

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Doug Savage

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

Official School Name Boyd E. Smith Elementary

(As it should appear in the official records)

School Mailing Address 1052 Jer Les Street

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

Milford OH 45150-1523
City State Zip Code+4 (9 digits total)

County Clermont County

Telephone (513) 575-1643

Fax (513) 575-2835

Web site/URL

<https://www.milfordschools.org/boyd-e-smith-elementary>

E-mail savage_d@milfordschools.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Mrs. Nancy House

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail house_n@milfordschools.org

District Name Milford Exempted Village School District Tel. (513) 831-1314

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr George Lucas

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

Part I – Eligibility Certification

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

1. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	42	32	74
1	33	36	69
2	31	36	67
3	39	33	72
4	40	48	88
5	41	26	67
6	42	35	77
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	268	246	514

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 2 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % White
 - 1 % Two or more races
- 100 % Total**

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

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 3%

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, 2017 until the end of the 2017-2018 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1, 2017	522
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 2%
10 Total number ELL

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

Russian, Tamil, Amharic, Marathi, Hindi, Gujarati, Spanish

7. Students eligible for free/reduced-priced meals: 11%
Total number students who qualify: 58

8. Students receiving special education services: 9 %
47 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>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>25</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7
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.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school 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 24:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	96%	96%	96%	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 2018.

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.

To inspire and prepare our students to reach their fullest potential in a diverse and dynamic world.

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

“Every child, every day, every chance” is the motto that staff members believe in at Boyd E. Smith Elementary School. We recognize that every day is an opportunity for our students to be the best version of themselves. This core belief and purpose is one of the reasons why we are ranked in the top 10% of schools in the state of Ohio.

The city of Milford was founded in 1796 along the Little Miami River. It is located in the northeast suburb of Cincinnati. Milford is the third largest city in Clermont County. We are home to the historical Promont House which was built in 1865 and is listed on the National Register of Historic Places. It was home to John M. Pattison, the 43rd Governor of Ohio. Many of our retired teachers volunteer at this historical landmark today.

Nestled within a wooded neighborhood community, our suburban community school is named after Mr. Boyd E. Smith. Mr. Smith was the superintendent of Milford schools from 1964-1985. We welcomed our first group of kindergarten through fifth-grade students in 1980. Our beautiful park-like setting was the former site of Finley Ray Park which allowed us to create nature trails that are used today as an outdoor learning environment for our students.

In 2016 our Boyd family experienced a milestone together as we moved into a new 53,033 square foot facility. It is home to 514 children and 51 staff members. We have a diverse group of children and families who make up our school community. Our collaborative learning environment is a primary factor in the strong growth and performance of our at-risk learners.

The traditions and culture we have created are what makes our school unique. Our families participate in annual curriculum nights, Color Run, Walk-a-Thon, Mother’s Day Tea, Vocabulary Fashion Show, Field Day and Talent Show events. One of our favorite traditions that unite our school family to our community is our Veteran’s Day program. Transforming our halls into a patriotic sea of red, white, and blue we come together to honor and celebrate over one-hundred local heroes. The experience creates lasting memories for our families and provides a strong sense of patriotism for students.

The continued support we receive from our parents is evident by the number of volunteers who walk through our doors daily. Our family and school connections go well beyond the school day as we come together in the evenings to celebrate our Math, Science, Art and Literacy nights. Our primary and intermediate students explore cultures through their “Holidays Around the World” program, and our first-grade students participate in a global holiday card exchange with students from around the world. You will also find our teachers volunteering their time after school engaging our students through our Lego and Running Clubs that help foster their physical, social and emotional wellness.

Our supportive Parent Teacher Organization provides significant funds to support instruction, staff resources, and programs, as well as providing our teachers with mini-grants throughout the year to purchase items needed to maximize student learning. PTO leadership is an integral and significant educational partner.

Our children learn the importance of giving back through our outreach programs. We come together to collect clothing, canned goods, and cereal for local food pantries. In addition, our students support Milford families by participating in the “Feed Our Flock” Program. The children restock four mobile food pantries that benefit families within the school community.

To help our students develop to their full potential, the strategies we have implemented encourage and challenge all students. Our staff creates a culture that fosters growth through our professional learning community, leadership teams, and teacher-based teams. Our positive behavior interventions and support initiatives were created to foster a growth mindset for our learners.

Our students build social relationships through our school buddies program. The older students take on a

leadership role for the younger children while creating friendships within our school community. These students return to our school as high school graduates during the last week of school. Dressed in their caps and gowns, they parade through our hallways while teachers, students, and parents cheer them on as we recognize their achievements.

Our community goes above and beyond to support our school. Our “Shop with a Cop”, D.A.R.E. (Drug Abuse Resistance Education) programs, and holiday troop boxes are some of the ways our residents support our school. We care for our children even when our school day ends. The Sunrise Church provides food bags for our needy families on the weekends to ensure that they are well nourished outside of school. We are a tight-knit community with high expectations for our students. It is fitting that our school is part of the Milford Exempted Village School District because we know that it takes a village to raise our children to become lifelong learners.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Boyd E. Smith Elementary provides a comprehensive and rigorous English Language Arts (ELA) curriculum centered around developing strong, lifelong readers and writers. Our curriculum aligns with the Ohio Learning Standards and incorporates the essential components of literacy development. The progressive Pearson ReadyGEN program is the foundation of our K-5 literacy curriculum. This well-balanced program incorporates rich, authentic texts that engage readers and provides multifaceted literacy experiences that develop students into readers who think deeply and write reflectively. We choose this approach to prepare our students for the ever-changing world as collaboration, critical thinking, and interpretation of texts are at the heart of our instruction.

A strong literacy program begins with the groundwork. Our ELA curriculum effectively progresses throughout the grades. The primary grades focus on developing strong foundational skills such as print concepts, phonological awareness, word study, and fluency. Our K-1 teachers use Heggerty Phonemic Awareness Curriculum in addition to ReadyGEN to develop these early literacy skills. Throughout the years, students continue to strengthen literacy skills such as learning to formulate opinions, respectfully listening to others, and voicing evidence to support their thinking. In every language arts classroom, students are discussing and writing about complex texts daily as teachers provide targeted and differentiated instruction. This leads to our 6th grade ELA curriculum that engages students in immersive writing and complex text studies. At this level, students have the opportunity to qualify for honors courses.

Early intervention is key and students identified as “at-risk” through the use of AIMSweb assessments receive Tier 2 intervention. AIMSweb, Performance Based Assessments, and End of Unit Assessments are used to monitor student progress on a regular basis and grade level intervention teams meet to analyze student data.

Though our instructional practices are strong, our exemplary teachers complement the instruction. The literacy teachers at Boyd E. Smith continuously educate themselves on the latest literacy research and best practices. At BES we are dedicated to developing the reading life of every student.

1b. Mathematics:

Boyd E. Smith Elementary utilizes an inquiry-based math curriculum where students explore mathematical concepts through collaboration and problem-based learning to develop understanding and fluency. The math curriculum is aligned to the Ohio Learning Standards for Math with a focal point on number sense, vocabulary, and computation in the primary grades. BrainPOP, Mobymax, and Flocabulary are a few of the other resources grades K-5 utilize to supplement and enhance the daily math lessons in Math Investigations. In sixth grade, a rigorous problem-based program, DIGITS, is used. This program incorporates technology daily and encompasses 21st-century learning on a variety of levels, including honors.

The staff at Boyd E. Smith utilizes a variety of instructional approaches to meet the diverse needs of all students and help them to succeed in the math curriculum. Lessons often start with whole group instruction and modeling before the students begin to attempt problems independently and apply what they know. Our staff also provides students with an opportunity to investigate non-traditional math strategies and to collaborate with their peers through partner activities and math stations.

Formative and summative assessment results are utilized by staff to guide instruction and identify areas where intervention and extension can be applied, as well as to check for student understanding. If students need additional help or if a concept needs to be revisited, teachers alter their plans in order to meet individual student needs. Extension occurs both in and out of the classroom. A differentiation period is incorporated into our daily schedule where students identified as gifted receive small group instruction.

Intervention is provided within the classroom in the form of small group reteaching, one-on-one with an intervention specialist, and guided independent practice. At Boyd E. Smith, our staff takes pride in aligning the enrichment and rigor to ensure all students achieve to their maximum potential.

1c. Science:

Science instruction is a priority at Boyd E. Smith, as demonstrated through the support of professional development for teachers, instructional resources provided, and time allotted to the curriculum at the elementary level. Teachers start by looking at the Ohio Science Learning Standards, mapped out by a district curriculum map and district provided resources including National Geographic Science Series, Picture Perfect Science, and digital resources of Gadgets and Gizmo, Flocabulary, and BrainPOP. Daily science and social studies instructional time is forty-five minutes for grades K-2, seventy minutes for grade 3 and ninety minutes for grades 4-6. Differentiation time provides forty-five minutes for science enrichment in grades 3-6.

Throughout the units, instructional methods encourage students to ask questions and to be curious about the world. Teachers promote questioning through brainstorming, posing, and posing of questions serving as the base for science inquiries, and engineering projects.

As education changes, BES teachers adapt and remain flexible in the delivery of instruction drawing on student strengths. Planning for differentiated instruction is made available using the feedback provided by pre- and post-assessment surveys, science inquiry write-ups, engineering design packets, daily exit tickets, unit tests, state tests, and peer feedback and collaboration. Each of these feedback strategies provides a basis for differentiating instruction keeping students motivated, engaged, and focused.

Science instruction is a process of hands-on discovery and problem solving, integrating literacy and math curriculum while also making real-world application connections. Taking a glimpse into our science classrooms, students complete inquiries collaboratively, as they explore collected soil samples, study the anatomy of flowers by taking them apart, and tap sugar maples collecting data on sap. To extend the unit, students participate in engineering projects which include handheld bee pollinators, solar night lights, or air-pressurized balloon cars. These engaging lessons keep children motivated, active, and focused while blending the core curriculum with the child's journey of discovery.

1d. Social studies/history/civic learning and engagement

One of our missions is to celebrate the diversity found in the community it serves and provide opportunities to promote an appreciation and respect for all people as individuals. The social studies curriculum does this by teaching students how to be responsible citizens, appreciate cultural diversity, and how to contribute to the community. Boyd E. Smith's social studies curriculum aligns with the Ohio Learning Standards. The curriculum and materials utilized to achieve this mission include Pearson myWorld, Gallopade, Ohio Studies Weekly, Time Magazine, Scholastic News, and literacy trade books. Students gain knowledge through project-based learning, guided inquiry, and technology-enriched lessons.

Assessment data is evaluated and utilized to improve student performance. Pre-assessments are administered to determine where students are academically and instruction is differentiated accordingly. Data is collected through many assessments including unit, district, and state tests. Student knowledge is also reviewed through products such as Google Slides, e-portfolios, Google Docs, digital recordings, digital brochures, and posters. This data is analyzed and the curriculum is modified to ensure student success.

Social studies learning and engagement extends outside of the classroom year round. Each Boyd E. Smith student contributes and participates in an annual Veterans Day assembly. Over 100 veterans are acknowledged for their service by attending a student-led music program. There are also many unique opportunities that occur in each grade level. For example, in third-grade students earn third-grade currency and they can spend their funds in a quarterly "market." At the market, students are buying and selling student-produced products. This approach reinforces fiscal responsibility and the skills of entrepreneurship and business strategies.

Each aspect of the social studies curriculum plays an intricate part in celebrating the diversity that makes up the Boyd E. Smith community while providing opportunities for growth.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Boyd E. Smith Elementary provides a wide range of visual and performing arts to every grade level and student. On a rotating schedule, students attend instructional blocks in art, music, physical education, and media. Instruction in the arts is focused on providing many opportunities for students to sing, dance, listen to music, play, act, read and write poetry, draw, sculpt, paint, and design and create objects. Through attaining a basic knowledge of the arts, students are prepared to understand and appreciate works of art, and also to communicate their ideas, feelings, and critiques to others. The visual and performing arts programs and experiences promote the full emotional, cognitive, and social development of the child, establishing a healthy and broad core of experiences and exploration of interests.

The visual arts experience involves students in a wide range of creative use of media, structures, and expression. Students are instructed in drawing, painting, sculpture and abstract construction across a multitude of media, forms, materials, and textures. Technical instruction includes art forms, perspectives, and application techniques. Students are encouraged to express creativity, spontaneity, and individual expression, and each student contributes works to an annual publicly attended art show. Students are exposed to fine paintings and other inspiring examples of art. As children progress in their knowledge and competencies, they begin to learn more about the methods and terminology of the visual arts, becoming familiar with an expanding range of great artists and acknowledged masterworks. A collaboration of student artists created two visual centerpieces for the building - a mural that serves as a visual centerpiece in the cafeteria and a stained glass display welcoming visitors to the main office.

The music program at Boyd E. Smith immerses students in a variety of music styles, instruments, voice, and performance. Students learn to create and perform music with the focus on rhythm, beat, timing and note values. Music complexity and depth increase developmentally as students progress to higher grades. Students learn instruments including percussion, wind, and string with hands-on experience in collaborative efforts. Students at Boyd E. Smith perform for large audiences including our Veteran's Day programs, grade-level performances, and an annual talent show. Sixth-grade students are also provided the opportunity to participate in organized concert band and choir.

Physical education at Boyd E. Smith is delivered and designed with a focus on personal health, physical fitness, collaborative teams, and diverse involvement in games, sports, and team focused activities. An emphasis is placed on students gaining confidence in competitive participation, teaming, and skills. Students are provided a structure to set personal performance growth goals with teacher provided guidance and feedback. Special events and activities include an annual obstacle course / CrossFit style stations, and a field day with a full schedule of special games, team-based challenges, and water play. Students in grades 4th - 6th may participate in an after-school running club, with the culminating outcome to enter and run in the Cincinnati Flying Pig 5k or 10K regional races. The physical fitness emphasis is on promoting and establishing lifelong health and well being.

The Boyd E. Smith open concept media center, positioned at the heart of our academic wing, is both an architectural and culturally defining element of the building. Original designed animal illustrations reflect our "earth and nature" theme. Serving the strong literacy culture of the building, the library hosts guest authors, book fairs, literacy night events, and student body gatherings.

Along with literacy experiences, student involvement in media and library incorporates technology including cloud-based tools and documents, file sharing and digital communication, internet research skills, digital citizenship, and keyboarding fluency. Additionally, students engage in “maker stations” with a blending of technology application (e.g., coding, robotics basics, and foundations), building and design activities and resources, and team solving. Students in upper grades also access a 3D printer and design software. Students may also participate in a club with an emphasis on coding, design, and assembly. Utilizing Lego WeDo 2 devices, students learn to collaborate, strategize, plan, and implement with a convergence of code command strings, robot objectives, and increasingly complex designs.

Beyond the core classroom academics, Boyd E. Smith students are immersed in a literacy-rich setting, physical activity, and creative and performing arts, with the objective to develop the whole child, emphasizing creative thinking, problem-solving, and appreciation for the disciplines.

3. Special Populations:

Boyd E. Smith has a well developed Multi-Tiered System of Supports (MTSS) process. After each benchmarking period, the team meets to determine who is in need of intervention and which intervention is appropriate. If the student is an English Language Learner or migrant student, the English Language Learner specialist will be brought in to assist with educational decisions for these students. Once the students begin to receive the targeted intervention, their progress is monitored through a designated measure. Parents are advised of their student’s scores and the intervention they will receive, as well as who will be providing the intervention. The team routinely provides the parents with their child’s progress monitoring information. The team regularly meets regarding the students and their progress (progress monitoring data as well as information from the team) and adjustments to the student’s supports are made during these times. When a student’s progress is being reviewed, the team can determine to remove them from intervention (due to significant progress), continue them within the same intervention, or intensify the intervention.

When a student has received Tier 1 and Tier 2 interventions and has not made the expected progress, the team can elect to provide the student with Tier 3 interventions and initiate the special education process. The team then follows the process as specified within the mandated practices. In addition, the school’s speech and language pathologist uses the MTSS process in order to determine which student’s needs speech and language intervention or specialized instruction.

Our special needs students (including our above average learners) all receive instruction that is tailored to their individual needs. Our students receive targeted research-based intervention daily. Each grade level dedicates forty-five minutes of differentiated instruction to each school day. The student’s progress towards their goals and objectives on their Individualized Education or Written Education Plan are monitored with data based measures and the results are communicated to the WEP/IEP team. At anytime a student is not making adequate progress towards their WEP/IEP goals and objectives, the team meets to determine what changes need to be made.

The special education students at Boyd E. Smith have demonstrated significant growth based on benchmarking measures as well as state testing measures. We believe that our student’s needs are best met through a combination of services that are small group within the resource room, but with the majority of the services being delivered within the general education classroom. Our students are only pulled from the general education classroom during the time that is set aside for all students to receive intervention, thus the students never miss any core classroom instruction. We continuously strive to find optimal times to work with students—even starting groups when the teacher workday begins (before the start of the academic day for students).

Our structured and deliberate efforts to meet the unique needs of all of our students through targeted intervention, consistent monitoring of progress and regular meetings to review progress and make adjustments to the provided interventions are our practices to ensure that we are closing the achievement gaps for our students with unique needs.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

It is evident that Boyd E. Smith Elementary is “the BEST place to grow.” We pride ourselves on a culture that can be best described as family. The members of the BES family share a common goal and purpose that focuses on serving the whole child. From rallying to support a student in need, students visiting past teachers to share a morning greeting, to celebrating past Boyd E. Smith students as they parade our halls donned in their graduation caps and gowns, we are proud of our strong culture of family.

Through our work in our Professional Learning Community and PBIS, we developed a monthly character program that is designed to foster personal growth and strengthen community. We kick off monthly themes on the first Wednesday of each month by wearing specially designed inspirational t-shirts. Classrooms hold weekly community meetings using selected picture books as mentor texts that model and teach the theme. This work has led to a more positive climate that celebrates diversity, perseverance, and other core values that help us grow into responsible, respectful active citizens.

At BES, we implement a positive recognition program that complements our character education. We use LiveSchool, a positive learning environment app, to give points when students showcase exemplary responsible, respectful, and/or safe behaviors. The unique aspect of LiveSchool is that staff members can award points to any student, anywhere on our campus. All staff members have the LiveSchool app on a mobile device. Once a month, students can use their points to shop on our uniquely designed online store. Students use their points to purchase small items, participate in special activities including reading to a class, enjoying pizza with the principal, or reserving a spot at the special BES Cafe lunch table.

Student connections are enhanced through the implementation of “BES Buddies”, a program where intermediate students are regularly paired with primary students to participate in an activity that coordinates with our PBIS focus. This relationship building initiative gives our students a greater sense of responsibility and strengthens their interpersonal relationships.

Our positive school climate is a result of our family culture. Every member of the BES family is valued. The teachers and staff members collaborate daily to continuously improve student success, but also celebrate each other professionally and personally. Our Sunshine Committee focuses on celebrating personal milestones of our staff members and coming together in times of need. This culture has resulted in high teacher retention and satisfaction. Every individual who walks through the doors of BES feels the vibrant energy that makes our elementary an extraordinary place to learn and grow together.

2. Engaging Families and Community:

Boyd E. Smith Elementary has a strong connection between the community, home, and school. This connection is fostered by the principal, staff, Parent Teacher Organization (PTO), local businesses, and a variety of programs that promote and encourage working together for student success.

Our active Parent Teacher Organization supports students and teachers in both academic successes as well as school improvement. The PTO supports students’ academic, social, and emotional growth through a variety of family-oriented activities such as curriculum nights, holiday parties, and an annual talent show. Community involvement is extensive and includes special enrichment programs. The PTO also brings a variety of programs that provide a range of academic connections to our school. These programs include Center of Science and Industry (COSI) and author visits. Our teachers and school community are also supported through mini-grants. Each academic year, the PTO, through fundraising, provides teacher mini-grants to aid teachers in providing supplies for their classrooms, school improvements, and technology needs.

The principal and staff at Boyd E. Smith Elementary believe that it is crucial to foster strong ties between families and the school community. Each school year is kicked off with an open house, as well as grade

level Parent Information Nights to introduce families to the teachers as well as the curriculum, procedures, and expectations. Weekly newsletters, class websites, and social media are also used to keep our families informed and involved.

Throughout the school year, there are many opportunities that enhance the academics of our students that would not be possible without the partnership of our community resources. A few examples of the strong relationships within the community that foster student success include the Miami Township Police Department, the Miami Township Fire Department, the Milford Schools Foundation, SonRise Church, and Drug Abuse Resistance Education (D.A.R.E). Special programs and student experiences are facilitated with partnerships including the Columbus Center of Science and Industry (COSI), The Cincinnati Zoo, the Cincinnati Nature Center, Historic Promont, Rumpke Recycling, Duke Energy, and Clermont County Soil and Water. Boyd E. Smith also partners with the Milford Schools Foundation, an independent, community-based organization that supports the academic programs, services, and capital improvement projects. SonRise church supports our socioeconomically at-risk students through a food ministry program each weekend. All of these programs and activities contribute to the success, both academically and socially, for every Boyd E. Smith student.

3. Professional Development:

Boyd E. Smith teachers are lifetime learners and view professional development as growth opportunities for acquiring knowledge and strengthening teaching practices; thus, improving classroom instruction and positively impacting student performance. Teachers participate in various professional development activities including inquiry-based in-service days, a professional learning community, and district-supported university coursework.

The district engages staff in professional development teacher in-service days with a personalized learning core philosophy - where teachers plan and direct their learning. These days are set up for personal, collaborative, and building-wide inquiry sessions. The day begins with a personal inquiry, where teachers explore concepts, practices, and dive into current research on educational practices. The second session focuses on collaborative inquiry where teachers work together on building initiatives. Teachers collaborate by exploring lesson designs, implementing new technology and educational practices. In the third session, a building-wide inquiry occurs where vertical and intervention teams work to address student needs. After each session we participate in a group reflection and discussion. This approach is an ongoing cycle of learning, application, and reflection on how to best meet both teacher and student needs.

The Professional Learning Community (PLC) was established in 2014 and focuses on improving student learning through teacher-led inquiry and reflection which meets monthly. Our vision is “Sharing and Learning from Each Other.” Teachers participate in book studies centered on student feedback, motivation, growth mindset, and peer coaching. Teachers observe their peers and provide coaching while addressing student needs and initiating changes to instructional practices. Through PLC, teachers take on new roles, witness their peers collaborating, and connect to maximize student learning.

District-wide professional development is a priority, with the district offering partial tuition reimbursement giving teachers the opportunity to participate in university coursework. Educators participate in courses with themes like reading intervention, growth mindset, and gender studies, as well as other classes which provide local and global in-field experiences. Local travel experiences include the Ohio Energy Project (where teachers tour energy sites throughout Ohio) and participate in the Southwest Ohio Beekeeping School, as well as EconLink Financial Fitness for Life workshops. Global field experiences included working with scientists on tortoise research, eradicating invasive species in the Galapagos and collecting data for long-term monitoring of Alaska’s Prince William Sound in light of the Valdez Oil Spill and global warming. Our staff incorporates these experiences in the classroom to build authentic student project-based learning units for enriching instructional practices and increasing student knowledge.

4. School Leadership:

Gandhi has said, “A sign of a good leader is not how many followers you have, but how many leaders you create.” This quote defines the leadership at Boyd E. Smith Elementary. As the instructional leader of our building, the principal inspires the educators at BES to see themselves beyond the role of “teacher.” We are a team of teacher leaders. Over 75% of our certified team serve in a specific leadership role beyond the classroom. Working together, shared leadership positively impacts the culture of our building and the achievement of our students.

Our Building Leadership Team consists of a diverse group of teachers who strive to make decisions focused on our mission, “Every Child, Every Day, Every Chance.” Our PBIS team consists of educators striving to develop and implement an effective character education program.

In addition, a variety of teachers have leadership roles in the following positions within our building: Primary Curriculum Chair, Intermediate Curriculum Chair, Technology and Innovation leader, and PLC facilitator. Other teacher leaders have roles that provide extracurricular enhancement experiences such as Running Club and Lego League. At the District level, the Milford Education Association President and Secretary are members of Boyd E. Smith Elementary.

We are dedicated to mentoring future and novice teachers. Mentorship is a priority as evident through our extensive new teacher program, providing support to novice teachers. In the last two years, eight classroom teachers have also welcomed high school interns or student teachers from various universities. Just last year, one of our teacher leaders was awarded the Excellence in Education Outstanding Mentor Teacher Award presented by the Cincinnati Association for his leadership in mentoring.

The educators of BES are leaders beyond our school and district; we have several teachers whose leadership work can be found nationally. Boyd E. Smith educators have presented at local and national workshops; others have served on Ohio’s Model Curriculum Board, Scholastic Teacher Advisory Board, and have been recognized with the Martha Holden Jennings Educator Award.

We are also privileged to have a leader in the science field. Our 3rd-grade science teacher is a published author in the national Science and Children Magazine and is one of three Ohio Science Educators 2018 finalists for the prestigious Presidential Award for Excellence in Math and Science Teaching (PAEMST) for her excellence in elementary science teaching.

Shared accountability and shared leadership are the heart of the school. The principal cultivates teacher leaders through listening to input, building trusting relationships, and allowing staff to take an active role in decision making. His mindset exemplifies that true leaders create leaders.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Strong communities build strong schools. The practice of everyone working together with authenticity and a common purpose - having a clear focus of collaborating to the benefit of all students - is the central key to our success. Irrespective of position, role, or building assignment, all staff share accountability for every child who enters the doors at Boyd E. Smith.

This culture and practice of shared accountability leads to strong outcomes and growth for our students, academically and socially. Collaboration, teaming, and an embedded sense of family define the environment and relationships among staff and students. For example, every morning teachers are found greeting students outside their doors as students visit previous teachers. Working with unity, staff focus beyond themselves, seeking ways to support students in team efforts with colleagues. This culture of combined efforts produces positive energy, expressed in the context of a nurturing and caring approach to student learning and experiences.

A result of this shared accountability, our teams effectively utilize and integrate research-based instruction, data-driven decision making, and deliberate student progress monitoring. Grade level and intervention teams collaborate to review student progress, modification of instruction, and ensuring student improvement. Use of empirical evidence drives practice, with an effort to maximize each student's outcomes. The scheduling of interventions demands teacher flexibility and creativity in order to meet each student's academic and social-emotional needs.

A “growth mindset” focus permeates the learning climate; holding to a conviction that everyone has potential to grow, forms the foundation of our shared accountability for student success. Instilling in students a growth mindset, emphasizing that effort and failure are critical parts of the learning process, is an intentional instructional practice. Through professional development our staff model lifelong learning, continuous improvement, goal setting, and learning through perseverance. We believe that practicing a growth mindset allows us - staff and students - to grow and change our perspective of oneself and others. Our development of a specific curriculum creates an atmosphere where every student is a valued member and feels safe to take risks. Students learn to provide and receive feedback, build determination and resilience, and set targets and personal learning objectives.

At Boyd E. Smith, we define student success through the lens of personal and individualized growth. Instrumental to student growth is the practice of genuine shared purpose, mission, teamwork, and staff collaboration. We achieve success and celebrate with synergy - students, staff, parents, community.

“Alone we can do so little; together we can do so much.”
-Helen Keller