

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
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - 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	0	0	0
K	46	29	75
1	48	39	87
2	45	40	85
3	43	39	82
4	41	40	81
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	223	187	410

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % 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: 5%

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	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1, 2016	419
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

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

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

7. Students eligible for free/reduced-priced meals: 37 %
Total number students who qualify: 152

8. Students receiving special education services: 19 %
78 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>12</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>11</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>22</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>26</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>2</u> Traumatic Brain Injury |
| <u>3</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: 2
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.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
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 21:1

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	95%	95%	95%	96%	95%
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.

An exceptional community, one exceptional school, together creating excellence for all.

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

Hazel Harvey Elementary School is located in the Chippewa Local School District, home of the “Chippewa Chippis”, strong traditions and “Chipp Pride”. We are located in the small Village of Doylestown, which also encompasses Chippewa Township, a rural community in the northern most part of Wayne County with a population of 13,353. Hazel Harvey Elementary School was built in 1956 and named after long time district elementary principal and superintendent, Hazel Harvey. Our district is composed of three buildings: Hazel Harvey Elementary (K-4th), Chippewa Middle School (5th-8th), and Chippewa High School (9th-12th). Our building has been part of the community for 62 years, while also maintaining a sense of “home” to many in the community and the approximate 410 students currently served. Ninety-seven percent of the staff has four or more years of teaching experience, while 16 years is the average. Our staff is dedicated to life-long learning for themselves, as 100 percent are highly qualified to teach the content for which they are assigned and 73% of the teachers within our building have earned their master’s degree, reading endorsement or higher educational credits beyond a master’s degree.

Within the Village of Doylestown and Chippewa Township, our schools truly are the heart and foundation of the community. Having very little business revenue, tax base and struggles with economic development and growth in the community, the Chippewa Local School District is the largest employer, employing roughly 160 staff members. Our school district is primarily funded through local taxes that fall directly onto the backs of our community members and families, which many are the same families that have children qualifying for our free/reduced lunch programming, based on poverty levels. Thirty-eight percent of the students at Hazel Harvey Elementary participate in the National School Lunch Program (NSLP). Due to this percentage of poverty level, Hazel Harvey Elementary qualifies to be a Title I school. Some of our students come to us each day from non-traditional family structures, single parent homes, and grandparents raising grandchildren. Our building represents the memory and traditions for those who currently have children/grandchildren in the school, as many of them were educated in the very same classrooms. While there are many different and new faces, the building itself still looks very much the same. Hazel Harvey Elementary is an atmosphere that is welcoming to all that enter through our doors, where guests are greeted with a smile and addressed by name.

Hazel Harvey Elementary acknowledges and appreciates the partnership we maintain with our families and community members. We could not function in such a positive manner without this layer of support and collaboration. Every day we have parents, retired teachers and community member volunteers come into our building to provide assistance with our staff and students. This can be seen in the form of cafeteria helpers at lunchtime, preparing instructional materials for staff, and reading and practicing sight words or math facts with students through our MOST (Mentoring Our Students Together) mentoring program. Our school works closely and diligently with our community and families. When there are students and families in need, our school acts as a liaison between the community or resources necessary to locate and provide the essentials to the family. We have been able to feed families on weekends and through the summer with our “Backpack Blessings” program, and have also partnered with a local family who owns a printing business to provide clothes to our neediest families. Community members help our students and families at the holidays through dinners provided by local churches, the “Shop with a Cop” program with our local police department, and “Share a Christmas” which provides gifts for our neediest students. Our building provides a location for holding local Boy Scouts and Girl Scouts meetings, youth sporting practices, women’s recreational volleyball, Lion’s Club Meetings, Safety Town, and community outreach opportunities (food and clothing distribution). These community partnerships exemplify the importance and commitment to having and maintaining positive interactions with and supporting one another through the learning process.

The solid curriculum and instructional practices at Hazel Harvey builds a strong foundation for our students. Ahead of its time, Hazel Harvey has offered a full day kindergarten program since 2003. In addition to rigorous instructional strategies for all students, there are staff members trained in Orton-Gillingham to provide additional multi-sensory strategies for students with specific learning disabilities, dyslexia and any others struggling with phonics, decoding and early reading skills. In utilizing common assessments throughout the school year, we are able to provide appropriate instruction to each student, in an environment paced for their learning needs. Students are flexibly grouped for reading and math to allow for small group

and individualized instruction. Interventions are built into the instructional general education setting, with the intervention specialist co-teaching with the grade level content teacher.

Hazel Harvey has been named a State Superintendent's School of Promise (2011, 2012, 2014) and a High Performing School of Honor (2012, 2014), while maintaining "A's" on the state report card in Achievement and Gap Closing (2015-16, 2016-17). Over 86% of students passed the state tests in the areas of ELA, Math and Social Studies, while consistently receiving an "A" for Performance on the state report card throughout the last five years. By utilizing best teaching practices and committing to excellence, our students have high levels of engagement and continue to grow. The strong academic performance by our students is a direct reflection of our rigorous programming. While we continue to have students enter our doors with a wide variety of needs, deficits, and learning styles, our students maintain high levels of achievement through the teaching practices and positive mindset of staff and students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Hazel Harvey Elementary has a standards-based curriculum aligning to Ohio’s Learning Standards and the Common Core State Standards (CCSS). Grade level teams created content specific curriculum maps for instruction throughout the year. Our curriculum is a composite of several series/programs with teacher created resources to supplement and provide instruction effectively. Vertical grade level teams meet to review curriculum and pacing needs, and determine timeline alterations for mapping. A Mastery Learning model is utilized where all children are provided instruction at their level based on pre-assessment and ongoing data collection. This model allows for pacing to be appropriate for each learning modality and ability level where every student has the opportunity to demonstrate mastery at their pace and through a variety of methods, with re-teaching taking place to ensure full learning of each concept.

Hazel Harvey’s reading program has multiple factors designed to meet each student’s needs. Our priority is to provide students with the skills, strategies, and passion to become effective readers and writers. In grades K-3, we ensure all teachers are highly qualified to teach reading in accordance with Ohio’s Third Grade Reading Guarantee. Hazel Harvey implements a balanced literacy approach to teaching English Language Arts (ELA), incorporating reading, writing, and word work. Through the use of differentiated small group instruction and flexible grouping, teachers are able to provide effective instruction to all students regardless of their reading levels and abilities. Groups are created based on multiple data points, to ensure that needs are being met. These groups are also fluid, allowing students to transfer instructional settings as their needs change transform and growth is shown through progress monitoring. Our goal for each student is to master phonics, spelling, handwriting, vocabulary, high frequency words, and fluency. These are foundational skills and building blocks for success in ELA. During our guided reading block, instruction includes whole-class teacher modeling, small group/student pairing, and independent practice, following the “I do, we do, you do” gradual release model. Teachers utilize close reading and model how to cite text evidence making the text the expert when inferencing or finding information from the text, rather than having children respond to text based only on personal experience and prior knowledge

Our mathematics curriculum is also composed of multiple programs/series, all which spiral through the years, offering multiple introductions to concepts for students and providing opportunity for exposure before having to demonstrate full mastery. Our mathematics instruction has varied elements that include a school-wide math fact mastery program. To assist with the more abstract concepts, hands-on activities and learning centers are an integral part of our math instruction allowing for understanding of higher level and abstract concepts. Math manipulatives provide a kinesthetic opportunity for children to learn and are used in all grade levels. Math instruction is enhanced through the integration of technology in the lesson. Students use interactive white board lessons, online supplemental materials and apps, and grade level chrome book labs.

Many science and social studies standards in grades K-3 are covered through non-fiction texts and content specific texts within the ELA block. The science and social studies curriculums are based on the Ohio’s Learning Standards and are composed of leveled texts to support the content, Scholastic News, Mystery Science, Discovery Learning/United Streaming, teacher created and designed resources, as well as a grade level textbook series.

The social studies standards include collaboration, cooperation, communication and sense of community. Within all of these early social studies standards, a key component is character building and leadership skills. In all areas of learning, we encourage students to think on a higher lever through questioning strategies that require deeper thinking in multiple content areas.

In science, one of the largest, most common skills covered is requiring students have problem solving skills, and a better understanding of scientific processes through the use of their questioning and seeking answers. Students develop a better understanding of how the world works through application of the scientific method and engage in hands-on experiments to test their hypothesis, through predictions, testing, and making conclusions.

In 2016, Hazel Harvey was recognized as a “Wild School Site” by the State of Ohio Department of Natural Resources Division of Wildlife for its work establishing an outdoor education setting/classroom for students, having demonstrated informed, constructive action to benefit people, wildlife and the environment on the school grounds, and keeping students involved in planning, designing, implementing, and maintaining the outdoor habitat. This outdoor habitat includes an all-seasons garden, a compost site, beaver dams, bird feeders, and water and soil conservation area. This school year, a Hazel Harvey 2nd grade science teacher was recognized as “Educator of the Year” for her instruction and hands-on learning in the area of water and soil conservation.

Hazel Harvey has partnered with The University of Akron and Dr. Roketenetz aka “Dr. Rocket”, who frequently visits our building to provide hands-on lessons with students in the area of nature. Through this partnership, our students and staff take field trips to local field stations which extend student learning in the areas of science and social studies.

2. Other Curriculum Areas:

Students at Hazel Harvey Elementary School participate weekly in four specials classes, with a fifth day of specials in one setting or another on a four-week rotation. Each week, the students (K-4) have a daily 40-minute block in either art, music, physical education, or technology. Monday through Thursday follow the same schedule weekly, with a different rotation on Fridays. In each of these specials classes, the teacher’s curriculum is aligned to the current Ohio Department of Education state standards. Additional time is provided throughout the week for students to visit the Hazel Harvey Library with their teacher and check out books, while also learning about where to find the different genres within the library. At Hazel Harvey, students participate once a week in Physical Education, where they engage in activities that align to the PE standards, but also learn about basic health and nutrition. Within the activities and instruction of PE class, students must be able to participate to understand and maintain physical fitness, but also to know and understand the importance of teamwork and being a part of a team. Students participate in a variety of different team building activities and learn the rules of different sports (soccer, basketball, baseball, kickball, track & field) and then engage in variations of these activities throughout the school year. Through proper instruction, modeling and feedback, students learn life lessons in problem solving, collaboration, sportsmanship and personal goal setting and achievement. Students participate in pre/post-assessments to evaluate growth throughout the year. They also have beginning, middle, and end of year data points to see their ability and growth with physical tasks/activities. These are recorded and reported to the state for specific grade bands, and are aligned to specific standards. Our PE teacher has partnered with our PTO in planning our annual “Walk-a-thon”, where students receive pledges before participating in the school-wide 2-mile walk. A culminating event for students in grades 1st-4th is the “Mini Olympics”, which consists of track and field style games/activities on one of the last days of school. Families are invited to attend and observe as students compete against their peers in specific events. Through participation and instruction in PE class, students practice and enhance many essential life skills.

Our music education program is designed to allow for our students to have knowledge of and awareness that music can be a part of their lives forever, that everyone can participate in music in some way or another, and develop an appreciation for the world of music. Students are instructed on how to read and write music, understand rhythm and beats, and how to listen for tone and pitch. Students are taught how to listen to and critique music, nurturing their skills as future performers, creators, listeners and evaluators. Instruction in music class demonstrates how music can be a part of many school subject areas (math – rhythm, beat, vibrations; History- composers, instruments of the times). It is important for students to realize that music can be traditional or non-traditional. Anything can be used to as an instrument for creating music, it is up to the person creating the music to determine what other tools will be needed to complete the harmony. Students have hands-on experience with the following instruments throughout their elementary music instruction: boom-whackers, bongos, drums, xylophones, hand chimes, hand bells, triangles, cymbals, beat sticks and recorders. All students in grades K-4 participate in music programs by singing, acting, dancing, and playing instruments. 3rd and 4th grade students have the opportunity to participate in our after-school choir program, which is the only extracurricular activity offered at the elementary level. This year we had 78 students participate in this opportunity, which was about half of the 3rd/4th grade students. Our

elementary music program works to instill within our students a love of and appreciation for all music, so they will continue to seek opportunities to engage in musical activities as they get older.

Technology is incorporated and integrated into many content areas and aspects of the school day. With the expectation of the state of Ohio for all students to participate in state level/mandated assessments online, it is crucial that students have a basic knowledge and skill set pertaining to word processing and 21st century technology. Students must know how to type, word process, research, navigate and manipulate items on the computer screen (drag/drop, scroll within a scrolling screen, mouse skills), and present a final product to a group. Students have access throughout the school day to chrome books, tablets/iPads, and two full computer labs. Once a week, students attend a technology special, where the curriculum and instruction follows Ohio's Learning Standards for Technology within grade bands K-2 and 3-5. General Education teaching staff utilize technology frequently within their lessons and classrooms (one chrome book cart of 30 devices per grade level, individual desktop computers within classrooms, and interactive white boards in each classroom), many times engaging students in online resources that enhance the learning process, while also requiring application of technology skills.

Art instruction is provided to all students in grades K-4. Students are introduced to new ideas and ways of seeing and thinking about art, what people consider art is different from person to person. Art can be seen everywhere in our daily lives. The goal of the art program at the elementary level is to instill a love of the arts. Art is not just drawing or painting, however, we include both of those within the instruction for the year. Students are engaged with and enjoy hands-on experience with sketching, drawing, painting, oil pastels and sculpting throughout the year. Students learn about basic art history and are introduced to artists who have had an impact on culture, starting with those that inspired the "Ninja Turtles" (Leonardo, Donatello Raphael & Michaelangelo), which the students can relate with, as well as Van Gogh, Picasso, Monet, Seurat, Diego Rivera, Andy Warhol, Salvador Dali and George Rodrigue. Learning about the culture, daily life, and process for which art was made throughout history is then coupled with the students creating their own art projects that mirror the art of those times and artists. Student art work is displayed through the school on the walls of the hallway, in the display case at the entrance, at the annual Wayne County Fair, where the children's work is then evaluated and judged for prizes, at the Wayne Center for the Arts and the Tri-County Art Show.

3. Instructional Methods, Interventions, and Assessments:

Student growth and achievement are a priority at Hazel Harvey. To best serve our students and ensure that we meet the needs of each learner, we effectively utilize common assessments to identify student need and determine instruction. Formative and summative assessments have been developed locally to ensure the CCSS are being taught with fidelity, while maintaining the ultimate goal of student mastery. Student Learning Objectives (SLO's) are determined and implemented each year to evaluate student growth measures (SGM). Teachers use these learning objectives and growth measures as part of their annual evaluation and reporting to the state for individual instructional effectiveness. If mastery of skills is not met, students are given opportunities for re-teaching and targeted interventions.

Our staff uses a variety of research-based assessments, including STARS Reading and Math Enterprise through Renaissance Learning, Developmental Reading Assessment 2, IOWA/CogAT, and Kindergarten Readiness Assessment (KRA) to record benchmark scores throughout the year. Additional ongoing progress monitoring takes place for our at-risk students every 4-6 weeks throughout the school year. Other local common assessments are used to collect data as well for fluency, comprehension, and individual growth in the areas of reading and math. The assessments, when analyzed effectively, provide essential information in planning for differentiated instruction. Data driven decision making is part of daily conversations for Hazel Harvey teachers and staff, while the individual growth of each student is closely monitored.

Student goals and plans are put in place for all of our identified students, which include those on Individual Education Plans (IEP), Reading Improvement Monitoring Plans (RIMP), 504 plans, and Written Educational Plans (WEP). Each identified population has a plan in place that is reported quarterly to parents, communicating progress and next steps. In targeting all populations, we can closely monitor the progress and growth of all students, and continue working to close achievement gaps. Every 4-6 weeks, grade level

teams, intervention specialists and Title staff are involved in data driven meetings with the district school psychologist, Special Education Director, and building principal. These RtI (Response to Intervention) meetings document student specific data and intervention effectiveness in an online database that can be viewed by any staff member at any time. Only specific personnel (School Psych., principal, Spec. Ed. Director) may edit the database, so as to maintain consistency and fidelity with the process.

The entire Hazel Harvey staff is committed to student success at all levels with intervention and reassessment opportunities to ensure student mastery of material in all subjects. In growing students, we must make sure to extend thinking and effectively grow our highest-level learners. This is not always an easy task, as many children who are truly gifted are not always the most motivated. Typically these students have mastered tasks easily, so when enrichment and higher-level thinking is required, it can cause children to shut down or withdraw when the rigor is increased. We have had to raise the rigor from the very beginning for our students showing mastery of grade level skills on grade level common assessments. Our staff is prepared to allow for enrichment and pacing through our flexible grouping of students for daily ELA and math instruction. A quote from our gifted intervention specialist when surveyed about our mission includes, "We are working hard to help every child succeed. We have interventions in place for all students, from those with the greatest need to those identified as gifted, in all grades. It is great to see all children learning at their own pace and level."

Instructionally, our staff apply consistent strategies and teaching practices across all content areas, and continue this vertically from grade level to grade level. Teachers provide direct instruction in a whole group, small group and 1:1 setting, implement project based learning opportunities, and offer hands-on learning activities with manipulatives to reach and meet all learning styles and modalities. Daily, learning targets/ "I Can" statements are communicated and posted so both teachers and students can participate in discussion around the target and progress made towards the learning for the day(s).

Flexible grouping of students based on current data allows for teachers to maximize their time with instruction that meets the needs of the learners within the classroom, while differentiating within one quintile rather than for multiple in the same setting. Students showing a need for a slower instructional pace and immediate interventions are placed in an instructional setting with a general education teacher paired with a Title I teacher, to allow for maximized time with small instructional groups. These classrooms are rostered with less children than the classrooms with students performing at an average or higher level of skill and ability. Core curriculum is still followed in this setting along with offering daily intervention to assist in closing gaps. Students with an IEP are placed where they achieve and receive intervention services based on their specified plan and documented needs. Intervention specialists assist students in the general education setting, following a full inclusion model of instruction. This allows all students, regardless of deficit or category of disability, to have exposure to grade level instruction, while also having immediate intervention and modifications as needed. This is a priority since all students are required to complete state level assessments for grade level content.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Hazel Harvey Elementary, we believe that a positive climate and culture promote high levels of collaboration among staff, and in turn lead to student learning and motivation to succeed. A climate and culture that is positive allows for all students and staff to feel safe, secure and an active and important part of our Hazel Harvey community. Our entire staff (teachers, aides, office staff, custodians, support staff, cafeteria workers) look out for our students and ensure that their needs are being met. A shared belief that the staff hold is the importance of feeling welcome and important. Hazel Harvey Elementary is a warm and welcoming atmosphere for all that enter through our doors. Our mission is to welcome and treat all as guests, whether it be the students, parents, substitutes or community members. Upon entering our building, guests are greeted with a smile and addressed by name. Every day, even if just passing by in the hallway each child is addressed by their name, multiple times and by numerous staff members. This is a common practice at Hazel Harvey Elementary.

At the beginning of the school year, we have an assembly to kick off our year, but also to review our building expectations for all students and staff. During this assembly, we review our visual voice level charts that hang throughout the building and specify the voice level for that setting. Students know and understand the levels of this system and can be seen in the hallways holding up a “0” while walking to and from classes. At this assembly, we also review our Hazel Harvey Pledge, which focuses on three main components of character: Respect, Responsibility, and Effort. At Hazel Harvey, we want to find and focus on the positive, so we practice good habits daily so they may become a part of our daily lives as we continue to grow. This all plays into our building level PBIS (Positive Behavior Interventions and Support) system. Common behavior expectations and a clip chart are utilized. Throughout the days, weeks, and school year, the Hazel Harvey students are recognized for their efforts in following the school rules and showing they are practicing their Hazel Harvey Habits. When recognized, students get to bring their “Positive Office Referral” to the main office to see the principal and pick out a “Proud to be a CHIPP” prize. These prizes include “CHIPP Pride” water bottles, tumblers, lanyards with key chains, and drawstring sacks. These referral forms are signed by the principal and sent home with students for parents to see their positive acts at school.

Teachers and staff are appreciated and shown that input is heard and validated through both staff meetings and our Building Leadership Team. Staff surveys are used to collect feedback about what has gone well, not so well, and what could be changed/implemented to make things go better from year to year. Staff feel comfortable asking for assistance when needed, such as with mentoring or supplies/materials for learning activities, and are proactive in communicating concerns or questions to the principal in regards to students and our school. Communication with staff is frequent, fluid and two-way through email. Weekly, an email is sent out to staff highlighting the next two weeks events, so all are informed of what is coming up. These events are also on the Hazel Harvey Google Calendar that is shared out with all staff at the beginning of the school year and can be edited at any time throughout the year as events are planned and added. Teachers are highlighted as “Staff of the Week” at Hazel Harvey on our Facebook page. Within this highlight are little bits of information provided by staff members in relation to: their position at Hazel Harvey, favorite color, favorite food, favorite ice cream flavor, favorite children’s book, favorite hobbies, place they would most like to go/visit, and why they love Hazel Harvey Elementary. Bi-weekly on “Payday Fridays” the principal provides donuts for staff as an appreciation for their work with our students. Periodically through the year luncheons are also provided, just as a surprise and appreciation of the staff. Staff are also honored during Teacher Appreciation Week through generous acts and gifts from PTO and special attention and treats provided by the building principal.

Daily, we start off the school day with morning announcements delivered by our 4th grade students. These students come to the office and find the information for which they will announce and share with the school (weather, lunch menu, staff and student birthdays, special announcements, student award winners, positive office referrals, etc). Once the information is presented, the students lead the school in the Pledge of Allegiance followed by our Hazel Harvey Habits Pledge. At the end of these announcements, the two 4th

grade students remind the entire student body to “have a great learning day, CHIPPS!”. This helps set the tone for the whole day.

2. Engaging Families and Community:

Hazel Harvey Elementary acknowledges and appreciates that partnership that we have with our families and community members. This partnership is paramount to our student success and leading school improvement. Parents and families have the opportunity to participate in a variety of ways at Hazel Harvey to support their own children and all of our students. Parents come in to have lunch with their child(ren), volunteer in the lunchroom providing assistance to students, make copies for teachers, prepare materials for classroom lessons, send in supplies for classrooms and special activities, volunteer in our MOST mentoring program, buddy read with students, and attend classroom parties and field trips. A parent group from a local church generously prepares and donates breakfasts for our 3rd and 4th grade students on days that they have state testing. This is up to 10 mornings a year, with 80+ students in each grade level. We show our appreciation through hand written thank you notes from each student that are then mailed to the church for the special women who helped prepare our nourishment.

Families are provided frequent communication regarding their child’s academic progress, behaviors and information about upcoming events in the class. Teachers communicate using classroom newsletters, daily behavior logs, daily take home folders, email, online grade books, online classrooms/Google Classroom, progress reports, quarterly report cards, phone calls home, and parent/teacher conferences. Throughout the year there are numerous opportunities for our families to be partners in education with our staff and administrators, including: Open house nights, PTO meetings, Title I nights, family movie nights and our carnival. The Hazel Harvey office communicates also with the families through monthly newsletters, building updates, and mass texts and emails using Message Made Easy.

Our Hazel Harvey PTO is a fundamental component of our success. The partnership between parents and school is a vital part of our school community. We recognize that our parents are our greatest supports when improving our schools. Parent/family support is encouraged always, especially when trying to accomplish so many tasks. The PTO coordinates our classroom holiday parties, the carnival, Santa Shop, Holiday “Drop and Shop”, Walk-a-thon, and fundraising efforts. Our PTO has made many generous contributions to our school, so we can better serve children and keep them safe. Last year, in collaboration with the principal, our PTO funded school-wide walkie-talkies. This resource is used in many situations including fire drills, safety drills, end of day dismissal, recess, and field days. The PTO has made playground purchases, updated furniture in the building, provided funding for technology in the building, and gives countless amounts of money to support the teachers and students. Each year, the teaching staff are given \$5 gift cards at Christmas and during Teacher Appreciation Week, as well as \$100 per teacher to spend over the summer on supplies needed to start the following school year. Chippewa Local Schools employs a local police officer who serves as a school resource officer through the school year. This person routinely visits each building in the district from day to day, and is available at any given time, should there be an emergency. This resource officer also provides monthly D.A.R.E lessons to our K-4 classrooms. Our local Police Chief is also a visible presence in the building. He stops in to see the staff and students and ensure all areas of the building are secure at any given time. The police chief and his officers provide a day before Christmas that allow students to participate in “Shop with a Cop”. Names are given to our district resource officer of students/families that could benefit from this opportunity. Both the resource officer and police chief come and have lunch with students throughout the school year. A prize that students can win is a ride to school in the patrol car with Chief Tester and his retired police dog, Goose.

Hazel Harvey has also partnered with our local Fire Department for all safety and fire drills, as well as the facilitation of fire safety month. The volunteers from our fire department come to school to check on the status of our alarms, conduct fire/building inspections, and present safety lessons to the students. During safety lessons, firefighters bring their garments to show the students, allowing them feel how heavy they are and what their different functions are for keeping the firefighter safe.

The Doylestown Public Library is another resource that we have partnered with, and regularly have visits from. Two staff members from the library visit to read with our Kindergarten and 1st grade classrooms

weekly. These same two ladies visit our classrooms K-4 at the end of the school year to hand out information about the summer reading program and other events/activities hosted throughout the summer at the library.

Hazel Harvey believes in the importance of giving back to our community and to others that have needs greater than ours. Yearly, we participate in the local food drive which supplies the local food pantry for the year, as well as our “Backpack Blessings” program. Students bring in non-perishable items to donate to the food bank and can also bring in monetary donations. We have had “penny wars” where children put their money into containers to vote on their favorite movie to be played on different Movie Days, and the donations were sent to support Hurricane Harvey victims, our local Children’s Hospital, and The American Cancer Society; Relay for Life. Our priority in participating in these events is to help our students see and know the importance of helping others.

3. Professional Development:

The professional development that takes place at Hazel Harvey Elementary is often provided by teacher leaders, administration, or personnel contracted through the local ESC or TCCSA (county technology support provider). Our staff has sought PD opportunities offered through both the Tri-County ESC and TCCSA for after school and summer sessions. Much of the district and building level PD has been related to alignment of curriculum to CCSS and Ohio Learning Standards, learning targets and outcomes, common assessment creation, and formative instructional practices. In the past several years, there has been training for kindergarten teachers and Title I for the state mandated KRA (Kindergarten Readiness Assessment), as it transitioned from the KRA-L to the KRA. There have been refreshers for this offered, as well as discussion groups for the efficiency of this assessment. Some of our kindergarten and support staff have been involved in all of these opportunities. An additional professional development opportunity that many of our staff members have been a part of every year is CPI Training, which specializes in using strategies that allow for safe management of disruptive and assaultive behavior.

Much of the professional development within our building is teacher driven. All teaching staff completes a Professional Growth Plan, outlining their area in which they would like to find PD and growth as an educator and professional. They have to write two SMART goals (specific, measurable, achievable, relevant, timely). Many times, teachers find local PD opportunities that align to their annual Professional Growth Plan SMART goals, and will ask for approval to use professional time and attend a conference or PD work session. A common conference that many staff have been involved with and have attended is the annual Early Literacy Conference in Columbus. This is a conference that has great impact on a majority of our teachers, as they all teach components of balanced literacy in their classrooms, and even if they are content specific in 3rd and 4th grades, they still integrate literacy into their lessons when reading and writing about the content. Another common PD opportunity that staff members from our building have been a part of and attended is the E-Tech Conference in Columbus. This conference highlights the ways that technology can be integrated in to all classrooms, with many new cutting-edge resources shared. This year, our 3rd and 4th grade teachers are completing coursework in the area of gifted instruction to meet the needs of the students they serve daily who are identified as super-cognitive or gifted in math or reading, since it is nearly impossible to have enough seat hours with the gifted intervention specialist, daily/weekly/monthly. This training or PD in the area of gifted instruction is a new requirement by the state of Ohio, so we are trying to be proactive in meeting the requirements of the state while being as instructionally prepared as we can for our students.

Grade level teams meet regularly to discuss student learning and curriculum. Common planning time is daily for 40 minutes, giving 200 minutes weekly. An additional 2 hours is given each month during a school-wide “Activity/Movie Day” for teaching staff to meet and plan together as a grade level or vertically during the timeframe of a movie for an afternoon. During this time, teachers have discussions about student learning, instructional strategies implemented, while also planning for future learning, assessments and learning measures, discuss how to respond and intervene when there are struggles with the learning, and how to extend the learning for the students who are showing full mastery of the learning.

All of our professional development is aligned to a needs assessment. The needs assessment then

determines the areas of PD that will allow for research based best practices to be implemented in the classroom. Our staff's mission is to help students grow to their full potential, so in turn they need the proper training and tools to assist in preparing students for achievement.

4. School Leadership:

At Hazel Harvey Elementary, the building principal is the instructional leader of our school. She has developed a collaborative environment in the building among colleagues. With a Building Leadership Team established and in place and grade level teacher leaders throughout the building, Hazel Harvey is very much a shared leadership model. Staff members create the talking points and agenda for Building Leadership Team meetings, and then report back to their grade level teams the information discussed and actions steps planned. The principal emails out all meeting notes and action steps to keep all staff members informed of what the leadership team discussed and planned for our building.

Our building principal finds leadership skills in both staff and students and then delegates roles to individuals based on recognition of their natural strengths and abilities. We teach and encourage our students to be leaders in their lives, school and community, and to be change agents in the world around them. While there are shared responsibilities and delegated roles, the principal does not assign roles that she would not still participate in or be responsible for (ex: dismissal supervision, bus duty, lunch/cafeteria duty, recess supervision, etc.).

Academic and leadership expectations for the building are set and communicated by the principal. The administrative role is to provide and foster a learning environment in the building that maximizes each student's potential. This is completed through data analysis, staff management, effective communication with staff and families, and finding ways to motivate children to give their best effort. The principal communicates clearly the annual learning targets for students based on state level assessment data and local data from analyzation of assessments and consistent progress monitoring. At the beginning of the school year, the principal meets with each grade level team to determine baseline needs for the students that are entering into that grade level. RtI rosters and instructional groupings from the prior year are reviewed so all are aware of which students received tiered interventions, which instructional strategies worked best, and where students should be placed for the current school year, based on recent data and analysis. Reminders of Professional Growth Plan and Student Learning Objective completion are also discussed at this beginning of year meeting, with a timeline given to staff.

Student leadership roles provide opportunities for all students. Teachers delegate student roles and responsibilities daily throughout the school (line leaders, office helpers, mail deliverer, lunch helpers, reading buddies, etc.), and some additional responsibilities are assigned to students at the discretion of the principal. Morning announcers are selected weekly, which requires students in 4th grade to practice responsibility coming to the office in the morning to get their announcements ready, practice their reading and speaking abilities, and build confidence with these skills. We have older students be models and mentors to our younger students, especially through their actions and interactions at recess and in the hallways.

All staff are encouraged to take a leadership role with the colleagues they work most closely with day to day. Within the building, there is a sense of family and community, allowing for safe and open discussions to take place in relation to our systems, policies and overall vision and progression. At Hazel Harvey, our staff is proud of our school and the many successes we have had with student achievement through the years. We look forward to continuing our commitment to excellence for all students.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

In surveying Hazel Harvey’s most effective practices, it is hard to pinpoint one area that best defines what has led to high levels of achievement and student growth. The number one priority for our entire district is mastery learning for all students. Knowing that all students develop, learn and grow at their own pace, we need to provide instruction that matches these developmental differences and needs. Through the use of routine and consistent formative assessments, teachers are able to collect data on their students to properly flexibly group them and then plan for instructional delivery, with the end goal in mind, in order to reach full mastery of the skill or lesson. Our staff has committed to using pre-assessments to find what the students already know about a given content area, what they do not know, and where to fill the gaps. We have instilled the practice of truly analyzing the data that we have collected to pinpoint next steps for all children in order to provide them with data driven instruction. If we are taking the time to assess and collect data on students, then there is no greater waste of time than to be “data rich and information poor”. The statement “data rich and information poor” was used by a prior superintendent and it resonated with our staff. It is crucial to not only collect data, but to know why you are collecting it and what it will then be used for, in order to efficiently utilize the information.

Once data has been analyzed and students are grouped for appropriate, individualized instruction, it is also important for educators to know what strategies will best assist in delivering instruction that will be retained. The staff at Hazel Harvey has collaborated with one another to share high yield strategies they implement, that are research-based and produce high levels of student growth and achievement. In keeping our mission for mastery learning at the forefront, teachers utilize Tier I strategies in their everyday instruction to offer differentiated strategies for all students, before a corrective instruction/re-teach is offered. Why hold back high yield strategies to offer once a child has “failed” to meet the learning target. These instructional strategies and practices should be utilized routinely every day to offer opportunity for success before corrective instruction is required. Feedback is crucial throughout any learning process, for both students and adults. In order to reflect and learn from our trials, we must have feedback to know what is going well or not so well, and have ideas of how to approach the problem or struggle the next time. With mastery learning, students require feedback and guidance on corrective procedures they can use when working through the learning process.

Through corrective instruction and re-assessment opportunities, students have the opportunity to show mastery of the same learning goals or target that they struggled with previously. It allows for full understanding of the skill or content, so it may be a building block for future learning, rather than only master small percentages of all skills taught throughout the year. With corrective instruction, the teacher cannot simply teach the same content the “same way, just repeating what was done the first time” in order for a child to all of a sudden “get it” the second time around. Corrective instruction requires interventions that accommodate differences in learning styles, modalities, and preferences. Throughout this routine process, the teachers instill the understanding with the students that learning should not be “easy”, and that it is okay to not master it the first time. Growth mindset and understanding of productive failure are encouraged as students are taught to practice over and over until they get it right. Learning something for the first time should require effort and pose a challenge for the student, otherwise we are not providing rigorous or high level engaging activities for learning. Practice with the challenging skills is what helps students to achieve at their highest potential. It is through failure that we learn from our mistakes and practice to become better. Productive failure is a key component to mastery learning.

Our staff at Hazel Harvey realizes that assessments cannot be a “do or die” experience, but instead are an ongoing effort to assist all students in learning. After corrective instruction is provided, the teachers give an alternate form of formative assessment that helps determine the effectiveness of the re-teach and offers our students a second opportunity at demonstrating mastery. The second attempt with the formative assessment verifies for the teacher whether the feedback, correctives and re-teach were successful in helping the child remedy their individual learning struggles. It also can serve as a powerful motivation for students, by allowing them a second chance to succeed.

A book by Mike Anderson titled “Choosing to Learn, Learning to Choose”, has been a guide to some of our

vision with offering a variety of options for demonstrating mastery of learning as well. With different levels of learners and modalities, not all children best demonstrate their learning through paper-pencil methods. Offering students choice in their learning is one of the most powerful ways that educators can boost student motivation, learning, and achievement. "Choosing to Learn, Learning to Choose" offers ideas and examples of strategies and step-by-step plans that can incorporate choice into the classroom. It shows examples for what effective student choice looks like in the classrooms, why is it important to offer choice, and how to create learning environments that set expectations and parameters while teaching specific skills that enable student choice to work well. Our staff tries to offer choice in the classroom through learning contracts and project-based learning. With many lessons, there are multiple choices for how a student will demonstrate their understanding in which they might only have to select one or two ways out of four or five options. These choices allow for creativity, ownership of the task, and motivation to complete tasks.

While there are trends that come and go in the field of education, much like the swing of the pendulum, a direction that Hazel Harvey will continue to follow is that of data driven instructional planning, differentiated instructional delivery, and allowing choice in student demonstration of learning, with the end goal of mastery learning. All of this requires a great deal of commitment and effort, but the results are well worth the work. At Hazel Harvey, we take pride in the efforts of both our staff and students and maintain a vision that if we work hard and have teachers that love teaching, we will foster students that love learning.