

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 6285 Renninger Road
(If address is P.O. Box, also include street address.)

City Akron State OH Zip Code+4 (9 digits total) 44319-4741

County Summit County

Telephone (330) 882-4133 Fax (330) 882-2001

Web site/URL http://www.panthercountry.org E-mail christi.pappas@manchester-panthers.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*Dr. James Robinson E-mail james.robinson@manchester-panthers.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Manchester Local School District Tel. (330) 882-6926

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Rick Sponseller
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

DISTRICT

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

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	44	45	89
1	42	39	81
2	55	46	101
3	58	45	103
4	41	40	81
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	240	215	455

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 97 % White
 - 2 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 8%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	21
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1, 2015	452
(5) Total transferred students in row (3) divided by total students in row (4)	0.082
(6) Amount in row (5) multiplied by 100	8

6. English Language Learners (ELL) in the school: 1 %
7 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Chinese, Spanish, Serbian, Russian

7. Students eligible for free/reduced-priced meals: 23 %
Total number students who qualify: 104

8. Students receiving special education services: 16 %
74 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.

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

9. Number of years the principal has been in her/his position at this school: 8
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	20
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	97%	97%	95%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No X
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.
Leadership Begins Here! I am the conductor of my life. I use the 7 Habits to keep my engine going, to stay on the right track, and live a purposeful life!
16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Nolley Elementary School is located in the Manchester Local School District. The district is composed of three buildings: Nolley Elementary (K-4), Manchester Middle School (5-8), and Manchester High School (9-12). We are located in the small town of New Franklin, a suburban area south of Akron. Gilbert T. Nolley Elementary School was built in 1962 and named after long time Superintendent, Gilbert T. Nolley. Nolley services approximately 455 students. Nolley has been a Leader in Me school for the past five years, with a mission of developing leaders, one child at a time. Throughout the school, the terminology and concepts in the book "7 Habits of Highly Effective People" is the common language of our staff and students. Students follow these 7 Habits: 1) Be Proactive, 2) Begin with the End in Mind, 3) Put First Things First, 4) Think Win-Win, 5) Seek First to Understand, Then to be Understood, 6) Synergize, and 7) Sharpen the Saw. Our dedicated staff is committed to helping our students meet academic challenges, develop positive character traits and leadership skills, and become upstanding citizens through the common language of the 7 Habits.

Our schools are the heart of the community. The city of New Franklin has a population of approximately 15,000. Manchester Local Schools is the largest employer in the community. New Franklin has very little business and struggles with economic development. The demographics of our school have significantly changed over the past ten years. Ten years ago only 7% of our population had free and reduced lunch. In 2016, that number jumped to 23%. Many of our students come from non-traditional family structures, single parent homes, and grandparents raising grandchildren.

Our community is very supportive of the education that children receive at Nolley. Nolley Elementary is a 55 year old building. It invokes the memory and traditions for the many community members who currently have children in the school because many of them were educated in the same classrooms. When anyone enters the doors of Nolley Elementary, they immediately feel welcome. At Nolley, people greet each other by name and with a smile. Smiles, kind words and genuine interest in the students' outside lives go a long way in creating their sense of belonging to something bigger than themselves. We have created an environment where teachers love coming to teach and students love coming to learn!

There is a strong sense of tradition and pride that encompasses generations living in the community. Approximately 40% of the staff at Nolley are alumni of Manchester, and a vast majority of our students' parents are as well. Former students often return to our community to raise their family because of our traditions and the excellent education they received here.

Our school works closely with our community and families to provide the best overall social, emotional, and academic environment. Here at Nolley, we believe that the partnership between parents and school is an integral part of our school community. If a family or child at Nolley has a need, the staff and community will find a way to meet it. The culture of giving is truly second nature and freely supported. There's an ownership and accountability to each other that is not often seen in an educational environment. Many community charitable programs are in place to provide financial support such as our Backpack Food Program and our Clothes Pantry. Additionally, in cooperation with civic organizations, we are able to provide Thanksgiving food and presents under the tree for entire families at Christmas. We share the common goal of nurturing each child and giving each student the greatest head start in the world. Because of this, our students will continue to succeed at school and in their lives due to the solid foundation and skills provided for them at Nolley Elementary.

Our solid curriculum helps build a strong foundation for our students. We recently implemented all-day kindergarten, Wilson FUNdations, and additional STEM gifted programming. To target specific learning needs, we altered our daily schedule to create a program called Panther Time. This is a daily intervention and enrichment block where every staff member in the building works with a small group of students at the same time.

Through our many initiatives and best teaching practices, our students continue to grow. Our strong academic performance is a reflection of our programming. We continue to shine statewide academically because of our school vision "Leadership Begins Here!" This is made clear every morning when our

students recite our mission statement: "Leadership Begins Here! I am the conductor of my life. I use the 7 Habits to keep my engine going, to stay on the right track, and live a purposeful life!" Students are connected to this leadership message on a personal level. It sets a purpose for their day and puts them in charge. Regardless of the home life or socio-economic status of our families, our students are still high achievers due to the teaching practices and positive school environment we embrace.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Nolley teachers are committed to helping our students meet high academic standards. Student learning, growth, and leadership are all central components of our curriculum philosophy. Research-based best practices are implemented to support standards-based instruction focused on Ohio’s Learning Standards and the Common Core State Standards (CCSS). The work of Wiggins and McTighe has been investigated and implemented in a Backwards Design format, as our teachers approach their teaching methodology beginning with the end in mind. Through formative and summative assessment practices, the specific needs of each child are addressed and monitored. Data driven decision making is part of daily conversations for teachers, and the individual growth of each student is closely monitored. Students are taught to be leaders in their own learning by creating Wildly Important Goals (WIGS) in their Leadership/Data notebooks and strive to meet those goals. Our expectation is that each child will take ownership of their education through the support of our dedicated staff and learn the early skills necessary to be successful in their future college and career endeavors.

ELA

Our goal is to give our students skills, strategies, and passion to become lifelong readers and writers. We have a balanced English Language Arts (ELA) block incorporating reading, writing, and working with words. Wilson FUNdations, a systematic phonetic curriculum, offers direct and explicit daily instruction to master phonics, spelling, handwriting, vocabulary, high frequency words, and fluency. During our guided reading block, reading strategy instruction includes whole-class teacher modeling, student pairing, and independent practice. Close reading and citing text evidence are mainstays of our program. Differentiation is accomplished in myriad ways including flexible grouping and leveled texts. Writers Workshop embraces explicit instruction and application. Young writers develop and apply phonetic principles to become effective communicators. Students take ownership of their learning by developing individual ELA goals such as sight word recognition and words per minute.

Math

Our mathematics instruction has varied elements that include a school-wide math fact mastery program, whereby student progress moves with them as they proceed to the next grade. To assist with the more abstract concepts, hands-on learning is an integral part of our math instruction. Math manipulatives provide a kinesthetic opportunity for children to learn. Math instruction is enhanced through the use of technology. Students use interactive white board lessons, online supplemental materials, and iPad learning apps. Trial and error is encouraged and opportunities are provided for students to understand and grasp the concepts through their own mistakes. Growth mindset and grit are encouraged as students are taught to practice metacognition. To provide more flexible grouping, pretests are given and students that test out are provided enrichment opportunities. Learning targets are set, met, and then reevaluated. Students that are not acquiring the concepts are given small group focused learning opportunities during Response to Intervention (RtI). This allows for a differentiated targeted approach. Materials are sent home to assist parents to partner in their child’s learning process. Math-a-thon allows students to solve math problems to raise money for St. Jude’s Children’s Research Hospital.

Science

Students gain a better understanding of problem solving by starting with the “big idea” questions. They apply the scientific method to develop a deeper understanding of our world and how it works. Students are taught how to hypothesize and problem solve in order to come to conclusions about their hypothesis. Through hands-on experimentation students are able to predict, test, and make conclusions. Students are able to understand that learning takes place through trial and error and often through mistakes. One way we get students excited about science is through our multiyear school garden project initiated by one grade, developed by another, and harvested by a third. They love eating the fruits and vegetables of their labor.

Social Studies

Across grade levels we focus on local, state, national, and world topics to build well rounded future leaders.

Leadership skills, critical thinking, and understanding of historical events build strong independent citizens. We strive to integrate writing and language arts skills into our social studies curriculum. Historical fiction and nonfiction texts set authentic purposes for both reading and writing. Projects such as the Wax Museum, Kinder-Economy and Cultural Open House provide more hands-on engaging opportunities. Learning transfers to real world interactions that involve the family, community and local businesses as well. Students begin to develop entrepreneurial awareness when creating a product that they will bring to market and sell. To facilitate civic responsibility, profits are donated to charity.

2. Other Curriculum Areas:

Students at Nolley Elementary School participate in a variety of special ancillary classes each week, including physical education, music, library/technology, and art. All grades, kindergarten through fourth, are on a four-day special class rotation where they meet for 45 minutes each class period. In these classes, curriculum is aligned with the current Ohio Department of Education standards.

In Physical Education class we work to ensure that students not only understand the benefits of health and fitness, but also the importance of being a team player. Students receive instruction in social games and sporting events packaged with life lessons in confidence, problem solving, collaboration, and good sportsmanship. We provide opportunities to apply these skills in the gymnasium, classroom, hallways, and on the playground. A favorite activity happens at the end of gym class. Students find three classmates to shake hands with and compliment. From the strongest competitors to the least coordinated participant, everyone leaves smiling. Every student takes part in grade-level competitions in our annual Track and Field Day. Over 300 students join Walking Club where they can choose to use their recess to gain an appreciation for walking or running on the school track. Another physical education tradition is Jump the River, a running long jump competition performed in front of the whole school. Through these activities we strive to help our students respect each other's differences and develop lifelong fitness goals. Our school-wide expectation is that students will lead a purposeful life, and gym is a place where there are many opportunities to practice our 7 Habits such as synergizing and thinking win-win.

The purpose of our music education program is to develop and nurture the students' skills as performers, creators, listeners and evaluators. Our music program fosters a positive self-image by developing self-awareness and self-discipline. Music history, singing, and the introduction to playing instruments are the elements of music instruction. Activities include an eight-note melody bell unit for kindergarten students, followed by basic piano keyboard lessons to develop the art of playing a simple melody. Students at the next level begin to experiment with Orff instruments and recorders to develop harmonic sounds with melodies. Boomwhackers are incorporated as a way of playing harmony in a group setting. A hand bell choir also plays during seasonal programs. All students in grades two, three, and four participate in music programs by singing, acting, and dancing. Students attend professional theatre and instrumental performances during the year. Music history is also an important aspect in our program to connect culture and generations, past and present. Nolley's music program is the beginning of musical understanding and awareness for some of these young lives. When students leave Nolley School after fourth grade, they are able to perform many songs as well as read sheet music. It is our hope that music will enhance the whole person in body, mind, and soul, and that students will have an appreciation for all types of music.

Fostering a love of reading, time in our library allows students to self-select books that motivate them as readers. This time is also used for guided research, interactive read alouds, and opportunities to work on a self-paced tutoring website. There is a one-to-one ratio of Chromebooks and iPads. Students use learning apps to enhance skills being taught in the classroom. At various times throughout the year, children are given opportunities to develop independent learning paths and work through research questions. This media center also serves as the hub for our televised student-led announcements. The overall goal is to nurture learners who gather, use, and create information efficiently and successfully.

In our elementary art curriculum students receive instruction in painting, drawing, sculpture, mixed media, and ceramics. All projects explore the elements and principles of art, and are designed to support classroom curriculum. Packaged within those lessons are opportunities for discussions on aesthetics, art criticism, and production. Students are introduced to a basic framework of art history. Learning about the culture, daily

life, and art-making processes of historic people is followed with students creating art projects that reflect the high point of those cultures. These projects reinforce math concepts, serve as writing prompts, and review science and social studies content. Every student is represented in a district-wide art show where they display both a two-dimensional and a three-dimensional piece. Many works are also displayed in the district offices and at our regional art competition.

3. Instructional Methods, Interventions, and Assessments:

Assessments are important to drive instruction. Formative and summative assessments have been developed to ensure the CCSS are being taught with the ultimate goal of mastery. Student Learning Objectives are implemented to evaluate student growth. If mastery is not met, students are given targeted interventions. Teachers use a variety of research-based assessments, including Aimsweb, Developmental Reading Assessment, DIBELS, and Kindergarten Readiness Assessment to record benchmark scores throughout the year. Additional ongoing progress monitoring takes place for our at-risk students. The assessments provide needed information in order to tailor instruction to meet the diverse needs of the students. Grade level teams meet consistently to discuss individual student performance, progress, and needed interventions. Educational plans are put in place, not only for students on Individual Education Plans (IEP), but also for those on Reading Improvement Monitoring Plans (RIMP), 504 plans, and Written Educational Plans (WEP). This is an opportunity to close the achievement gap.

Assessment data provides regular valuable insight into student progress. After the data has been examined interventions are established and implemented. Teachers have time built into their daily schedules that is designated for intervention and enrichment activities. We call this Panther Time. This is a time that whole group instruction is paused, and teachers prepare various learning activities for small groups of students. This is also a time parent volunteers, tutors, intervention specialists, therapists, and other teachers can provide additional explicit instruction that targets specific skill development. Literacy interventions that support reading comprehension, fluency, decoding, vocabulary, and phonemic awareness are implemented in small groups. These interventions include the use of leveled reading materials and Fry phrases used to enhance fluency. Math interventions support number sense, computation, problem solving, fact fluency, and specific standards. Additional support methods include hands-on manipulatives, explicit problem solving, modeling, and repeated practice. Interactive white boards, iPad apps, and SkillsTutor provide individualized instruction through technology. The Intervention Specialists, who loop with students for two years, collaborate with general education teachers to ensure students are completing grade level work with individualized modifications.

The teachers become fluent with the differentiation strategies needed for each student. Over fifty percent of the teachers within our building have earned their reading endorsement. This has created continuity among grade levels with research-based best practices. Every day in every classroom, students are exposed to whole group instruction, small group skill practice, peer coaching, and one-on-one conferencing. Intervention Specialists provide open resource time for individual tutoring when needed. The Reading Intervention Specialists and Title One teachers provide Tiers 2 and 3 students with a double dose of instruction in Wilson FUNdations to improve reading and phonics skills. Classroom teachers and Intervention Specialists co-teach FUNdations instruction to all students. Afterschool tutoring services are provided in the winter to provide interventions for students in kindergarten through fourth grade struggling in math and reading as well as services for enrichment. Additionally, a two-week Language Arts summer school program is offered in June to continue remedial interventions and enrichment. Our most at-risk Title One students receive additional afterschool tutoring throughout the school year as well as the summer. Extended School Year services are provided for students with cognitive learning disabilities. At the other end of the spectrum, interventions are also provided for our high achieving and gifted population. Bricks 4 Kidz, a Lego program, and Camp Invention, a National Inventors Hall of Fame initiative both provide STEM opportunities throughout the school year and in the summer for enriching Science Standards. In addition to afterschool and summer school tutoring, a gifted coordinator provides monthly STEM instruction for identified students.

We rely on support services as a resource for our students. Crucial members of our staff include instructional aides who provide individualized learning supports to many students. An RtI tutor is used to provide supplemental reading services to Tier 2 students. A certified academic language practitioner

provides Orton-Gillingham services to students with dyslexia and severely struggling readers. For our English Language Learners, an ELL tutor provides additional support. These students also use iPads to help them communicate. Our speech pathologist not only deals with articulation and language processing issues, but also creates social stories for children on the spectrum. Each grade level has access to Smartboards, Clevertouch TVs, and Title One utilizes an online self-paced leveled library called RAZ Kids. The Sensory Room provides a much needed oasis for over-stimulated students to refocus their energy. Local small business owners donated funds to purchase fidget toys, a hanging cocoon chair, a mini trampoline and a massage chair to provide this safe tranquil environment.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

We embrace Stephen Covey's The Leader in Me philosophy. The common language of the "7 Habits of Happy Kids" enhances our culture. We believe that every child and staff member has leadership potential. As a staff, we personally choose to view life through the leadership lens. In turn, we can effectively model leadership through language and actions. These choices were prompted by a book study, The Leader in Me trainings, and a staff initiated summer retreat. As a staff we began with the end in mind and set yearly goals at the summer retreat. The retreat helped to strengthen our bond as a staff. At Nolley, we are not just colleagues; we view each other as family. As a family we support each other not only in the classroom through collaboration of educational practices, but also in our personal lives. Our principal encourages this kind of camaraderie.

We proactively begin each day reciting our school-wide mission statement to create unity and to instill the belief that we all live a purposeful life. We honor students who exhibit the 7 Habits by nominating them for Leaders of the Month, Principal's Award, and Caught Being Good Leaders. These school-wide motivators help to create a positive environment. Displaying student work focusing on the 7 Habits, inspiring quotes, and visual academic goal boards enhances our school culture. Each student has a Leadership/Data Notebook, which contains individualized academic and personal goals. When students achieve these goals, they are celebrated by ringing a bell in our lobby. As a staff, we clearly communicate our universal behavior expectations through a school wide clip system. Every student has a clothespin, called a clip, which they move up and/or down a behavior ladder. All students begin their day with a positive mindset with their clip on the ready to learn rung. We chose to adopt this behavior management plan to encourage proactive choices and to teach students that even when poor choices have been made they have the ability to make it right. We "sharpen the saw" when classes reach their behavior goals. The students may choose an activity that will help balance their body, mind, heart and soul. Our academic gains are a direct result of nurturing all aspects of a child's academic, social, and emotional growth.

2. Engaging Families and Community:

Nolley Elementary School prides itself on community involvement. Our paradigm is to encourage families to embrace their child's leadership potential. As a springboard to this new leadership culture, in 2014 our children invited their families to a free spaghetti dinner donated by local businesses, cooked by teachers and served by students. The goal of this event was to educate our families about the 7 Habits. Our guest speaker inspired our families to find greatness in every child. We also held a six-week book study on "The 7 Habits of Highly Effective Families." Teacher and parent participants not only discussed the principles in the book, but also shared real life parenting tips.

Part of our journey involves an annual Leadership Day. This is an opportunity to open our doors to fellow educators, administrators, parents, and community leaders from across Ohio. This day allows our students to showcase their growth and ownership in areas of academics and leadership potential. Students act as greeters, speakers, tour guides, and even photographers to share our special school with the world. Each year we have approximately 100 guests attend. This day is a source of pride for students and staff because it represents a culmination of the leadership skills we practice every day.

Nolley educators are in constant communication with families in regard to their child's academic progress. Some means of communication include web accessible grade book, weekly newsletters, online classrooms, an active twitter feed, interim reports, quarterly report cards, conferences, and student Leadership/Data notebooks. Throughout the year there are numerous opportunities for our families to be partners in education with our staff and administrators. These events include Kindergarten Orientation, Open House, Title One parent meetings, Literacy Night, Veterans Day, Grandparents Day, PTA meetings, and monthly student recognition assemblies. Through these events our families are apprised of our rigorous expectations.

Our PTA is an integral part of our success. The partnership between parents and school is a vital part of our school community. We not only encourage parent involvement, we NEED it! Whether helping individuals and small groups in the classroom, volunteering for room parties, facilitating Santa Shop, Fun Fair, Walking Club, or assisting with fundraising and special projects, our Nolley parents play a vital role in their child's education. With their support and countless fundraising efforts we have been able to purchase technology for classrooms, Leader in Me materials, and even a new playground. They also give each teacher a \$50 grant twice a year. The Nolley PTA raises approximately \$15,000 a year to support students and teachers.

Giving back is a civic responsibility we take seriously. Our school is a Gold Level Contributor to the American Cancer Society for having raised and contributed over \$50,000 in the past 10 years. Our American Cancer Society events include the Ugly Sweater Competition, movie night, Kiss the Pig, Reading Rock-a-thon, and Relay for Life. Participation in these events allows our students to know the importance of helping others.

A local policeman serves as our resource officer. He goes above and beyond with many positive initiatives. Programs like D.A.R.E., Safety City for incoming kindergartners, Shop with a Cop, and individual student counseling all provide an extra layer of support from our community. Our resource officer even created a Junior Police Officer program. Each week, a child in each classroom creates a plan and sets behavior goals with our officer. He spends time making sure the students are working to meet their goal. When the goal is met the students earn a Junior Police Officer badge and are honored in front of classmates.

3. Professional Development:

The small community that Nolley serves views the building as a "learning laboratory" where all students and teachers strive to be the best leaders they can be. The teachers have driven many building initiatives which have led to greater personal development and professional learning for staff members. Teachers are represented on district-wide content area committees and meet with high school department heads and other members of the committee throughout the school year to engage in professional learning conversations to enhance student learning.

Many book studies have been suggested and led by building teachers. Some of these include the study of "The Leader in Me" by Stephen R. Covey, which has developed into a lifestyle of student led leadership that has expanded and become a focal point of our community. Additionally, the work of Marzano, Wiggins, and McTighe has been studied and implemented. Currently, as we look at grading practices district wide we have a number of teachers who are participating in a book study based on standards-based grading and the work of Cathy Vatterott, "Rethinking Grading."

Professional development is teacher driven. As experts in their fields, teachers reflect on their practice and determine areas of support. Teachers collaborate with the Summit County Educational Service Center's content area specialists. Summit Education Initiative is also a partner in early literacy research. In addition, we have a district curriculum director and there is a Peer Assistance Review coach (PAR) located in the building to support professional learning needs. For example, teachers wanted to learn more about developing quality writing workshops. The PAR coach led an after school professional development opportunity based on the work of Lucy Calkins. Teachers of all content areas participated to learn best practices in writing.

Professional development opportunities are based on assessment data and teacher input. We attended trainings for Wilson FUNdations, another teacher driven initiative. Throughout this implementation process, they have been supported with a Wilson coach at different times throughout the year. We often attend trainings at a district and county level. We have also had opportunities to attend professional development events in Independence and Columbus, Ohio. Every year, our goal is to have a grade level team attend the annual Early Literacy Conference in Columbus and share out literacy strategies. Literacy is a key focus building wide, because our teachers understand the importance of reading to the future of each and every child at our building.

Our teachers demonstrate their dedication by voluntarily attending professional development outside their contractual obligations. A great example of this is in August 2016 when the entire staff participated in a staff retreat in Geneva, Ohio and spent two days working on their building curriculum initiatives. Conversations at Nolley revolve around what is best for children each and every day.

4. School Leadership:

"I can see the leader in you!" is one of our many slogans used to promote leadership. We teach children to be leaders in their lives, school, and community. The potential of our students is unleashed when they feel valued, appreciated, and especially loved. At Nolley we have embraced this mindset, and staff members see every child as their own.

Our principal sets the academic and leadership tone. It was her vision, dedication, and determination that transformed our school into one that values leadership. Her passion to work with students, families, and staff has inspired every teacher to follow her lead. Our principal presented a leadership paradigm at a staff meeting, and teachers saw the power of creating student leaders. Everything we do from academics, to behavior, to character development is viewed through this leadership lens.

Over the past five years, our staff has been trained in the Leader in Me process. We have made it our mission to reach out to parents and the community with the 7 Habits. We have taken a ubiquitous approach; that is, we have implemented the 7 Habits into our modeling, curriculum, instruction, environment, systems, and traditions. Everyone in our building is represented on our Lighthouse team which meets once a month to discuss school-wide issues, building goals, and ways to support classroom instruction. This team was created to sustain leadership in the building. Since the onset of this framework, students have been given a tremendous amount of opportunities to take on leadership roles. The paradigm shift initially focused on student leadership, but in turn teachers found their voice too. Our teachers are stepping up to be leaders in their profession by presenting at professional conferences, writing grant proposals, and networking at Teacher and Principal Leader Academies.

Leadership roles provide opportunities for all students to excel despite their differences. Student Greeters welcome visitors to our school, Safety Patrol keeps our hallways safe, and Lunch Leaders assist little ones. These roles empower students to find their voice. Additionally, we use a common language for greatness. It can be heard in reading class when students describe characters and on the playground when students are resolving disagreements.

The Leader in Me is powerful because students are valued for qualities beyond their test scores. Due to this paradigm shift with teachers and students, student achievement and student growth has increased and student behavior referrals have decreased. More specifically, our Value Added scores on our State Report Card have increased. This is all noteworthy because this proves our philosophy impacts our students' success. There is a direct connection between decisions and student learning. We are proud of our school and our mission is to unleash the potential for leadership in EACH child.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Collaboration has had the greatest impact at Nolley Elementary. To be successful in all areas of learning and growing, our school recognizes that it takes a collaborative team of teachers, parents, administrators, students, and community members. The foundation of our building environment is a dedicated staff that is willing to put students' needs first and synergize. We have seen an increase in student motivation, student achievement and growth. Positive behavior choices have also increased.

Nolley teachers collaborate with one another all day every day. We check with the teacher next door for a more interesting way to teach author's purpose. We ask the teacher in the grade below how they introduced telling time. We do it so constantly and consistently that it is second nature. Facilitating professional dialogue is important to ensure student success. We collaborate not only within a grade level, but also across grade levels, and curricular content areas. We examine problems of practice, analyze student work, and identify targeted strategies. Improving personal and team practices increases student outcomes both academically and emotionally. Our collaboration includes observation, peer coaching, and mentoring. Our administrators adjusted the daily schedule to include a 45-minute common planning time for each grade level. Also, we collaborate with middle and high school teachers to implement project-based learning.

We rely on students' first teachers, their parents. Teachers use input from families to understand a child's background to support their instruction. Narratives and surveys from parents and ongoing two-way communication result in active family partnerships which contribute to student learning and development. Staff members share knowledge through educational events including Literacy Night, Strive to Thrive parent meetings, and Kindergarten Orientation. Developmental stages, curriculum, expectations, and the 7 Habits are explained.

Being the heart of the community, we have welcomed local businesses into our school. Leadership Day became a catalyst that motivated a local restaurant owner to initiate a 7 Habits book study with his employees. Impressed by our student leaders, he thought if kids can do it, his employees can do it! Our student leaders were the pebble that caused the ripple effect which will touch the lives of community members for years to come. We are proud that our collaboration efforts galvanized a business community movement.

Collaboration doesn't exist in separate pieces and parts; it is a woven fabric of community with the children at the epicenter. Students see their families as volunteers in the classroom, as veterans being celebrated for their sacrifices, as cancer fighters and survivors being celebrated in the yearly walk. In turn, they see their teachers attending their sporting events, and as volunteers for their community festivals, fun-runs, dinners and fundraisers. Collaboration truly is at the heart of everything we do at Nolley.