

U.S. Department of Education
2016 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 Dr. April L. Quasarano

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

Official School Name Dodson Elementary School

(As it should appear in the official records)

School Mailing Address 205 North Beck Road

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

City Canton State MI Zip Code+4 (9 digits total) 48187-4808

County Wayne County

Telephone (734) 981-8003 Fax _____

Web site/URL http://www.pccsk12.com/our-schools/elementary-schools/dodson E-mail April.Quasarano@pccsk12.com

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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*Mrs. Monica Merritt E-mail monica.merritt@pccsk12.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Plymouth Canton Community Schools Tel. (734) 416-2700

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. Kimberly Crouch
(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. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
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 or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 14 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools
- 23 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, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	45	37	82
1	45	35	80
2	59	42	101
3	41	37	78
4	47	37	84
5	38	32	70
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	275	220	495

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 13 % Asian
 - 11 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 65 % White
 - 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 2014 – 2015 school year: 5%

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, 2014 until the end of the 2014-2015 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1, 2014	459
(5) Total transferred students in row (3) divided by total students in row (4)	0.048
(6) Amount in row (5) multiplied by 100	5

6. English Language Learners (ELL) in the school: 20%
95 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Vietnamese, Shona, Gujarati, Spanish, Arabic, Wolof, Urdu, Chinese, Filipino, Tamil, Italian, Japanese, Telugu, Chinese-Mandarin

7. Students eligible for free/reduced-priced meals: 7%
Total number students who qualify: 34
8. Students receiving special education services: 8%
42 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.

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

9. Number of years the principal has been in her/his position at this school: 6
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	22
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	24
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

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 23:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	98%	96%	97%	0%	0%
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 2015.

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.

Dodson Elementary School is a place where we embrace diversity, as we strive to become productive, responsible citizens.

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

Student selection is based on lottery and space availability. This is only open to students in kindergarten through second grade.

PART III – SUMMARY

"Learning Today...Leading Tomorrow" is not only our motto, but a reflection of our beliefs, which are entirely embraced by the students and staff at Dodson Elementary School. Evidence of this is presented by the numerous awards and achievements our school has received. Since our beginning in 2001, Dodson Elementary School has earned the honor of becoming a Michigan Rewards School, a Healthy Bronze Reward School, and a Michigan Green School. In addition, we have proudly increased our Michigan Student Test of Educational Progress (M-STEP)/Michigan Educational Assessment Program (MEAP) scores consecutively for the past seven years.

Dodson Elementary School is located in Canton, Michigan, a suburb centrally located between Detroit and Ann Arbor. The community we serve is diverse in its population, consisting of students from multiple cultures and speaking at least 15 different languages. Hanging proudly in our cafeteria, are flags of 15 countries which represent our students' heritage. In addition, students reside in various homes from single dwellings to those with extended family. There is also a wide range of parental educational backgrounds. Dodson Elementary School's population includes students in General Education, Special Education, and English Language Learners. We also have a remarkable group of active parents on the Dodson Parent Council, who strongly support teachers to help foster educational opportunities for the success of our students.

Since 2001, there are many rich traditions our families look forward to throughout the school year. In the beginning of the school year, families attend an Open House with their children to meet the teachers and visit their classrooms. Students are excited to become Dodson Dolphins. This alleviates anxiety and is the beginning of building positive classroom communities and relationships. This sense of community is embraced by all. Families are continually invited into our classrooms not only for celebrations, but also to discuss the academic, social, and emotional progress of their students. Throughout the year, there are many activities that we host for the Dodson community to celebrate learning. A favorite is Camp Dodson, our vehicle to support "March Is Reading Month", when our Media Center is transformed into "Camp Wanna-Read". Students participate in camp themed activities, which enhance literacy development. We close out the year with a spectacular Learning Fair, which celebrates learning and showcases the educational accomplishments of every student. We are honored that Mr. George Dodson, our school namesake, proudly attends these events and interacts with the students and families that he so dearly loves and embraces as his own.

Enriched academic experiences are present in every classroom from kindergarten through fifth grade. Multiple learning strategies are used to meet the needs of our diverse learners and bring out the best in all students. Culturally proficient instruction is incorporated daily in the classroom by teachers, paraprofessional support, reading interventionists, and English Language services. Teachers and students access technology daily through classroom one-to-one devices, a Chromebook Lab, interactive Smartboards, document cameras, and Enhanced Audio Systems. At each grade level, technology projects are created and presented by students to demonstrate acquired knowledge and skills. In addition to the core curriculum, Dodson Dolphins are challenged physically and creatively through our art, music, physical education, and media curriculum. Also, upper elementary students are exposed to global languages and participate in a student-run school credit union.

Closing the achievement gap is extremely important to the entire Dodson staff. Teachers help struggling students by providing additional individual instruction as well as providing enrichment opportunities for students who require additional challenges. We utilize our reading interventionists and paraprofessionals to provide targeted support for our most struggling students. Our cafeteria manager also adds to the support by lending the "Lunch Lady" series books to help motivate reluctant readers. We have an Earobics Computer Lab program which gives targeted practice to children who require additional assistance with phonological awareness. Teachers provide daily hands-on experiences to enhance learning, appealing to the diverse learner, which helps to close the achievement gap.

Our Dodson character education program, Project Wisdom, helps students develop educational excellence

and provides opportunities to demonstrate model citizenship. Our behavior matrix encourages students for success by outlining our high expectations for all learners. This program highlights a monthly character trait. Students who best model the trait are nominated as “Student of the Month”. These students and their parents attend a breakfast hosted by our principal. Additionally, the principal and support staff daily reward students who exhibit positive behavior and good manners with Dolphin dollars, which are traded in for prizes. Students develop lifelong learning skills so they may become leaders for life.

The Dodson community believes that all students can achieve success in the classroom and beyond. With dedicated teachers and staff, Dodson Elementary School will maintain and the tradition of continued achieved excellence since opening the doors in 2001.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Dodson Elementary School follows a core curriculum in English Language Arts, Mathematics, Science, and Social Studies, adopted by Plymouth-Canton Community Schools, and based on the Common Core State Standards and Next Generation Science Standards. Each lesson, as a part of overall units, is prefaced with student friendly “I Can” statements so that students are clear in the expectations for learning. Students acquire foundational skills within each area through direct teacher instruction, guided practice, hands-on experiments, exploration of research, and the incorporation of technology. As part of our semester system, students are monitored for progress as they are evaluated using ongoing formative and summative assessments in the classroom along with district benchmark assessments. Report cards are sent home each semester. Our school administers the NWEA/MAP test in ELA and Mathematics three times a year to all students, using this data to project students’ growth and to identify those in need. Additionally, students in grades 3-5 are assessed with the MSTEP/MEAP in the spring. Data from all these assessments are used by teachers to drive instruction based on the analysis of specific data identified in areas of concern for grade level focus.

Journeys, a Houghton-Mifflin program, is our foundational curriculum for ELA. We foster and nurture the love of reading through: the use of reading leveled texts, trade books, manipulatives, direct instruction, guided practice, independent reading, small group instruction, common vocabulary, and the use of technology from one-to-one devices such as Ipads / Chromebooks. Focus is on building comprehension through questioning and qualifying response to reading. Author visits and a school/home reading initiative of RAZ-KIDS program enhance our curriculum, support and extend leveled reading at home and at school. Every classroom focuses on a component of C.U.P.S. (Capitalization, Usage, Punctuation, Spelling) to help students develop strong writing skills.

Our district-wide math program is from Everyday Mathematics (Common Core Edition). This spiraling curriculum is taught with fidelity through daily lessons, followed with a home/school Mathlink for each night. Lessons use direct instruction, modeling, repetition of basic facts and algorithms, manipulatives, and interactive games. Students build a strong foundation of complex understanding of mathematical concepts. Additionally, many teachers provide additional practice to build foundational skills through XLMath or XtraMath programs.

Each grade level has three to four units of science for the year, supplemented with district provided science kits and leveled trade books. Standards are taught through the use of direct instruction, expository leveled texts, experiments and explorations, investigations, integration of technology, assemblies, and field trips. Students focus on inquiry, discovery, awareness, and finding explanations/conclusions citing evidence following the NGSS.

The Social Studies curriculum, as directed by our district, builds from a historical focus on self, to family, to local community, to state, to community, to country, and then to world. Additionally, map skills are embraced in each grade. Students learn about their own community first, followed by our state’s historical connections, and finally our country’s heritage. Lessons are through direct instruction, mapping activities, reading leveled texts, hands-on experiences, field trips, technology, assemblies, textbooks, and projects.

Teachers meet in PLCs (Professional Learning Communities) consistently to discuss student growth and performance, and to insure commonality and fidelity in presenting curriculum. Teachers discuss strategies during PLCs to provide individualized instruction and support for struggling learners. Classroom paraprofessionals are utilized by teachers to assist with interventions for individual struggling students to promote success. Additionally, in PLCs students are identified who are in need of enrichment opportunities. Teachers create enrichment strategies to challenge high achieving students. To promote interests in math and science, upper elementary students may participate in lunchtime enrichment programs of chess club or weather club.

To support the curriculum, our Dodson School Morning News broadcast incorporates Dodson Trivia, which focuses on topics from all the core curriculum subjects and spans all of the grade levels. Our supportive PTO Council financially assists funding of our school programs, assemblies, and purchases needed materials such as the Math Skill Links books for every student. Parents are apprised of updates on student learning through weekly teacher newsletters or classroom websites.

2. Other Curriculum Areas:

Dodson Elementary School students acquire essential skills and knowledge in other curriculum areas by participating in art, music, physical education, and media each week. Lessons are aligned and designed to support classroom instruction in the areas of language arts, science, math, and social studies.

In art, projects done in fourth grade entail drawing a person's face using fractions, based on the principles of Leonardo Da Vinci. Additionally students complete a unit of study regarding ocean landscapes and aquatic life. In first grade, a project based on their animal unit is completed using clay as the art medium.

During music classes, all children are given opportunities to perform with instruments and their voices. Each grade level has a yearly performance for their families and the community, related to its curriculum areas. For example, in second grade, students learn about our solar system by presenting a program based on the planets. In third grade, a "Science of Sound" unit is explored using musical instruments to investigate sound vibrations, frequency, and pitch, which correspond to their science curriculum. In fifth grade, children showcase a musical focusing on the events of the American Revolution.

All Dodson students participate in a physical education with an emphasis on fitness using gross motor, fine motor, and coordination skills. Children learn cooperation skills, problem solving, and how to work as a team. These skills transfer to the classroom when students are asked to work on projects and activities in cooperative groups. Other activities that encourage life-long physical fitness include students working toward the Presidential Fitness Award and participating in the Jump Rope for Heart program. All staff, including the lunchroom supervisors and cafeteria manager, encourage healthy habits like washing hands and making healthy food choices.

Students in media/technology classes are taught literacy and technology skills such as presentations, word processing, keyboarding, and digital citizenship. Second graders use their Science Vocabulary journals with states of matter to create a slide presentation using technology skills such as; importing photographs, text and audio files, and then sharing their presentation with others. Additionally, the kindergarten unit on economics is supported as students create a Pic Collage, showing the differences between wants and needs. In one of hallways frequented by students, we have an "Inspirational Leaders" wall, featuring portraits of notable people throughout history. Fifth graders research and create biographical videos, and then transfer them into QR codes to highlight these twenty "Inspirational Leaders" from around the world, which will be attached to the photographs on the wall.

A great opportunity, fifth graders at Dodson Elementary have foreign language class each week. This introductory class exposes students to French, Spanish, German, and Chinese languages and their cultures. Students learn about global communities, geography, and foster an appreciation for different cultures.

Dodson is proud to partner with businesses in our community. Community Financial Credit Union provides Junior Achievement for our kindergarten, first, and second graders, designed to enhance their social studies unit on economics. Fifth graders also participate in a student run credit union, a "branch" of Community Financial, where students in K-5 may make deposits into their savings accounts at school. Fifth graders have jobs such as: Branch Manager, Computer Operator, Accountant, Teller, and Marketing. In addition, upper elementary students partner with Johnson Controls through the participation in AWIM (A WORLD IN MOTION). This program, sponsored by SAE, promotes a STEM focus as third graders make sailboats and fifth graders design jet toy cars.

Our local Canton Police Department offers an educational program called T.E.A.M. (Teaching, Educating, and Mentoring) to second and fifth grade students. The second grade program includes police officers

coming in to teach students about stranger danger, gun safety, bike safety, internet safety, and calling 911. Fifth graders participate in a ten-week course to learn about how to be safe and, drug awareness, with a focus on obeying rules/ laws.

Last, upper elementary students may participate in a weather club in which they operate an official reporting weather station, CoCoRaHS (Community Collaborative Rain, Hail, and Snow Network). Responsibilities include daily measuring, recording, and reporting data to our affiliate at the University of Colorado. Additionally, we have a VantagePro2 weather reporting station.

3. Instructional Methods and Interventions:

At Dodson, we strive to meet the diverse, individual needs of students to foster academic success in a multitude of ways. The first way we support students is through the implementation of a three-tiered system known as MTSS (Multi-Tiered System of Supports). In Tier I: The NWEA (North West Evaluation Association)/MAP test measures reading and mathematics proficiency. This is administered to all students three times per year. Students identified in the 40th percentile or lower in reading receive Tier II supports by our two Literacy Intervention teachers.

Tier II identifies students who receive evidence-based direct instruction in a 3:1 student-teacher ratio multiple times a week, with progress monitoring at 6-8 week intervals. Students who do not make progress are referred to the grade level Professional Learning Community to discuss further intervention.

Lastly, in Tier III, students identified from Tier II are referred to our Instructional Support Team: school psychologist, speech pathologist, social worker, general education teacher, special education teacher, building principal, and occupational therapist, and/or parents. Collaboratively, the Instructional Support Team develops a plan of action for more intensive intervention.

Furthermore, differentiated instruction is used within the classroom. Differentiated instruction is the application of effective, research-based teaching/learning strategies universally by teachers for students universally. Dodson teachers meet regularly in grade level Professional Learning Communities to discuss strategies, plans of action, and monitoring of students. Differentiated instruction may include word work with magnetic letters, various kinesthetic activities, and the use of other manipulatives geared to the specific needs of the student. Dodson educators continue to receive culturally proficient instruction training to enhance teaching/learning as well as communicating with all families.

To support students' social, emotional, and cognitive growth, Dodson teachers incorporate brain-based learning strategies in their instruction. Furthermore, Dodson recognizes the importance of cooperative learning and peer interaction.

Dodson teachers receive yearly training to implement one-to-one technology. Currently, K-3rd grade students have 1:1 devices (iPads and Chromebooks). Fourth & fifth graders will receive their 1:1 devices in the 2016-17 school year. All classrooms are equipped with document cameras, interactive whiteboards, and auditory enhancement systems. All students have access to assistive technology supports (low to high) such as manipulatives, visual aids, and Google Classroom.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

At Dodson we have a variety of formative and summative assessments, using the data to drive instruction and promote student success. Formative assessments are curriculum and performance driven. Teachers make daily observations, and share in their Professional Learning Communities. Classroom teachers conduct whiteboard assessments, use exit slips, short quizzes, and various tools to determine areas of growth or concern in students' mastery of curriculum content. Students in Kindergarten through 5th grade take the NWEA/MAP test in Mathematics and Reading, three times per school year, which provides a projection of growth for each student.

Summative assessments include district-provided unit benchmark tests as well as curriculum unit tests.

Students' reading levels are evaluated at the beginning and end of each school year utilizing the Qualitative Reading Inventory for upper grades, and the Developmental Reading Assessment for early elementary students. Students in grades 3-5 are assessed with the M-STEP assessment in the spring in Reading, Math, Science (4th grade), and Social Studies (5th grade). Dodson staff analyzes the data from formative and summative assessments to drive instruction, and improve teaching and learning.

Dodson staff identifies achievement gaps based on data from the formative and summative assessments, and discusses in Professional Learning Communities various strategies to close the gap. If areas of concerns are identified, then MTSS (Multi-Tiered System of Support) interventions are implemented. Classroom teachers use small group instruction for repetitive exposure in areas defined as weak. Reading instruction is individualized, and students are assigned appropriate leveled reading materials. If necessary, students are provided a variety of resources including visual supports such as portable word walls, multiplication/division grids, pictured schedules, etc. Teachers use a strategy to assist students in learning key vocabulary and concepts.

Technology is utilized for students to listen to audiobooks, and watch videos based on curriculum. Target skills are posted in every classroom as "I Can" statements, to assist students understanding of the learning goal for each lesson. Before a new unit is introduced, teachers build background knowledge for personal and cultural connections to the learning content. Furthermore, teachers implement multi-modality teaching and learning opportunities for all students. Wrap around supports are provided in reading, writing, and math through enrichment opportunities and programs such as Raz-Kids, XtraMath.org, Spelling City, classroom websites, and Google Classroom.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

We engage and motivate students daily, fostering a strong cohesive community. Our students embrace our Dodson Behavior Expectation Matrix. The Dodson matrix, displayed throughout our school and in each classroom, includes behavior expectations for a positive school environment and provides a common language for students and teachers focused on being respectful, responsible, and safe. During our school-wide morning broadcast, children discuss positive behavior and problem-solving strategies. Students displaying exemplary behavior are rewarded with Dodson dollars and celebrated, which motivate and inspire students to strive to be their best. Dodson dollars can be redeemed for prizes. In recognition of outstanding student behavior, students are nominated monthly and attend a celebration breakfast with the principal and their families.

Our school climate unites and embraces all students as exemplified by our International Café, which is a place where children come together and engage in conversations immersed in a welcoming environment. Fifteen flags of various countries are proudly displayed that are reflective of our culturally diverse student body. Additionally, we display an Inspirational Leader Wall, comprising diverse and inspiring historical and contemporary leaders from around the world such as Maya Angelou, Mother Teresa, Malala, Thomas Edison, Mahatma Ghandi, and Martin Luther King, Jr.

Children at Dodson School are greeted and welcomed daily by teachers and support staff as they enter the school, giving the opportunity to connect and build relationships. Teachers provide students with rigorous and engaging academics using various strategies, resources, technology, and culturally proficient instruction to meet the needs of all students. Highly qualified teachers work collaboratively in analyzing data and strategizing new ways to help children attain their individual academic goals. Common themes such as diversity, responsibility, and decision-making are represented through school-wide assemblies. As a community, we give back through various programs such as: Toys for Tots, Boys and Girl Scouts of America, collecting coats and mittens for those in need, and sending friendship cards to those in military service, children's hospitals, and senior centers.

Teachers and staff at Dodson Elementary School feel valued and supported by building administration, Dodson Parent Council, families, colleagues, and the community. Our Dodson Parent Council supports teachers with a generous allotment for classroom supplies to enhance student learning and in addition, provides appreciation celebrations throughout the year. We believe when students and teachers are appreciated and valued, it creates a positive community and environment that supports higher expectations and greater achievement for all.

2. Engaging Families and Community:

At Dodson Elementary School, we believe that engaging families and community is vital for student success and school improvement. From the initial meeting among teacher, student, and parent at Open House until the last day of school, we are invested in creating a warm and caring environment that will promote learning for every child. Tradition is created here at Dodson where teachers develop sincere relationships as they support students and their families by becoming one community. Students and their families recognize that we care.

Parent partnerships play a key role in student success here at Dodson, where many parents volunteer on a daily basis. At any point of the day, parents can be seen volunteering in the parent workroom. Volunteers perform a variety of tasks including working in small groups with students, helping with teacher preparation materials, supervising field trips, and within the classroom. A great favorite is Field Day at the end of the year, when parents volunteer to run stations as students rotate through the events. We are fortunate to have employees from our local Kohl's volunteer, too.

Several family nights are planned throughout the year to bring Dodson School families together. One of the

family favorites is McNight where teachers volunteer at a local McDonalds to raise funds to support our school. Other activities include Scholastic Book Fairs, Zap-Zone Nights, Family Game Night, and various restaurant fundraisers.

Inclusive programs that are in attendance at Dodson are partnerships with Community Financial Credit Union for a student run credit union and Junior Achievement. In addition, we have a partnership with Johnson Controls to support and enhance the science curriculum for third and fifth graders. These community professional organizations enhance classroom learning activities and support students cognitive development. Another partnership is with Bosch engineers, who come into classrooms to teach students real life STEM connections through interactive experiments that highly engage students and prepare them for the future.

Dodson partners with local universities to strengthen our educational ties with the community and our students. Many aspiring teachers come to Dodson to learn strategies and gain insightful ideas. Over the years, the Dodson staff mentored numerous university student teachers for their practicums.

We believe that supporting a shared relationship makes strong connections with our community members. Dodson's high standards of achievement and success reflect how we utilize our resources to our greatest potential.

3. Professional Development:

Teachers at Dodson Elementary School participate in 5 full days or 30 hours of Professional Development a year with an additional 3 hours. Professional development is directed from the district level and varies from district-wide activities to home school focus. Concentration of professional development this past year has been on culturally proficient instruction, technology, learning targets to promote instruction, and school improvement.

Prior to the school year, teachers attended a district designed professional development, which offered an educational speaker on culturally proficient instruction. Following, teachers broke out into small groups by grade level and brainstormed strategies to incorporate culturally proficient instruction in their classrooms. In addition, teachers ventured from session to session, listening to various speakers of diverse cultures to become more aware and sensitive to all students.

Another focus this year was the integration of learning targets into the classroom. The purpose of learning targets is to increase students understanding of the daily goal of the lesson. Using "I Can" statements empower the students in their own learning. In our building, "I Can" statements, based on every Common Core standard, were purchased for every grade level teacher to be visible in their classroom to correlate with the lessons of the day.

With the immersion of one-to-one devices in our district of I pads and Chromebooks, every teacher in the district attended an I-Tech conference in the fall. At this professional development, teachers learned about incorporating the use of technology into their daily lessons. They became familiar with how to set up and use Google Classroom and Apps to promote learning. This professional development was designed to assist and support teachers and students in their learning.

It is though our professional development focused on student data, that we focus on school wide goals which strengthen student achievement by creating strategies for student success. Collaboratively across grade levels or within grade levels, as teachers, we reflect on instructional practices and seek to improve using research-based strategies, ensuring that instruction and curriculum are aligned with the CCSS and NGSS appropriately.

Throughout the school year, beyond the regularly scheduled professional development, other opportunities are provided for teachers to take advantage of such as CPR, Google Classroom, CPI, and more. Teachers are also encouraged and supported to attend core curriculum conferences such as the MSTA (science), MLA (Language Arts), or NCTM (math) and then to share with other teachers within the school.

4. School Leadership:

The leadership philosophy and structure the school follows is that of extremely high quality. The leadership in the district starts with a superintendent who cares for the students. This trickle-down effect of quality, excellence, and culturally proficient instruction radiates into our college and career ready students.

The leadership role is to develop the capacity and skills of our staff with culturally proficient practices that support increased student achievement, which narrows the achievement gap, specifically for our historically marginalized students. Our building leadership provides an array of both classroom and school strategies that have been examined through a lens of cultural proficiency. The central office and local leadership have a strong commitment to transform all aspects of our district and school to ensure that all our students are engaged in high-quality instruction in a safe and healthy learning environment every day. This is done through our daily routines, professional development, and our personal and professional goals, which is supported by our Professional Learning Communities.

The key tenets of culturally proficient instruction is to provide high quality instruction that meets all students needs through fast paced, hands-on-teaching that allows students' and teachers to explore different characteristics, lessons, and events. Unused classrooms and hallways become an extension of the classroom and are used as area for quiet work spaces for students and parents to connect.

The leadership strives to create a structure which has the power to connect children, families, and staff; fostering a sense of belonging and creating a learning environment. This is done in conjunction with our Dodson Parent Council. Leadership which sets yearly goals based on nationally normed data, reviewed several times a year. It is the philosophy that by developing and nurturing a growth mindset in students, teachers are maintaining high expectations for their students as they provide access to concepts that positively impact achievement and explore resources that provide access to concepts through high-quality learning opportunities.

It is the vision of the leadership to boost children's academic success and encourage parent leaders to share these ideas and tools. The school leadership at Dodson creates a school where families feel welcome by regularly inviting parents into the building. The true learning communities that have been established draw parents into the learning culture, assessing their needs and providing information and training where needed.

Part VI – INDICATORS OF ACADEMIC SUCCESS

We begin every day with a student-led morning broadcast incorporating two programs focusing on expected school behavior (Project Wisdom) and encouraging academic success (Dodson Trivia). Our philosophy is that appropriate behavior and being successful go hand-in-hand.

Project Wisdom is designed to help students build their character, self-esteem, and a sense of school community. It encourages students to take ownership of their behavior choices and academic success. It empowers students to be their personal best. The Dodson Behavior Expectation Matrix is prominently posted throughout our school. In addition, various quotes of wisdom are displayed to encourage students to think and act appropriately. Each morning, the student news will highlight one specific area on the matrix, allowing the classroom teachers and students to review the expectations on a daily basis. The broadcast always ends, “Make it a great day or not, the choice is yours.” This encourages all students to make great choices and empowers them to be productive and successful citizens.

Academic trivia is a daily question read to the students by a staff commentator. The trivia questions incorporate the core academic areas: English Language Arts, Mathematics, Science, and Social Studies. Teams analyzed data from the NWEA, MEAP, and M-STEP assessments and identified areas of concern, influencing the questions, which are written in various forms—short answer, multiple choice, and visual graphics. This allows students to practice necessary test-taking skills and promotes critical learning. Fifty culturally proficient questions were developed using academic vocabulary, with a focus on critical and analytical thinking skills. After the question is presented, the commentator phones a randomly chosen classroom for a live response. This begins our day with an excitement for learning that sets the tone for the students’ motivation to learn. This strategy has resulted in Dodson's School achieving and maintaining a score at least 35% above both the district and state proficiency levels, consistently for the past 10 years. For example, our school scored 86%, compared to the state at 49% in ELA, and we scored 83% compared to 41% for the state in math.

We have found our daily student-led broadcast to be a successful avenue to reinforce the necessary skills for students to become productive, responsible citizens, and critical thinkers. By promoting this positive learning environment, students feel empowered to take ownership of their learning, leading to Dodson Elementary School’s academic success, as evident in our exemplary assessment scores.