

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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 (2017-2018) 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
 - 0 High schools
 - 0 K-12 schools
- 2 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
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	18	10	28
K	29	30	59
1	37	22	59
2	29	43	72
3	24	30	54
4	24	32	56
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	161	167	328

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 97 % White
 - 1 % 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 2016 – 2017 school year: <01%

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, 2016 until the end of the 2016-2017 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2016	0
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<01

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

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

7. Students eligible for free/reduced-priced meals: 2%
Total number students who qualify: 8

8. Students receiving special education services: 22 %
72 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>3</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>12</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>48</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

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

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
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 11:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	97%	98%	97%	98%	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 2017.

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. 2009

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

We take pride in the educational foundation that we provide for our students. This foundation includes creating and meeting rigorous, student-driven academic and social-emotional learning goals. Instruction emphasizes students' individual strengths and targets areas for growth. We are all accountable for each student's success. School improvement is driven by our commitment to meaningful professional development. We implement a multi-tiered system of supports to reach the needs of each individual as a school community that embraces the whole child.

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

Wolf Hill School thrives as a special place in which each student is a part of our learning family and provided with the right support to be the best version of his or herself every day. Our school was built in 1911 and we are beaming with community pride. From the moment our students step off the school bus and head inside, they are greeted with positivity and enthusiasm. Students at Wolf Hill School know that they are special to each and every adult in the building and they that they are a part of, not only their classroom family, but of a larger school community that creates a learning environment unlike any other. We truly believe and subscribe to academic optimism, which fosters collective efficacy, academic rigor, and trust as factors that lead to school success. We are a smaller school in population, with about three classes of twenty-two or less students each year, and have relatively little diversity as far as ethnicity and socio-economic status are concerned. We do have a more transient population with the incorporation of Sea Bright, a vibrant and tiny beach community, as a second municipality that sends students to Oceanport. What we ensure that our children learn from day one is that what truly sets us apart in life is neurodiversity and character. It does not matter what you look like, where you live, or what you have, but what matters most is that you are a positive and whole person with unique qualities, characteristics, strengths, and weaknesses. It is our goal to help each other through challenges and celebrate our individual and collective successes. How do we concretely instill this understanding, which is ultimately our secret to success? We instill this through deliberately teaching and modeling a growth mindset, practicing the Six Pillars of Character, and intervening through formal processes to provide students with measurable targets for growth and direct pathways with concrete strategies for improvement and progress. Our students know their own reading levels compared to their peers, but, more importantly, they understand that making progress and continuing to grow at their individual rate is the key to meeting their academic, social, and emotional goals.

Once a month, students are brought together in a whole school morning meeting to celebrate successes, share common experiences, learn more about social-emotional learning, and honor the monthly PAW (Positive Actions Will Shine) Patrol winners. Led by the principal, the morning meetings include visits from special guests, such as the middle school ambassadors, special readers who have won a whole school Google Classroom essay contest, or local veterans on Veterans Day. The students look forward to being active participants in this program as well as all of our other whole school events. This year, the whole school participated in group Flipgrid video responses to prompts, including one on why they are thankful during Thanksgiving. Students cheer on their peers when they earn an award and listen intently to how they can become the next recipient of the coveted PAW Patrol reward. Every week, students are given opportunities to earn Wolf Slips for PAW power points by showing their Six Pillars of Character. The principal reads each Wolf Slip on the intercom for the school to hear and parents receive communication regarding their winnings. When students receive 3 PAW Power points, they earn extra recess time, have lunch with the principal, and read to the preschool. Other whole school events that build our collective efficacy and rigorous academic program are Reading Fair Night, Barnes & Noble nights, STEM Club, Yoga Club, LEGO club, Mastery Club, Respect Week, Read Across America Week, activities sponsored by our Drug Education Initiative, 4th grade Basketball Club, PTO Events, World Kid Yoga Day, Wolf Pack initiative, and our legacy of culminating academic units of study for family involvement. Students participate in problem-based learning projects each year, such as Mini-Society (International Day), in 3rd grade in which the students create their own businesses and meet the NJ personal financial literacy standards through this interactive learning experience.

One of the most important academic initiatives that we are constantly improving upon is our Multi-Tiered System of Supports (MTSS), which ties directly into every aspect of individual student growth and progress. Along with our school-based MTSS comes a new PAW Power supplemental period of instruction which has opened doors for targeted supports that meet academic and social-emotional learning needs as well as provides time for the growth of a newly revised Gifted and Talented student program. Students are provided with targeted small group or individual intervention or enrichment during the Power Period from their classroom teacher or another teacher, including all special area teachers and special education teachers. For example, some students might go to small group phonics intervention with a resource or special area teacher trained in a specific program while a pair of students works on their classroom video newsletter for the

week. Teachers plan for the Power Period based on their students' current needs through formative and summative assessment data.

To be able to plan such tailored instruction, teachers meet in TEAMS (Together, Everyone Achieves More) with their principal every other week for fifty minutes to review data, discuss strategies for support, and create engaging and purposeful learning activities. Also, teachers refer students to the I&RS (Intervention and Referral Services) Committee to create action plans for students that involve needs ranging from weaknesses in a specific math skill to areas of behavioral and emotional support. The I&RS Committee helps provide their colleagues with strategies and help students and places them along the tiered model for intervention. Teachers that are trained in specific instructional, behavioral, or social-emotional programs are provided with feedback to incorporate students in their small group or individualized support time, whether it is before or after school or during the PAW Power period.

Professional development, whether it is in-house, outside of school, or regional, should be purposeful and feedback from workshops and learning should be shared. Teachers teach workshops on their areas of expertise during faculty meetings, regional and local professional development days, and during their common planning time. Teachers are responsible for two peer observations per year to collect data on differentiated instruction. From this experience, we have further opened up the doors to learning. Above all, we have realized from our recent professional development experiences that students need to have a voice. The more ways in which we can listen to each student's voice, understand their differences, and appreciate what they have to say, the more we can help them to learn and grow as informed citizens that are active learners and a part of the much greater world. As professionals, it is our goal to model this learning by constantly growing as professionals and expanding our resources for learning. After all, we are the lead learners and our students deserve to see us in that genuine role.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Students at Wolf Hill School are taught at their independent and instructional learning levels to be active and responsive learners. Our teachers teach the New Jersey Learning Standards for English language arts, mathematics, science, social studies, technology, and the Preschool Teaching and Learning Standards.

Students receive whole class, small group, and individualized opportunities to be active readers each day. We incorporate a reading and writing workshop model program with guided reading, independent reading and writing, reading circles, literature groups, book clubs, and read alouds. We work on students “flexing their reading muscles” to consistently improve their reading and writing levels of mastery. Students participate in word work, fluency, comprehension, and vocabulary activities each day. We engage students in a multi-sensory approach to learning phonics and spelling. This approach is recognized especially during our supplemental period of instruction for targeted assistance. Kindergarten and Preschool Literacy Days also help support the work that is done in school on the home front. As a school, we focus on the reading signposts and BHH (Brain, Head, & Heart) method for close reading and reading response.

Students take part in whole class, small group, guided, and independent mathematics instruction and practice each day. Our math program is based on the New Jersey Learning Standards and supported with intervention strategies for number sense, solving word problems, and acquiring basic math skills while building a repertoire of skills to solve each problem with different strategies and algorithms according to student interest and ability.

Our core science instructional program is based on discovery and inquiry. Students are challenged to use the scientific method to conduct experiments, gather data, and track results. STEM is woven into the science curriculum with the implementation of grade level and individual class projects. For example, the 4th grade participated in the creation of an arcade after learning about Caine’s Arcade. We regularly use Breakout EDU, which involves collaborative and engaging learning experiences. This year, our students were the recipient of a one million year old whale bone fossil from a real paleontologist after interacting with him on Flipgrid.

Social studies units of study in each grade level foster the love of history, culture, and anthropology and problem-based learning. Students’ parents help support activities and performances for each grade level. The first grade celebrates Native American history with a live Pow-Wow, the second graders “fly” to Mexico and have a fiesta with their families, and the third graders celebrate colonial life with a simulation unit of study as pilgrims in the colonies resulting in a feast with their families. The third graders participate in a simulation unit of study based on the economy and create and run their own economies and businesses during mini-society, the fourth graders participate in colonial day and the Wax Museum as they research someone in history and become them as part of a “living” autobiographical experience with their families as they visit the Wolf Hill Wax Museum.

Our preschool program is a full-day inclusion program that fosters creativity and a sensory integrated experience for all students. The preschool teachers work closely with our speech/language and occupational therapists to provide developmentally appropriate activities and educational experiences for all students. The students engage in daily emergent literacy and shared reading experiences, math number sense and one-to-one correspondence activities, PK Foundations, and a Creative Curriculum approach to purposeful discovery and play. Teachers use ABA therapy for students needing the Applied Behavioral Analysis and resulting strategies for behavior modification. The preschool students are enriched as a part of the whole school model for special area subjects and assemblies, including Morning Meetings.

2. Other Curriculum Areas:

Students have art, music, world languages, library, and health class for fifty minutes every six days. The students also have physical education two times every six days for fifty minutes each time. Each special area

class, or “Encore” class, is based on the most recent New Jersey Learning Standards and follows the regional curricular model.

Physical education and health are creative and engaging classes for the students as they play team building games, focus on learning basic skills for each sport, work on forming a healthy lifestyle, and challenge each other with physical activities. There is an online textbook component for health, and the students learn about each of the body systems as well as how to live a safe and healthy life.

Students are performers of music and dance in music class. They sing, learn how to read music, play instruments such as boomwhackers, and have the legacy of being in the 4th grade musical at the winter concert. Each student in 4th grade has a part in this performance. We have winter and spring concerts that feature the chorus and chimes groups for the school. Students are encouraged to form a love of music, musicians, culture, music history, and performance. The music teacher works with the middle school band director to have presentations of instruments that could be played in 5th grade. Students have the chance to participate in chorus and chimes and perform in the school concerts as a 3rd or 4th grader.

Students create high level works of art and form an interest in artists, art appreciation, and aesthetics from preschool to 4th grade. We have an art enrichment club, and students create their individual portfolios each year for the district art show. The district art show displays work from each student in grade PK-8.

Students learn conversational and written Spanish from preschool. They engage in hands-on learning experiences and are immersed in the Spanish culture, traditions, and language through text, performance, and vocabulary. Our Spanish teacher integrates music and art in to the classroom lessons and speaks as much Spanish as possible throughout each lesson. There is a strong focus on Spanish vocabulary. Students create presentations about themselves using Google Slides to share with their peers.

In library class, students participate in book selection as well as partake in research projects and book celebrations. Students learn how to do research and navigate websites as digital citizens. Students also engage in readers theatre, meet professional authors, visit the local Oceanport Library, and can participate in the Battle of the Books.

Classrooms are 1:1 with Google Chromebooks and Google Apps for Education from kindergarten to 4th grade. Students in preschool learn using I-Pads. Students become digital and print citizens at the same time and learn the best use of technology at an early age. We do not have dedicated technology class, but our teachers teach technology within their own classrooms while utilizing it for best practices in instruction.

3. Instructional Methods, Interventions, and Assessments:

We have a standards-based report card that reflects and provides information on the New Jersey Learning Standards for each subject area. Students are assessed using benchmark assessments and teacher-created formative and summative assessments. Performance assessment is a big part of our curricular program, and teachers take into consideration the entire scope of student’s work and ability level. Parent conferences provide us with a forum for meaningful communication, as well as Remind, Seesaw, Google Classroom, and Artsonia as communication tools from classroom teachers. Students are 1-1 with Chromebooks from kindergarten - 4th grade, we have I-Pads for each preschooler, and technology is fostered in the most purposeful sense. Students are taught through multiple modalities from the moment they enter our school.

Levels of achievement are maintained through data analysis meetings, school and district goal creation, and professional development. We have a Multi-Tiered System of Services that provides for Tiered Intervention strategies. Data is derived and analyzed from formal assessments such as: the Fountas & Pinnell Benchmark Assessment system, DIBELS, Wilson Foundations Assessments, the WADE and WIST, Pearson enVision2.0 Math assessments, Study Island, MyOn, CoGAT, Lollipop Test, Scholastic Kindergarten Readiness Test, and PARCC. Informal and formative assessment data is gathered from guided reading and guided math, Fipgrid, rubrics, quick writes, conferencing, small group intervention, and whole class teacher-created assessments. This data is used to complete the quarterly report cards and utilized to inform discussions regarding the creation of student growth objectives, needed for referral for intervention and enrichment

purposes, and monitored for student performance indicators.

I&RS, the Intervention & Referral Services Team, is run by the principal and comprised of special education and classroom teachers representing all grade levels, the school nurse, the guidance counselor, and school psychologist. At these monthly meetings, teachers refer students for intervention supports that are tailored to fit their needs. As a school, we focus primarily on students' individual strengths and weaknesses, whether academic, social, or emotional. We have a "PAW Power" supplemental period of instruction for 30 minutes every day in which students work with their classroom teachers or intervention teachers for targeted instruction. For example, a student struggling with vowel sounds as determined by the DIBELS and Foundations assessments, might have an action plan for further screening with the WIST or WADE and then go out to a small group teacher for Wilson Reading (Tier 3) instructional support five days a week during the PAW Power period. At this time, it is an "all hands on deck" situation in which every teacher provides targeted and tiered support. Classroom teachers work with small groups or individuals while assigning other small groups or individuals different tasks that support learning. This would be considered Tier 1 and Tier 2 intervention or enrichment, as the students are assigned to work on individual or team projects or working with the teacher on small group instruction. Some students might need targeted support five days a week and others might just need a "double dose" of instruction for one or two days of the PAW Power period each week.

We have a Title I Math Intervention teacher that works with identified students that need support with reading and language in mathematics. She works with small groups of students for instruction throughout the day and works with classroom teachers as a co-teacher as well. ELL students work with the small group intervention specialists in the Tier 3 model of instruction during the PAW Power period. Some students come to school early for a "zero-period," targeted Fast Forward support program that helps students with weaknesses with auditory processing and language/reading. Other students are invited to come to school as part of a contractual "extra help" program taught by the classroom teachers. Students are also identified through I&RS to come to the after school Title I Basic Skills program for supplemental Math and ELA instruction provided by our teachers or teachers from the middle school.

Wolf Hill School has a Gifted & Talented program as well as Reading Enrichment from kindergarten to Grade 4. Students meet with the G&T teacher or Reading Specialist once or twice a week depending on grade level. Students in kindergarten and first grade meet once a week for thirty minutes and students in second to fourth grade meet two times a week for thirty minutes. The Reading Specialist is the Gifted & Talented teacher, and she has created small group instructional programs that are leveled for each group of learners. Students partake in extra guided reading and reading response activities during Reading Enrichment and a series of interactive projects that are cross-curricular in the G&T program. Examples of units of study for G&T include: Fairly Tale STEM, invention creation, poetry study, and participation in the Noetic Math Competition.

Students in fourth grade partake in the county-wide spelling bee that is sponsored by Scripps. With the principal as the announcer, classroom winners and runners-up participate in the event as third graders and participants' families watch for support. The school bee winner represents Wolf Hill School at the Asbury Park Press Monmouth-Ocean Spelldown at Monmouth University.

We have a whole school Reading Fair each year at night in which students in grades PK-4 can participate as individuals, partners, or as a family. Students need to use a presentation board to represent the story elements and some dress the part of their characters. All participants receive a medal and the winners at each grade level receive a gift card to Barnes and Noble. Students participate in the Golden Ticket Reading Challenge all year by completing a golden ticket for reading five books as a chance to win a Barnes & Noble gift card at the end of the year awards ceremony.

Our preschool program is inclusive and includes tuition-based typical peers with special education students for a full-day integrated program. We utilize a Creative Curriculum approach which emphasizes discovery and purposeful play. The students learn pre-emergent reading strategies and letter and number identification as well as have shared story time and special subjects just like the rest of the school: PE, library, music, art, and Spanish.

High levels of achievements are maintained through constant communication, data analysis, a steady referral process, and an individualized MTSS that meets the targeted needs of students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Our school climate/culture is positive and fosters the growth mindset, neurodiversity, and the whole child. Students are motivated through the PBSIS program entitled, "PAW Power." Through this program, students earn PAW power points for demonstrating the Six Pillars of Character or the Seven Habits of Happy Kids. When students earn three PAW power points, they gain extra recess time with other students that have earned three points, lunch with the principal, and time to read to preschool before naptime. The students are motivated on a whole school level to earn Paw power points, which are tiny paw charms that they make into necklaces or bracelets. They also receive a letter home to their parents describing what they did to earn the Power point. Students hear their names and honorable actions mentioned on the intercom as announced by the principal every Friday. Staff members complete Wolf Slips to indicate what the child has done to receive the accolades. The PAW Patrol (Student of the Month) is honored at the whole school Morning Meetings once a month in front of the whole school and spoken about as a role model for the Six Pillars of Character or Seven Habits of Happy Kids. They take home a PAW power point and PAW certificate as a reward.

Students are encouraged to take part in multiple clubs and activities to help form school community. Students in grades K-4 can be a part of the Mastery Club in which they can take 88 different fact challenges, such as counting to thirty in French or memorizing 15 breeds of dogs. Once the students complete 16 challenges, they are a part of the Wall of Fame. Four students have completed all 88 challenges and their pictures are on the wall.

We have a Lego Club, Yoga Club, STEM Club, and Academic Enrichment Club for students in grades 3-4, as well as Chorus and Chimes program. Basketball Club is for 4th graders on Friday mornings, and this helps train students for the Elks Hoop Shoot contest every year. Students have repeatedly made it to the county and state level of competition. We have a Winter and Spring Concert each year for the Chorus and Chimes program with about 80 students participating. The Chorus also performs at the Oceanport Lions Club Strawberry Festival, PTO Barnes and Noble Book Fair Nights, and is performing with the middle school students at a Lakewood Blue Claws game this year for the first time. We also have a Halloween celebration and parade as a school.

We have a Lighthouse Team of staff members that helps coordinate community fundraisers and is the school Safety and Climate Team to facilitate and create anti-bullying programs. There is a parent Drug Education Initiative (DEI) committee that helps to foster drug education in both schools, and the PTO sponsors events and programs such as: the Scholastic Book fair, Barnes and Noble Reading Nights, Fall Festival, Auction, Pajama Movie Night, Girls' Tea, Mother-Son Bowling, and Father-Daughter Dance. The PTO also grants wishes and programs to enhance classroom instruction and hosts a yearly assembly program for the entire school. The PTO has had Story Pirates, the Raptor Project, and the George Street Players to our school for major assemblies and events. We are looking forward to ending our state testing this year with a fun PTO-sponsored BMX Assembly. Our school nurse also has health-related assemblies scheduled each year that focus on helmet safety and healthful eating.

Teachers are encouraged to take part in various committees and professional development teams such as I&RS, the Lighthouse (School Safety & Climate Team), Community Connections, and the SCIP (School Improvement Panel). Teachers are also rewarded with PAW Power points based on their classroom walkthrough data. The teachers can earn PAW power points towards gift certificates to restaurants or the bookstore. Professional book clubs and opportunities to teach workshops engage teachers in professional growth and development, as well as helping the professional development of their colleagues. Peer observations and learning walks have motivated others to have open doors and to share best practices. On Mondays, we "fist bump" and share an instructional strategy that you are excited about for the week.

2. Engaging Families and Community:

We engage our families and communities through our culminating learning experiences, parent nights, PTO events, and informational sessions based on academics or social-emotional learning, such as our events sponsored by our Drug Education Initiative. Communication with parents and providing quality feedback is essential to the learning experience. Teachers are in constant communication with parents through apps and social media, as well as through emails, texts, and phone calls. Remind, Realtime, Seesaw, and Artsonia, as well as Facebook and Instagram, have provided a forum for posting student work, sending reminders to parents, and highlighting achievements. As a school, we have a Facebook page called Wolf Hill and we also post on the Parents of Oceanport Facebook page for updates. The principal and teachers have Twitter accounts used for school purposes, and individual teachers post on Remind, Seesaw, or Artsonia to share student work or send messages. Parents have a parent portal to view student records such as report cards and attendance.

Back to School Night and Open House Conferences are two of the most important and well-attended events of the year. Parents learn about the school and classroom goals, view student portfolios, and discuss assessment and report card results. Prior to Back to School Night, we host preschool, kindergarten, and new student Orientation sessions in which students and their families get to meet their teachers, tour the school, hear a presentation from the principal, and ride the school bus. The PTO sponsors a kindergarten playdate in which students get to meet their incoming classmates even before orientation.

Parent representatives can be on the Lighthouse Team (School Safety and Climate Committee), take part in Community Connections Activities such as Career Day, be a part of the Emergency Management Team, or help as a class parent throughout the year. Parents volunteer to help support PTO events, such as the Fall Festival, Auction, Library Volunteers, Yearbook Committee, Fundraising Committee, Hospitality Committee, or Cultural Arts Committee.

We have a strong connection with Monmouth University's School of Education for pre-service teachers and student teachers. Monmouth University's football players come to school to read with the students and talk with them about being student athletes. The Shore Regional High School students come to the 2nd grade every year as part of their World Languages program to present the students with books they wrote for them in foreign languages based on their personal interests.

Parents volunteer to come into school for Career Day to partake in exhibitions to demonstrate how students can be that chosen career and explain what they do in the field. This is also in coordination with Emergency Management for Emergency Management Day. The Oceanport Police Department, Fire Department, First Aide Department, and Emergency Management work very closely with the school to take part in safety drills, emergency training, Community Helpers Day, daily walkthroughs, the PTO Wiffle Ball Tournament, and the 4th Grade Kickball game vs. the police.

At the end of the school year, on top of the culminating curricular events, we also have a Preschool Celebration, Kindergarten Graduation, 4th grade Moving Up Ceremony, Awards Ceremony, 4th grade Clap-Out, and a Yearbook Signing Picnic for Kindergarten and Fourth Grade. Parents and families are invited to attend each event. This year, the Shore Regional High School Seniors came to our school for a clap-out and walkthrough video to see their elementary school and their teachers. We maintain a tight-knit community that encourages parents and alumni to visit and come speak with us as often as possible.

3. Professional Development:

We take part in district, regional, and out of district workshops and events. Professional development opportunities range from school safety and anti-bullying (HIB) training to instructional technology and best practices in instruction or teaching social-emotional learning. Professional development is highly individualized and maintained through the teachers' Professional Development Plan and log. Teachers create PDPs (Professional Development Plans) in accordance with the principal and focus on district, school, and individual goals. Weekly, teachers meet as TEAMS (PLCs) with the principal to review data and engage in team-based professional development. Faculty meetings and regional professional

development days also provide a forum for district or school-based learning. Most recently, teachers participated in regional curriculum committees for science, math, and ELA to choose new programs for instructional implementation. Teachers in all grade levels attended regional curricular training based on each program and its instructional background, materials, and implementation. All professional development relates to the New Jersey Standards for Teachers.

Other recent topics for regional or school-based professional development include: School Safety and Security, Danielson's Framework and Evaluation Tool, Flipgrid, Seesaw, Differentiation, Inclusion, Co-Teaching, and De-escalation techniques.

Many teachers choose to take graduate level classes or attend workshops that are offered by the Brookdale Educational Network or the Regional Professional Development group. We are a member of each organization. Many staff members have chosen to take behavioral management coursework lately as it relates to their positions as a teacher or paraprofessional. Some of our teachers are Buncee, Flipgrid, and Seesaw Ambassadors as well as Google Education Certified. One teacher has become certified in the Columbia University STEM program sponsored by NASA.

Upon completing a workshop and/or class, staff members turnkey valuable takeaways and essential learning at faculty meetings and in a written reflection. By sharing and posting information for others to see and learn, we become a more versatile learning environment.

4. School Leadership:

As a school, we focus on leadership as an innate quality that students and staff can exhibit by empowering each person and student to play a role in the big picture of vision and goal implementation for the school and district, as well as an individual learner. The formal School Leadership Team, also known as the School Improvement Panel (SCIP), is comprised of the principal and teacher representatives that volunteer for the position to help implement the evaluation model, provide feedback and input on evaluation and assessment, and make recommendations and plans for future professional development based on needs and goals. Representatives from this committee partake in the larger, Regional Professional Development Committee with the Regional Director of Curriculum and teacher representatives from our region. The region involves three school districts that feed into our regional high school, including Oceanport. This way, we are linked together for the benefit of curriculum and instruction underneath our shared Director of Curriculum. Our superintendent is also shared among three school districts, including the high school. We have a Director of Special Services dedicated to Oceanport Schools whom serves the population of both Wolf Hill School and Maple Place School.

As the lead learner and role model of the school, the principal believes in utilizing every moment possible as a learning experience and teachable moment. Professional growth is the key to a progressive and successful school model. The principal is currently working on dissertation research in social-emotional learning and utilizes positive psychology and mindfulness strategies as part of the whole school model for success. By constantly seeking a student-centered, creative approach to whole school and classroom instruction, students respond with engagement and enthusiasm. The principal truly believes, as Dave Burgess states in *Teach Like a Pirate*, "Provide an uncommon experience for your students, and they will reward you with an uncommon effort and attitude." This goes for adults and children alike. Learning should be frequent, engaging, purposeful, and interesting. Faculty meetings, TEAM (Together, Everyone Achieves More) PLC meetings, and professional development time is spent in purposeful discussion and learning, and there is always a forward look to what future goals are and how they can be met.

The principal also works with the students in small group and individualized situations by running lunch time and recess reading groups, tutoring students after school as part of the whole school intervention program, and providing support on an individual basis whenever needed. Good leaders such as the principal know each student academically, socially, and emotionally, and frequently meet with staff members to review data to have a true picture of student performance and feedback. For example, the principal implements a whole school Summer Reading Challenge in which students partake in a physical challenge with the principal if they completed their projects. This past year, at a Morning Meeting Reading

Pep Rally, students that read the most books in the Summer were able to "slime" the principal in front of the entire school. Past challenges have included the dunk tank, reading selfies, obstacle courses, and soccer kicks with the principal as a goalie. Student engagement leads to more participation.

The Special Education Director and Regional Curriculum Director are shared administrators that add to the administrative and evaluative process of the school, provide for needed regional curricular professional development, and support the goals of the district.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

At Wolf Hill School, we recognize that students cannot learn unless their social and emotional needs are met in a safe, happy learning environment that fosters a positive and engaging learning environment. We embrace the Six Pillars of Character and the Seven Habits of Happy Kids as part of a whole school PBSIS (Positive Behavioral Supports in School) model. We reward students with PAW Power points for demonstrating their Six Pillars of Character and Seven Habits of Happy Kids and honor a PAW Patrol (Student of the Month) at each month's Morning Meeting. Since the Pillars of Character and Seven Habits of Happy Kids integrate EQ (Emotional Intelligence) with IQ (Cognitive Intelligence), our Morning Meetings are the perfect forum for a celebration of both areas of learning.

Whole School Morning Meetings are, above all, a way to honor, assess, implement, create, and celebrate as a school community. The positivity in the room can be felt from the moment that the students and staff walk into the space, and the meeting goals are established and explained by the principal as step one. Each meeting is differentiated to meet the most current needs of the school at that time. We usually focus on learning more about a Pillar of Character or one of the Seven Habits, listen to guest speakers or readers, watch a video or Flipgrid as a group to honor something or someone, reward our Wolf Slip winners and PAW Patrol students, and we always end with a whole school or grade level song, dance, or sometimes even a dance-off! On the same day as Whole School Morning Meetings, we have whole school afternoon read-alouds using Google Meet, in which the entire school logs into a video read aloud and reviews the Brain, Head, and Heart method for reading analysis.

The principal utilizes Google Classroom to send out assignments for students and/or staff related to upcoming Morning Meetings. For example, the whole school wrote an essay on what they want to be when they are older as part of an academic tie-in to Career Day and our Morning Meeting that focused on what it means to Keep the End in Mind and set goals. At that particular Morning Meeting, chosen guest readers read their essays on what they want to be when they are older and other students discussed his/her individual goals since all students are required to create academic and social-emotional goals. Students regularly ask or compete to be chosen to read their work in front of the whole school at Morning Meetings.

Students have written songs, books, stories, poems, and dances, created slideshow presentations and Flipgrid videos for celebration at Morning Meeting. We have honored students, staff members, Veterans, alumni, and guests on many different and specific occasions. Our 8th grade Ambassadors come to our school every year during a Morning Meeting to discuss what it means to be a student-athlete or student-participant in extracurricular activities and to give the students advice as future middle school students. The Ambassadors stay for the rest of the morning and work on kindness activities and lessons with the younger students. We have celebrated events like World Kid Yoga day in which we did a whole school meditation, wore heart-shaped glasses donated by the PTO to "see the world through kind lenses," and practiced some yoga moves as the Yoga Club demonstrated for everyone. This past month, we honored our Academic Enrichment students for their national Math competition after walking through and acting out several bullying/anti-bullying scenarios and finished with a whole school students teaching the teachers how to do the "floss" dance.

We are a strong school community, and the Whole School Morning Meeting gives us the time, place, forum, and creativity to face obstacles, discuss strategies, celebrate our successes, and support each and every individual as a whole school family.