Granville High School boasts tremendous academic supports for all students. Our supports include interventions at the classroom, small group, and individual levels. At the classroom level, the use of formative assessment strategies provides teachers with immediate feedback on student learning that result in a variety of interventions like whole-class re-teaching and targeted remediation and enrichment. Instruction is, essentially, dependent on assessment that occurs on an ongoing basis in the classroom. With the formative assessment training our teachers have received, they are equipped to deliver relevant instruction that is both accessible and challenging.

Small groups and individuals receive support in the classroom both during the school day and outside of it. Our teachers offer two help sessions per week that are open for all students to attend. These are typically offered both before and after school to accommodate after-school activities and practices. These help sessions are open times for students to ask questions and receive help or can be more structured review sessions led by the teacher in advance of tests or exams.

While classroom-level interventions and help sessions are universally available to all students, there are situations where students require more support. In these cases, students are referred to our Individual Success Plan (ISP) program. The ISP program offers students a smaller, more structured study hall with the accountability of the supervising teacher who is in frequent communication with the parents of the students. In ISP, students also have access to peer tutoring through our Mentoring and School Leadership class.

At times, classroom interventions and ISP do not yield the results we want to see. In these cases, we pursue additional evaluation and testing through the 504 or IEP process. When needed, these

plans are developed to create a support of accommodations and/or specially-designed instruction to address student needs. Our intervention specialists, in IEP cases, then work with families and teachers to monitor progress towards meeting identified IEP goals. Our Special Education department offers full inclusion services as well as Resource classes and English Language Learner services. In addition to inclusion classes, we have developed English support courses for both regular and special education students (called Elements of Literature and English/Language Arts Study Skills, respectively). These courses are co-taught by the inclusion English teams at each grade level.

Students who receive IEP services are also eligible to receive summer intervention or extended school year services. This is led each year by our intervention specialists as they work with students on a regular basis to prevent summer learning loss. This year, in response to decreased academic achievement due to the pandemic, we are greatly expanding our summer intervention program to include all students. Students will be enrolled in remedial coursework through a school board-approved online provider, and teachers will work with students each week to ensure understanding and satisfactory progress towards the completion of those classes. The benefits of expanding our summer intervention will be seen immediately in terms of content mastery and a student's ability to progress in our curriculum. In the long-term it will result in fewer credit deficient situations as it relates to graduation requirements.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

One measure of student engagement at Granville High School is the extracurricular participation rate of our student body. As a component of our annual State of the Schools report, we closely monitor this data piece. Each year, between 85-90% of our students are connected to a school-based extracurricular activity, building relationships with their peers and with trusted adults. These extracurricular activities include clubs, athletic teams, and performing and visual arts groups. This percentage does not include student participation in activities outside of the school environment, like youth groups, Boy Scouts, or Girl Scouts. We know from prevention science that student participation in clubs, activities, and athletics can serve as a protective factor that insulates them from problematic or risky behaviors.

During the 2020-21 school year, we have been fortunate to have the ability to continue offering athletics and clubs/activities for our students. Athletics participation is nearly identical with historical numbers, and club/activity participation numbers have remained consistent with previous years through the addition of virtual opportunities for all students, especially our remote learners. Our coaches and club advisors have played a significant role in maintaining connections with our students through regular activities, but also through individual conversations with students and their families.

Efforts to include our remote learners in all aspects of high school life have been intentional and well-received. Teachers have sacrificed morning prep time before the start of the school day to work with and connect with remote learners via Zoom. This work has been both academic and social in nature. We have seen a unique loneliness in our students during the pandemic, so teachers and school counselors have offered increasing opportunities for students to simply log on and talk. We all crave connections with other humans, and our students are certainly no different. This year, more than ever, it has been necessary to have non-academic conversations to check in on students and their overall wellness.

We have observed an increase in at-risk academic situations during the pandemic, with more students than usual earning lower grades. We have responded by hosting a far greater number of 1-on-1 conversations connecting families with teachers, school counselors, and administrators. These action planning sessions help students diagnose the issues and then create action steps for recovery. We use progress monitoring tools to then track these recovery efforts and intervene again as needed. Each of these strategies has been done in an effort to maintain engagement with our students. Our partnerships with families have been strengthened through these efforts.

2. Engaging Families and Community:

Historically, open and honest communication has been the hallmark of our high school's work with family and community members. Our community places a high degree of value in our education system, and both the community at-large and our families are supportive in wanting the best for our students. We have a truly collaborative relationship with the community, families, and the school working together.

This year, in the context of the COVID pandemic, families have been more engaged than ever before in their attendance at virtual board meetings and in reading the communications we send home. Prior to the start of the school year, families were given the opportunity to select the schooling location (in-person or remote) for their students for the first semester. This actively engaged families in understanding our processes and protocols for maintaining the health, safety, and academic progress of our students.

Our teaching staff has used creative strategies to deliver information to families, as well. Rather than hosting a traditional in-person Open House/Curriculum Night in August, each teacher created 2-3 minute informational videos on each of the classes they teach. They housed the videos in our learning management system, Schoology, for families to watch prior to the start of the school year. Additionally, we have hosted parent/student/teacher conferences exclusively via Zoom, as well, with high numbers of parents choosing to attend. These conferences and associated conversations get to the heart of student achievement and have

been a valuable touch point this year. Further, teachers have continued to engage students and the community by welcoming guest lecturers into their classrooms via Zoom.

As mentioned previously, our community places a high amount of importance on education. To that end, we have several foundations that have been incredibly supportive to our efforts this year. The Granville Community Foundation has worked at the community level to ensure families in financial hardship due to the pandemic have their basic needs met. The Granville Education Foundation has had a direct impact on the simultaneous instruction of our students through grant awards. These grant dollars were used to increase technology use and access by teachers to better serve our students. Finally, our Interact and Key Club groups continue their partnerships with community service organizations, like Rotary International and Kiwanis, to make a positive impact on the greater Granville community.

3. Creating Professional Culture:

It is no secret to educational researchers that the teacher is the most important variable in the education of a student. Therefore, great care and consideration should be taken to ensure teachers are set up for success as their ability to positively impact student development and learning is clear.

As we have navigated this pandemic, we have made a number of modifications in an attempt to facilitate teacher, and student, success in the classroom. The first, and most important, thing we did was relatively simple: we listened to them. In July 2020, we met with leaders of our teacher's union to review the plan for our return to school. This conversation also elevated concerns and questions weighing on the minds of our teaching staff. This resulted in two significant changes being made.

The first change involved the start date of the school year. The decision was made to push back the start date of the school year to allow for seven teacher work days prior to students returning. This valuable time allowed them to address health and safety requirements like spacing of desks and sanitation stations. Additionally, it provided time to practice using new technologies in their rooms, like teaching to a Zoom and in-person audience at the same time.

The second change that was made created an additional hour per day of teacher prep time before the start of school in the morning. This time has been the saving grace for our teachers as it was used to prep lessons, practice new technology, and, eventually, hold Zoom check-ins with remote learners. We have gone to great lengths to protect this morning prep time and to keep it sacred. For example, we scheduled all of our IEP and 504 meetings after school and moved staff meetings to after school, as well. The only meetings that occur before school are those created by the teachers. They truly have autonomous use of this time, and they have used it in a way that has positively impacted our students.

Our staff has a strong desire to add their voice to our planning processes as well. We have a COVID Committee of teachers that meets weekly with building administration to elevate and solve problems that arise. We are using that COVID Committee to begin conversations about the next school year, as well. While our priority as a building is student success and achievement, we also recognize that valuing our teachers is directly connected to student success.

4. School Leadership:

Granville High School is led by a principal and a shared assistant principal. The assistant principal is shared with our middle school and spends three out of five days per week at the high school. Each department in the building is allocated a supplemental position for a department chair. The building administration meets regularly with the department chairs, and they serve as the leadership group for the school. New this year, the building administration also meets weekly with a COVID Committee composed of six teachers. This committee works directly with issues related to the health and safety of staff and students due to the pandemic.

Philosophically, the principal is the instructional leader of the building as well as the lead learner and listener. The principal believes in collaborative leadership and works to cultivate teacher leaders across the

building. Teachers are brought into visioning conversations early in the process so that their voices can shape the direction of programs and ideas. Their perspectives on the application of ideas is highly valued, and they play an important role in their development. This is especially true of the department chairs and COVID Committee members. As ideas and innovations are designed, the question most commonly asked is, “Is this in the best interests of our students?” We place the needs of students first, and we capitalize on opportunities to meet both student and staff needs.

The COVID pandemic has resulted in a variety of changes for building administration, including new responsibilities regarding health and safety. Building administrators worked long hours over the summer to effectively meet distancing requirements in classrooms and at lunch. The principal and assistant principal lead all of the contact tracing efforts in situations involving positive COVID cases and serve as the communications liaisons between the school and the local health department. Countless evenings and weekends have been lost to contact tracing in order to meet communication requirements established by state and local health officials.

These additional work hours and efforts of building administration have resulted in Granville High School being able to offer in-person learning, five days per week, for the entire 2020-21 school year. Our policies, procedures, and protocols have kept students and staff safe. Further, they have returned some sense of normalcy to the very interrupted lives of our students as they have once again enjoyed academics, athletics, and extracurricular activities.

5. Culturally Responsive Teaching and Learning:

Culturally responsive teaching and learning has been a topic of intentional focus for our district since May/June 2020 as events in our nation also elevated this topic last spring. Racially and ethnically, Granville is a homogenous community. However, our students will attend colleges and universities and, eventually, will live and work in areas that are more heterogeneous in regards to racial and ethnic diversity. We believe we have a responsibility to prepare them to be productive citizens in any and every environment, and being culturally responsive and aware is a key component of living as a productive citizen.

To better serve our students, our English department self-studied the book “Letting Go of Literary Whiteness: Antiracist Literature Instruction for White Students.” Given that more than 9 out of 10 of our students is white, the English teachers shared a strong desire to better understand how to best teach antiracist literature to white students. In addition to conceptual understanding, they found practical, real-life strategies and language to use with their students.

As a district, we have organized a Diversity, Equity, and Inclusion (DEI) Committee composed of teachers, administrators, local university faculty, community members, and current and former students. This committee has been meeting since the summer of 2020 and was recently elevated to the status of a formal Superintendent’s Committee. It functions as a steering committee for this work and associated conversations in our district, and it includes various subcommittees dedicated to focus areas. For example, this school year we offered a voluntary book study open to all teachers in the district. More than 50 teachers, administrators, and school board members joined book study groups to read through “So You Want to Talk About Race” by Ijeoma Oluo. The book study groups were intentionally designed to bring together people from different school buildings, grade levels, and departments in the district. Overwhelmingly, the participants found value in the study, and we intend to continue offering professional learning in this format annually.

Finally, we have engaged in two different sets of analysis regarding texts and instruction. The first is an analysis of print materials in our library with an intentional focus on diversity of print material options and authors. The second is an analysis or audit of the texts and materials used in our Social Studies classes as we teach U.S. and World History and American Government. The

goal of this analysis/audit is to ensure our materials and instruction most accurately reflect history as seen through the eyes of all parties.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At Granville High School, the one strategy we use that is the most instrumental to our success is this: The power of the teacher. The classroom teacher is the most influential variable in the education and development of a student. The teacher has the ability to make or break a school year for students. From research, we know that teachers who are ineffective at growing students negatively impact them, and we recognize the long-term impacts of consecutive years of ineffective teaching in the academic growth of a student.

For this reason, we dedicate incredible amounts of time, energy, and resources into making sure our teachers are highly effective in the classroom. This starts with our recruitment and hiring processes. In instances of open teaching positions, our mindset is to improve the quality of education and instruction in that classroom, regardless of the effectiveness of the previous teacher. We locate and recruit high quality teachers with a proven track record of success. We vet candidates with attention to every detail because we know that the power of the teacher is a real thing.

Once our teachers are hired, we invest time and financial resources into their development. We believe in job-embedded professional development that has the potential to have immediate impact on our classrooms. Further, we personalize professional development to allow for teacher voice in their development. Teachers often know their own areas of deficiency with greater certainty than do their administrators, so we listen to their needs and take steps to support them.

To adjust to the limitations ushered in by the pandemic, we ran all of our interview processes in the spring of 2020 virtually. Our hiring teams used the Zoom platform to filter, interview, and vet our candidates. We reached out to more references than ever before, casting as wide a net as possible as we made hiring decisions. These hiring teams, composed of current staff and students, have proven invaluable to us. Staff members look microscopically at areas related to content and lesson delivery, and the students provide us unique insight into their impressions and perspectives of candidates as people and professionals.

Effective strategies are powerful. They bring positive change and ensure the path forward is one of success. Our most effective strategy and most instrumental approach to ensuring student success is to recruit, hire, and retain high quality teachers because their impact is unmatched in the life of a student.