

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):
- 5 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 9 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	72	43	115
K	65	56	121
1	60	46	106
2	57	59	116
3	60	64	124
4	57	56	113
5	70	60	130
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	441	384	825

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93 % White
 - 3 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 4%

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	24
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	28
(4) Total number of students in the school as of October 1, 2016	781
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

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

7. Students eligible for free/reduced-priced meals: 18%
Total number students who qualify: 145

8. Students receiving special education services: 20 %
165 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>27</u> Autism | <u>10</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>27</u> Other Health Impaired |
| <u>18</u> Developmentally Delayed | <u>29</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>46</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5
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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	32
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	15
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	20
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

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%	97%	96%	97%	96%
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.

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

We will be a safe and nurturing learning environment where all students are empowered to discover their strengths and achieve maximum potential in their academic, social, and emotional development.

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

John Foster Dulles Elementary (JF Dulles) is a suburban elementary school that includes preschool through grade five, with 825 students. The community members and families are highly involved in the school through volunteerism and traditions that have been created over the years through the strong partnership with the JF Dulles Parent Teacher Association (PTA). The building has neighbors that are great friends to the school. Green Township Public Library is connected via a walking path from a side door to the library's front entrance. A private local daycare is housed in a district owned facility on the school grounds as well. Local businesses have partnerships with JF Dulles to help support student incentives and staff events. The families of JF Dulles are highly involved in the overall success of their children. This is shown through the high participation rate in PTA, involvement in classroom tutoring interventions and attendance at school sponsored events and performances.

JF Dulles Elementary has many traditions that are highly anticipated yearly events. These include Winter Wonderland (a holiday festival), Moms and Dads breakfasts that occur in late winter, Grandparents Nights for each individual grade and the Ice Cream Social to kick off the school year! Furthermore, we end our school year with a cultural Enrichment Day and a family day at a historical amusement park called Stricker's Grove. From an academic standpoint, COSI on Wheels is an enrichment activity that takes place for two days in the winter months at JF Dulles. National Honor Society student volunteers come from our high school to help facilitate these two fun filled days of science. Everybody Counts week occurs in October followed by a yearly Anti Bullying campaign throughout the school. This week of events helps our students develop a sense of understanding and empathy for their peers with disabilities. It has become the highlight of the week during Everybody Counts that favorite staff members are able to participate in a wheelchair basketball game with competitive athletes from the area that need a use of a wheelchair to function. After the completion of Everybody Counts, the school then works on extending kindness and caring with random acts of good will focused in the month of October. These traditions are successful because of the partnership with the PTA and the community of JF Dulles. Families are an integral part in making these events successful and highly anticipated each year.

JF Dulles is a school that builds its success around inclusion, outstanding instruction, and family involvement. The phrase, "it takes a village to raise a child" is lived daily as our students, teachers and parents work together for optimal student success. Our school community has a significant population of children with disabilities, especially Autism. Because inclusion is a focal point in our daily lives, students learn to work with others who may be different from them and learn to care for their peers in and out of the classrooms. Teachers at JF Dulles Elementary embrace the concept of co-teaching and differentiation. If a person were to walk into the classroom in our building, they may have a hard time knowing who the general education teacher is and who an Intervention Specialist is! This is because the teachers of JF Dulles view all students as requiring rigorous instruction and peer to peer support in order to be successful. Our general education teachers and special education teachers work collaboratively to ensure each student is achieving their maximum potential, which is underscored by our vision statement! JF Dulles is a leader in the district of embracing differentiated instruction. The teachers use data to create flexible grouping among their classrooms. This allows teachers to pinpoint the needs of each student and deliver interventions to help close any gaps. By employing the strategies of co-teaching and drilled-down instruction to meet the needs of learners, JF Dulles helps build academic success.

It is with great pride, that JF Dulles has been awarded the Momentum Award by the Ohio Department of Education in both the 2015-2016 and 2016-2017 school year. This award is given for exceeding expectations in student growth on the Ohio School Report Cards. JF Dulles was also awarded the Battelle for Kids Soar High Progress Award for its exceptional growth in multiple grades and multiple subjects over the 2015-16 school year.

Lastly, JF Dulles is a Positive Behavior Support School and is in its ninth year of full implementation. In 2015 our school was awarded the Bronze Recognition by Ohio PBIS for its high level of implementation and schoolwide behavioral intervention systems. Every student at JF Dulles is able to share our three big ideas in which we live by; "Be Respectful, Be Responsible, Be Safe." This is the framework in which we

build and reinforce our behavioral expectations in every grade level and in all areas of our school day. By having this common message, the entire student body receives the consistent delivery of expectations as they partake in their educational journey at JF Dulles Elementary School.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Our standards based English Language Arts curriculum is centered on the five big ideas of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) and a writer’s workshop model to teach the writing process. To implement the rigorous curriculum, teachers utilize various programs, resources, and instructional strategies. The instructional components of our literacy framework include assessment, interactive read-alouds, shared reading, differentiated small-group Guided Reading, independent reading, and word study. In grades kindergarten through third grade, Fountas and Pinnell Guided Reading is the primary method in which small group reading instruction occurs. The primary grades focus on building skills and strategies to be proficient readers.

In kindergarten through grade five, teachers use the following instructional strategies to enhance learning. Such techniques include: pairing students for shared reading to enhance fluent reading, exposing students to text features in nonfiction work and providing independent reading time daily. In addition, interactive read alouds in primary grades build fluent reading and model strategies that develop comprehension skills. Students are clustered based on Guided Reading levels, fluency rates, decoding accuracy and comprehension skills. Words Their Way is a hands-on learning vocabulary program that again differentiates students based on their learning needs. This program’s focus is on students developing phonetic skills and vocabulary necessary for reading success. Technology is also used in reading instruction. Accelerated Reading (AR) program, RAZ Kids, Interactive Smart Notebook activities and Readtheory are just a few of the different programs incorporated in reading instruction. Grading in reading is standard-based. Teachers use formative assessment to drive instruction and meet students’ needs based on mastery of skills/standards. Summative assessments are used to communicate overall growth in reading fluency and comprehension.

A crucial aspect of the ELA curriculum involves writing in response to reading, expanding our creativity and being able to communicate effectively. Following the Lucy Calkins Units of Study Writer’s Workshop model, students are given direct instruction in writing skills and then engage daily in the writing process. Individual and small group conferencing is the key component in giving feedback to each writer helping all grow in the craft of writing. The workshop model embraces authentic writing within the Ohio learning standards and also shows to students that each are authors in all stages of writing development. Lucy Calkins motto, “Our writing is powerful, our words are gold,” has been embraced by the entire school and has truly become ingrained in us.

Social Studies instruction is integrated into English Language Arts. In primary grades, Social Studies focuses on understanding the community and those who are members of it. As students move through each grade level, there is a shift to our state and country’s history along with world history. From a local perspective in Ohio history, our school is located in the community where the Abolitionist movement was alive and well during the nineteenth century. The historical landmark of the Underground Railroad passage from the south to the north is just a few miles from our school.

Mathematics instruction is mirrored in the lesson delivery concepts of whole group, small group and individualized instruction. Kindergarten through grade five use Go Math as the primary source of the math curriculum. The teachers follow a district curriculum map to help ensure all Ohio learning standards in Math are their focus of instruction. Go Math helps deliver the standards based instruction. Through formative and summative assessments students are then clustered into small groups based on student learning needs. Those requiring extra support work with a small group, are identified through the Response to Intervention (RtI) process. Additionally, those who are advanced and looking for an extra challenge are clustered for math enrichment with a Gifted Intervention Specialist. Students are able to utilize their one-on-one technology for online practice with Moby Math and Ten Marks, which are reinforcement tools that students can use at school and home.

Students in kindergarten, first, and second grade are introduced to science concepts using lessons from Picture-Perfect Science, published by the National Science Teachers Association, which helps teachers and

students deepen their content knowledge and integrate science and reading in a meaningful way. Using the 5-E Instructional Model for science, students explore Ohio's Learning Standards, this learning model allows students to construct their own understanding of scientific concepts as they cycle through the 5 phases: engage, explore, explain, elaborate, and evaluate. Picture-Perfect Science integrates lessons for teaching science that include reading comprehension strategies embedded in each learning experience. These essential strategies can be modeled throughout while keeping the focus of the lessons on science. Our grades three through five science curriculum is delivered through the FOSS Science program, which is inquiry based and uses hands on experiments to grow in understanding of Ohio's Science learning standards. Teachers also incorporate writing into the experiments to record and reinforce the entire scientific method process.

JF Dulles also has the privilege of being the home to the Oak Hills Local School District Preschool. The district preschool model is aligned with the Ohio Early Learning Operating Standards and focus on state Early Learning Standards. The preschool is multi-age (three-, four-, and five-year-olds) and has a ratio of eight typically developing children to eight students with identified disabilities. Through partnerships with Help Me Grow and local daycare/preschool facilities, the preschool staff at JF Dulles are responsible for screening, evaluating and providing services for our youngest learners. The building holds the preschool classes. There are morning and afternoon classes, along with itinerant services, such as speech language therapy, phonology groups and also OT/PT services. Each teacher holds a four-year Early Childhood license along with a pre-k through grade three Intervention Specialist License. The eight to eight ratio of students typically developing to students with disabilities, allows peer role models to help each other meet developmental milestones and early learning standards mastery. Two classrooms of the ten described are Social Communication Units. These classes focus on helping those students with Autism diagnoses and also multiple disabilities that are more intensive in nature.

2. Other Curriculum Areas:

Students in grades one through five enjoy music, art, and physical education as part of a three-day rotation. In each of these specials classes students learn valuable tools and strategies that carry over into the core curriculum.

Art class provides students with ample opportunities to begin to identify their unique abilities and become more cognizant of who they are and how they can contribute to society in a meaningful way. In order for students to gain self-awareness teachers consider the different rates and wide range of learning styles of each student. To foster these differences students are exposed to a variety of materials and techniques (paint, watercolor, oil pastels, textiles, recycled materials, clay, ink, sculpture, printmaking, design, etc.). These varied projects provide a means for students to explore and use their imagination. Students work closely in class and support each other while brainstorming during projects and completing peer assessments. We believe, "Art is a tool students can use to problem solve, share ideas and express themselves."

In addition to visual arts, we have a robust music program. Students in grades one through three enjoy General Music class where they are exposed to a variety of instruments, vocal exploration, and age-appropriate music theory. Each grade level rehearses and performs one musical concert each year. In grade 4, students are able to enroll in Orchestra class to learn how to play violin, viola, cello, or string bass. In grade 5, students may choose to take Band class, where they learn to play flute, clarinet, alto saxophone, trumpet, trombone, or percussion. Students may also choose to continue in Orchestra class or take General Music based on their interests. Regardless of what class students participate in, each group is able to showcase their hard work in a culminating concert.

Physical Education curriculum focuses on state standards which reinforce important lifelong healthy habits. Student learn about their BMI, resting heart rates, importance of daily exercise, along with experiences that help them explore different sports ranging from soccer to bowling. The "Jump Rope for the Heart" fundraiser is a focus each year that helps raise money for the American Heart Association. Also, Track and Field Day is an end of the year activity that each grade level participates in that builds friendship, camaraderie and healthy competition among grade levels.

The JF Dulles Media Center is much more than a place to find digital and library resources. This vital resource is a place for students and teachers to reinforce reading, writing and technology learned throughout the day. Students at JF Dulles visit the school library once a week for 25 minutes with their class. Students are also welcome to visit the library throughout the week on their own. While in the library, students listen to a book read by the media specialist, participate in a discussion about the book, and then have the opportunity to check out a book for the week. Students also listen to book talks prepared by the media specialist and their peers. The librarian chooses books that are topical and also collaborates with teachers to expand on what is being taught in their classroom.

The library also provides opportunities for additional, hands-on, time to engage in creative writing. There are mini writing stations throughout the library that include prompts and seasonal/topical writing suggestions. Students are also encouraged to use spelling stations and work with magnetic letters. Through the direction of the Media Specialist, a student Book Club and a Book Mentor project in collaboration with our district's high school is flourishing.

The library is also the technical hub of the school. Our students in first grade through fifth are assigned a personal Chromebook to use each school year. Students are taught how to use and take care of their assigned Chromebooks. Students also participate in lessons on internet safety. Students can also have their Chromebook operating system repairs done in the library. Staff also use the resources of the library for their tech needs. Lastly, with the leadership of the Media Specialist, trainings in the Google Suite have been offered to both certified and classified staff.

JF Dulles Elementary School has been a leader in piloting a 50/50 Spanish Immersion program in the district. JF Dulles is one of three elementary schools that has successfully implemented a classroom, starting in 2014-15 with a one-way Immersion model in Spanish. Students receive 50% of their instruction solely in Spanish while the other half of the learning day, the instruction is delivered in English. The Spanish immersion portion of the day includes Mathematics and Science Instruction. The Ohio Learning standards remain the focus, while the language of Spanish is spoken through this portion of the day. JF Dulles has a first, second, third and fourth grade Immersion classroom. Last year's third grade class was the first cohort to experience state testing in a content area that was delivered in the Spanish Language only. Seventeen out of 18 students in the class scored proficient or higher on the 2017-18 state AIR Mathematics test. The same results were indicated on the 2017-18 ELA AIR test. Seventeen out of 18 students scored proficient or higher in this subject area, as well.

In 2018-19, the Immersion program will move into fifth grade, as well. In January of 2017, the Oak Hills Local School Board adopted the Spanish Immersion pilot as an official program of the district. JF Dulles remains a leader in this important endeavor to embrace global competency and prepare students for excelled performance in foreign language fluency.

3. Instructional Methods, Interventions, and Assessments:

JF Dulles utilizes a three-tier model of academic and behavioral intervention support to identify and respond to students' needs. Within this model, the expectation is that 80-90% of students will perform in the green (Tier 1), 5-10% in the yellow (Tier 2) and 1-5% in the red (Tier 3). Students in Tier 2 and Tier 3 are identified as needing additional intervention and groups are formed according to need and intensity.

Universal screenings for math, literacy, and behavior are used to identify which students fall into each tier. Currently, AIMSweb curriculum-based measures in literacy and math are administered to all students three times a year. Social, emotional, and behavioral needs are screened each fall using the Strengths and Difficulties Questionnaire. Giftedness is screened for in 2nd-4th grade using the Cognitive Abilities Test (CogAT) and Iowa Test. Students are also identified for ESL services through home language screening and the Ohio English Language Proficiency Assessment (OELPA). In all cases, data is used to identify students who are at risk, determine specific skill deficits, and drive grouping and differentiated instruction.

Data is reviewed at multiple levels. Academic and social-emotional grade level and individual student data is reviewed through Response to Intervention (RtI) meetings held on a regular basis with teachers, school

psychologists, intervention specialists, and administrators. Skill-level data is reviewed at Student Growth Meeting, which are held quarterly after each common assessment to analyze the assessments and determine which skills require reteaching. Individualized RTI meetings are also held with school teams and parents for students receiving intensifying, individualized supports.

Research-based interventions are used to address skill deficits in literacy, math, and behavior. Academic interventions include Leveled Literacy Intervention, KEEP (Kindergarten Extended Education Program), Recipe for Reading, My Sidewalks, Words Their Way, Repeated Readings, Reading A-Z, Orton Gillingham, K PALS, and PALS. Teachers also provide intervention for sight word practice and reteaching. Social-emotional and behavioral interventions include Second Step, Zones of Regulation, Social Thinking, and Skill Streaming. In addition, teachers, administrators, parents, and school psychologists collaborate to create and implement individual behavior plans. Motivating reward systems and increased opportunities for connectedness with adults are put into place, with the goal to increase prosocial behaviors and decrease office referrals.

JF Dulles highly values the inclusion of students with disabilities and emphasizes a co-teaching model. In classrooms with this model, there is a regular education teacher and an intervention specialist. It allows for more intensive supports for students as there are two adults available to answer questions, reteach, and work in small groups. Intervention groupings are flexible, and data is reviewed to determine when students can enter or exit programs based on criteria set by the team. As a Tier 1 support, school-wide intervention time (Johnny Bear time) is provided for 30 minutes daily. Students are placed in groups based on need for remediation or enrichment.

JF Dulles students have many opportunities for wraparound academic and behavioral support through staff and community members. Many classrooms have daily or weekly volunteers who meet with students individually to reinforce skills and provide more opportunities to practice. Students at risk of retention through Ohio's Third Grade Reading Guarantee are provided free tutoring from staff members from February to May. There are also free tutoring options from National Honor Society high school students as well as paid opportunities from Oak Hills teachers. From December through February, the Oak Hills High School basketball team comes to JF Dulles weekly for the Basketball Buddies program. Over 20 elementary boys are paired for a one-on-one tutoring and mentoring relationship with a high school buddy. The boys do homework, play games, and get to see their buddies play in a basketball game. The students and players really enjoy it!

Academic progress is also monitored through the district's common assessments (created by teachers, based on Ohio Learning Standards), Fountas and Pinnell Guided Reading Levels, and weekly AIMSweb progress monitoring for at-risk students. Behavioral progress is monitored through teacher-chosen classwide behavior monitoring systems as well as individualized behavior plans.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

A system of Positive Behavior Interventions and Supports (PBIS) is the “DNA” of JF Dulles. Starting the first week of school, each classroom goes over the expectations for being safe, responsible, and respectful students in every area of the school building, as well as with technology and online. Students earn “Power Paw” stickers for demonstrating expected behaviors and add their name to the Johnny Bear Bingo Board near the front door. Fifteen to 20 Bingo winners are chosen for special prizes at the end of the month. In addition, students are recognized on the morning video announcements, at lunch, or over the loudspeaker. Throughout the school year, students are reminded of the expectations through booster lessons, PBIS videos, and repetition from staff.

Staff members are recognized as well! Every other Wednesday, parent volunteers travel around the school visiting select staff members with the “Woot Woot Wagon.” Staff can choose 2-3 prizes and receive a kind note from students. Through this weekly event, it is the goal for the parent volunteers to help staff feel valued for their daily efforts. Teachers and staff are also acknowledged during monthly staff meetings with the Johnny Bear Spirit Award. This award is given to a staff member who has exemplified servant leadership by helping students and their colleagues. Furthermore, the staff holds several breakfast and lunch events each school year to honor one another. This is a time when colleagues share their dedication to the children and families of JF Dulles Elementary. These events allow the staff to come together and celebrate the daily successes occurring each day. Through these meals, the entire staff has the opportunity to thank one another for the work being completed to achieve student success.

The JF Dulles fourth and fifth graders in particular are challenged to demonstrate leadership and responsibility in the school. Many fourth graders participate in the Green Team, which recycles paper from classrooms and offices weekly. Many fifth graders participate in the Dulles Leadership Academy (DLA) and Safety Patrol. These students help by escorting younger students to their classrooms in the morning, raising and lowering the flag, helping monitor the bus lines, and welcoming new students at the yearly Welcome Breakfast. DLA members also help the day start off right with the morning announcements, which they write, lead, and record in a “news-style” video that focuses on student news and achievements.

A number of supports are in place for students experiencing emotional challenges at home or at school. JF Dulles employs two full-time school psychologists for grades K through five and one school psychologist for the preschool. The school psychologists are available to support students through one-on-one check-ins, small group counseling, “lunch bunch” social groups, and emotional or behavioral de-escalation. All students are screened through the Strengths and Difficulties Questionnaire in the fall, and the school psychologists use the result of the screener to ensure that students experiencing difficulties receive an appropriate intervention. This year, JF Dulles also houses an on-site counselor from Cincinnati Children’s who is able to provide clinical diagnoses, counseling, and outside referrals to children and families experiencing significant mental health needs.

School support is primarily about connection with others, and JF Dulles provides multiple opportunities for kids to connect with their peers, adults, and the school through school-based clubs and programs. These include both social-emotional and mentoring based groups such as Basketball Buddies Program and Girls on the Run, academic opportunities such as STEAM Club and E-Kids, and enrichment opportunities such as Running Club, Book Club, and Art Club.

2. Engaging Families and Community:

With the continual collaboration and support of the PTA, JF Dulles Elementary is able to embrace the community in a variety of family events. The school year begins with an Ice Cream Social to kick off the school year. This includes grades one through five families and friends. The Kindergarten team hosts a “Surfin into Kindergarten” Night, helping our newest community members feel welcome a few days prior to the start of the school year.

Staff and PTA have hosted such traditions as Trunk or Treat, Winter Wonderland and Moms/Dads breakfasts annually. Historically, these are an important part of JF Dulles and are anticipated events to welcome families each year. In November, the focus shifts to providing food and clothing for our entire district. In December, the Caring and Sharing Tree provides clothes and presents to our children in need while also providing siblings/extended families with holiday gifts. Our Caring and Sharing program has grown into an additional philanthropic group, "Families helping Families," which is a committee in PTA that was born in response to the needs of our changing demographics. This group has provided breakfast to our needy students, hygiene items and clothes for students. As the need has grown, our community has met the challenge by providing for the less fortunate, but no less loved members of our school family.

In the past several years the "Walkathon" has been a huge fundraising success for the JF Dulles PTA. This past year, \$30,000 was raised. These funds will allow for spending allowances on needed items to be given to each teacher and related service personnel. This event supports learning experiences like COSI on Wheels, Everybody Counts and a yearly cultural Enrichment Day. These events are often the highlight of our students school year, providing more hands on, exploratory learning.

The JF Dulles "Read A Thon" recently wrapped up with a hugely successful push to incorporate reading for joy in our daily lives. Students had monetary sponsors to help our school raises money for the PBIS reward program, while helping us grow our love for reading. Over \$10,500 was raised in this week-long event!

Last spring, our dynamic art teachers provided a fundraiser called "Cookies and Canvas." The teachers provided a night of learning to paint as a family and create art pieces that families will treasure. Simultaneously, this event raised money for our talented Art Club. This is continuing again in the spring of 2018 due to its tremendous response.

Philanthropy is embedded in the JF Dulles caring culture. Teachers have volunteered for the past 10 years to organize and lead such events as "Jump Rope for the Heart" (American Heart Association), "Pennies for Patients" (Leukemia Society fundraiser) and a district fundraiser called "One Hope, One Heart." By sponsoring a volleyball team in "One Hope, One Heart," JF Dulles helps the Oak Hills Local School District raise money for families who have experienced a catastrophic event in the past school year.

As described, all of these events are only possible through the incredible dedication of our teachers and volunteers. In fact, volunteerism is at the very core of JF Dulles's success in academics and building community. Volunteers go beyond the enrichment activities and help in daily reading and math skills practice to help students stay or grow to grade level work. The recruitment of families to be volunteers is accomplished through a collaborative partnership of the PTA Executive Board, Administration and teachers. Together, we work to communicate via social media, school and teacher websites, and principal generated email and text messages, all of the opportunities to get involved. Teachers use their Open House evenings as opportunity to have parents sign up for different events and volunteer roles. Furthermore, a volunteer coordinator for PTA recruits lunchroom, library, and tutor helpers for the entire school.

3. Professional Development:

The mission of Oak Hills Local School District Professional Development is to increase the knowledge and skills of staff to maximize student achievement and growth. The professional development of all staff at JF Dulles is aligned with district goals and standards. There are five full days spaced out throughout the school year for district wide professional development which is differentiated for all staff members. These days allow for all staff members to share best practices, analyze data, and create an environment where all students can reach their fullest potential.

Building level professional development is a priority at JF Dulles. Five half days a year are devoted to building level professional development. All staff members are assigned a Professional Learning Communities (PLC) that have been created based on building problem solving sessions. Professional Learning Communities include: facilities, lunch, recess schedule and duty, safety - positive behavior

support and adding digital citizenship to the PBIS matrix, technology - digital citizenship, staff development - Units of Study Writing, community relationships - walk a thon, business partners, read a thon, and student growth. In staff meetings, this time is also utilized for professional learning. These monthly meetings allow for extended grade level planning, finishing work of the PLC's and/or following up on district initiatives.

Student Growth Meeting (SGM) development and implementation has been a focal point of professional learning. In English Language Arts and Math, each grade level plans and implements Student Growth Meetings after common assessments are given. Teachers analyze results from common assessments to determine next steps of instruction. Students are also identified for interventions through these meetings to improve skills and meet standards.

Administrators also are partners in district professional learning goals. The district administrative team is participating in work to continually improve such processes as student growth meetings and the RtI system. This in turn, flows to our buildings, like JF Dulles, through staff discussion and learning to grow in these processes. The ultimate goal of administrative and teacher professional learning are identical; maximizing student academic achievement and growth.

4. School Leadership:

A Building Leadership Team (BLT) helps navigate the work of the building's vision. The members of this team incorporate the unique talents of staff to share leadership. Each grade level and area of service is represented in the BLT. Helping to build consensus and gather ideas on how to go about presenting information and building ideas on staff learning is a key goal of the BLT. Most importantly, this team gives a voice to share ideas on how to grow as a school community both academically and culturally. The BLT meets every six weeks and follows an agenda starting with follow up from the previous meeting and discussion about the general concerns and needs of the school.

The JF Dulles Preschool team also implements the principles of shared leadership as evidenced by our recent STEP UP TO QUALITY rating. In the fall of 2017, the preschool team was awarded an ODE "5" STAR Rating based on the overall work of staff development and quality instruction of our youngest learners.

OHEA is the teachers' association of the Oak Hills Local School District. The teachers' association plays an integral role of understanding staff needs along with giving staff a unified voice when working in areas of the teacher contract and district/building initiatives. Administration and building representatives work together to continue positive relationships and bridge common communication among the staff. Through monthly meetings to build a bridge of communication and hearing the needs of both the staff and students in the school has evolved to be an important component in a healthy school morale. This positive relationship has led to the development of the grade level "fireside chats" that are occurring every six weeks. These discussions proactively provide communication for grade levels to talk with administration about any issues or ideas that may benefit in the positivity of the overall school community culture.

Shared leadership is also exemplified in grade level Student Growth Meetings. Within these data driven meetings, teachers take the lead in the discussion about their students and areas of strength and weakness based on assessments created by the teachers district wide. The meeting has specific roles designated by the teachers. The focus of the discussion then comes full circle about re-teaching and other means to gain student mastery of standards.

Staff members lead the school in daily activities along with school and district wide professional learning initiatives. Teachers have implemented the daily announcements live on YouTube, along with other learning events such as Mentor Book Projects and starting the JF Dulles Read A Thon. Several JF Dulles teachers are stand-out members of the district Literacy Leadership Team and have led the entire district in professional learning surrounding Writers Workshop. These teachers have implemented Learning Lab Sites that open their classroom door to their colleagues coming for peer observation to showcase high quality instruction. Several other teachers are leading the JF Dulles staff in adopting Edulastic as an assessment

management system. These staff members hold “office hours” to teach fellow staff in using this important data tool.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Differentiated instruction based on the academic needs of students is the focus of how teachers structure small group instruction. After teachers implement whole group mini lessons, they then focus on drilling down to student needs based on assessments. Teachers then assemble small group instructional time that allows for specific learning needs to be met for each student. While this is occurring, either learning centers, DAILY five learning activities or other independent learning activities are in action. These, too, are focused solely on the Ohio academic standards to ensure mastery for student success.

Teachers have also embraced the model of flexible grouping during RtI time (or No New Instruction Time). The teachers in fine arts/fitness education/music education then move to different grade levels to help either enrich or progress monitor for various grade levels. This allows for some students to receive intervention, some to receive grade level practice and others to receive enrichment activities. Since classroom teachers are trained in Tier 2 and Tier 3 academic intervention, the more intensive small group work is led through their instruction and assessment.

The instructional team at JF Dulles Elementary focuses on an inclusion model and embracing the concept of Least Restrictive Environment. Grade level teachers and administration create class lists together that allow for the clustering of students with disabilities to be inclusive members in their grade level classrooms. This also allows for students with disabilities to be exposed to and included in grade level work, which in turn, reinforces the demand for rigorous instruction and assessment for the entire JF Dulles student body.

A key to the academic success at JF Dulles is founded in the concept of learning for all. Through using assessments and the data it provides, teachers understand the needs of their learners. This in turn helps drive instruction and provides both the student and teacher understanding where successes are and where learning gaps need to be closed. We take a team approach and bring together general education teachers, special education teachers, resource personnel and administration. We work together to help students fulfill the needed instruction to help them take the next step in their journey of learning.