

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 Ms. Erin Short

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

Official School Name Solon High School

(As it should appear in the official records)

School Mailing Address 33600 Inwood Drive

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

Solon City OH State 44139-4133 Zip Code+4 (9 digits total)

County Cuyahoga County

Telephone (440) 349-6230

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Web site/URL https://www.solonschools.org/

E-mail erinshort@solonboe.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*Mr. Joe Regano

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

District Name Solon City School District Tel. (440) 349-6230

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. John Heckman

(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):
- 4 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 7 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	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	197	189	386
10	212	187	399
11	219	189	408
12 or higher	206	190	396
Total Students	834	755	1589

*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
 - 17 % Asian
 - 17 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 58 % White
 - 5 % 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	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	49
(4) Total number of students in the school as of October 1, 2017	1595
(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%
26 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Albanian, Arabic, Cambodian, Cantonese, Creole, Gujarati, Japanese, Korean, Portuguese, Punjabi, Romanian, Russian, Spanish, Tamil, Thai, Turkish, Urdu, Vietnamese

7. Students eligible for free/reduced-priced meals: 11%
Total number students who qualify: 171

8. Students receiving special education services: 8 %
134 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>16</u> Autism | <u>5</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>26</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>67</u> Specific Learning Disability |
| <u>11</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 9
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	4
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	81
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	23
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	18
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	10

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 19:1

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%	97%	97%	97%	97%
High school graduation rate	99%	99%	97%	98%	98%

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	424
Enrolled in a 4-year college or university	93%
Enrolled in a community college	2%
Enrolled in career/technical training program	2%
Found employment	2%
Joined the military or other public service	1%
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. 2008

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

Solon High School is dedicated to developing contributing, ethical global citizens and lifelong learners in an environment where embracing diversity is our way of life.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Nestled in southeast suburban Cuyahoga County, the City of Solon and Village of Glenwillow feature excellent schools, beautiful parks and recreation areas, a top-notch library and a wide array of businesses and services that make the area a vibrant place to live and work. Solon was founded as a rural farming community in 1820 and neighboring Glenwillow was established as a company town for Austin Powder in 1893. Today, the bustling suburban environment encompassing the Solon City School district honors the rich traditions of a family-oriented community while supporting a significant industrial and corporate base that includes manufacturing, technology, health care and retail.

Families who choose to live in the community do so with a common goal of pursuing for their children a comprehensive educational program complemented by extensive extracurricular opportunities in the arts, athletics and community service that allow students to follow their passions. The focus within the Solon Schools is on the whole student, and the three A's – academics, arts and athletics – all share significant emphasis. The district's commitment to excellence and meeting the needs of every child, every day ensures that the educational program and co-curricular activities available through the Solon Schools meet those high expectations. Each year, Solon students rise to the challenges of rigorous academics with increasingly higher levels of achievement. Such superior achievement does not happen by chance. It is the direct result of long-term strategic planning and a collaborative learning community that values accountability and puts students first. Equally important, at the core of the Solon Schools' mission is a commitment to ensuring that all students attain the knowledge and skills necessary to become contributing, ethical citizens in the global community. The heart of the Solon Schools is a shared belief system that clearly articulates the importance of diversity and how it enriches the school and greater communities. The Solon Schools is one of Ohio's most diverse districts, and the diversity of students spans socio-economics, race, ethnicity, religion, sexual orientation and cultural background. Through the district's strong partnership with city government, area businesses and parent volunteers and booster groups, Solon students' connections and educational opportunities are enriched, providing a strong foundation and tools for future success.

Students at Solon High School may select from more than 140 course options (including 27 different Advanced Placement courses) across the curriculum, from required courses in core academic areas to electives in STEM, computer and industrial technology, business, world languages, fine and performing arts, and health and physical education. The breadth of offerings helps students fully prepare and meet their goals for life after high school – whether they plan to attend a 2-year or 4-year college, enter the workforce, or serve in the military or safety forces.

With an eye toward continuous quality improvement, Solon High School teachers work collaboratively to align the school curriculum to the state of Ohio's academic learning standards while simultaneously implementing research-based, best-teaching practices in their classrooms that demonstrate student achievement results for all students. Cultivating this shared responsibility is a critical element of ensuring student engagement and success.

From the time students take their first steps into the building, the Solon High School administrative and teaching team send clear messages to students about who we are as a school and a community and what role the students play in upholding those standards. In this way, students understand that they have clear expectations to meet but also far-reaching opportunities. Their buy-in is crucial to own the culture of respect and inclusivity that are hallmarks of Solon High School.

Teachers, counselors and administrators also foster collaboration with students through active solicitation of feedback and a sharing of ideas. Staff members support student efforts by empowering them to take on leadership endeavors and providing the structure for them to be safe and successful. At the same time, the school has extensive systems and caring staff members in place to monitor students emotionally, socially and academically – again with the goal of providing a safety net and strategic support if necessary.

Solon High School last earned the National Blue Ribbon School Award in 2008. The distinction is a source of pride and an external mark of the quality of Solon High School's educational program. Although collaboration, common assessments and data analysis practices were key in the school earning the 2008

Blue Ribbon, Professional Learning Communities at Solon High School today are more mature and honed for greater impact on student learning. The PLCs focus on how teachers are challenging students, closing gaps and implementing intervention strategies, and ways to make learning more concrete and less abstract. At the same time, the collaborative environment is digging deeper into differentiated application of 21st century skills by fostering real-world inquiry-based application of problem-solving, communication and critical-thinking skills.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Solon High School's curriculum is tightly aligned to Ohio's academic learning standards and AP course curriculum. In addition to grade 9-12 English classes leveled from college prep to honors to AP (including the AP Capstone diploma program), students may also opt for topic electives in creative writing, debate, public speaking, film studies and media communications. Working within the Professional Learning Community structure, teachers work collaboratively to unpack the standards, write essential questions and develop common lessons that focus on three guiding questions: What do we want students to know and be able to do? How will we know when they have demonstrated mastery of the skill or content? How will we respond when they struggle? The PLC team for each course develops common assessments and analyzes student data, looking for trends and problem-solving to make the greatest gains in student learning. The team analysis – and subsequent action – focuses on specific goals for intervention and enrichment. Students learn the content and skills through research-based best practices in comprehensive literacy, which include differentiation embedded in everyday targeted instruction. Reading instruction exposes students to a variety of books and articles, from the classics to current literature as well as non-fiction works. Students are taught to interact with the text and infer meaning and make connections when they read. Writing instruction focuses on the process of drafting and revising and includes ample opportunities for small group collaborative interaction as well as individual writing practice. Regular, formative assessment provides students with ongoing descriptive feedback on their progress and growth, fostering development in both reading and writing. Formative assessment results also guide teachers in making individual adjustments to instruction for each student. For example, for students who are not mastering the daily learning targets or meeting a standard, teachers will provide small group and/or one-on-one instruction to reteach concepts and provide additional support. Similarly, students who demonstrate mastery will engage in enrichment activities to challenge them toward meeting their full potential.

1b. Mathematics:

The Solon High School math curriculum is aligned to Ohio academic learning standards and AP course curriculum. Specific course levels include college preparatory, honors and Advanced Placement for students in grades 9-12 covering topics from math essentials through multivariable calculus/differentiated equations and electives such as computer science, app development and C++ programming. Teachers engage students in math learning using the resource, College Preparatory Mathematics. The CPM math team-based learning environment in Solon classrooms promotes discussion about mathematics that make real-world and critical connections within each lesson. Each student is able to contribute to the team by raising and answering questions, facilitating the team's work, building consensus and interacting with the teacher. Students solve problems both individually and as a group, freely exchanging ideas as they grapple with new ideas or extensions of old ideas with the teacher as the ultimate resource. The CPM method is a problem-based collaborative student model with the teacher acting as a learning facilitator. Daily problem-based lessons include structured guidance during class that enables students to explore questions in study teams, glean insights from their peers to gain understanding. Differentiated instruction and real-time intervention are embedded in the daily lessons and spiraling of the content topics. Teachers circulate the classroom to monitor, guide and intervene in the study group discussions as necessary to ensure conversations remain relevant and accurate, help clarify any confusion, and challenge students to deeper levels of understanding and exploration. Formative assessments are administered regularly to check on student learning and teachers continually make individual adjustments to instruction based on those results to maximize student learning and mastery of skills and content. Working collaboratively, teachers develop common assessments for each math course to measure student progress and achievement. The assessment data are analyzed by each team during Professional Learning Community meetings, with targeted and individualized intervention and enrichment lessons developed as needed to fill learning gaps and stretch student learning to higher levels of understanding.

1c. Science:

Solon High School's science curriculum aligns to Ohio's academic learning standards in the sciences as well as Advanced Placement course curriculum. Individual class levels include college preparatory, honors and AP in a wide range of sciences, including biology, chemistry, physics and environmental science as well as electives such as anatomy and physiology, and forensics. Science teachers use research-based instructional strategies, most notably scientific inquiry-based lessons, to foster scientific learning among students. Working individually and in small lab teams, students develop descriptions, model explanations and make predictions. Students also gain science content knowledge and develop critical-thinking skills through inquiry-based problem-solving, experiments and demonstrations in the classroom as well as lab and field settings. Beyond the core scientific principles, concepts and methodologies, students gain crucial understanding of scientific interrelationships and real-world application. Inquiry and experiential learning in the sciences – with ample opportunities for engagement with manipulatives, models, dissection and hands-on exploration – foster student self-discovery and pose intellectual and laboratory challenges. Linkages to world-class research and care facilities such as Cleveland Clinic, University Hospitals and Case Western Reserve University enable students to pursue laboratory and research internships. Instructional differentiation and intervention are embedded in everyday lessons through small group and individual activities that enable teachers to provide appropriate rigor and reteach or launch extension activities as needed. As part of the regular instructional process, teachers use formative assessments to check on student learning. Individual adjustments to instruction based on formative assessment results are incorporated within the learning environment in real time. Like all Solon High School courses, the science content area teams use common assessments and analyze results collaboratively to ensure all students are mastering the science content and skills.

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

Aligned to Ohio academic learning standards and Advanced Placement course curriculum, social studies and history course offerings at Solon High School include college preparatory and AP classes. Additionally, students are able to delve into elective topic areas such as African-American history, psychology, sociology and human geography. Critical components of social studies and history classes are connections and application that enable students to make sense of increasingly complex events and interactions in today's global society. Using a broad range of resources such as textbooks, online interactive videos, historical documents, speeches, editorial cartoons and current news media, classroom learning of content focuses on comparing and contrasting, cause and effect, and analyzing the lessons of history and what can be gleaned from a historical context in viewing current-day events. For example, a new course, Facing History and Ourselves, challenges students to analyze events in history and discuss the ideas of racism, misogyny, anti-Semitism, social injustice and other prejudices in shaping human behavior. In this and other history and social studies classes, it is key for students to look at history through a variety of lenses to understand different perspectives as well as to reflect on the importance of global awareness and a more informed citizenry. To help students extend this learning beyond the classroom and participate in civic engagement, classes take field trips to participate in community programs such as leadership symposiums and City Club Forums. Cross curricular connections are forged, such as the school's jazz band staging a performance in the African-American history class to more impactfully engage students in a discussion about the influence of jazz and rhythm and blues in American culture. Even within these vivid classroom lessons, teachers weave daily formative assessments to gauge student learning and progress. End-of-unit common assessments and data analysis provide for intervention aimed at gap closing and enrichment to enhance student learning.

1e. For secondary schools:

Establishing college and career readiness is integral in all curricular classes at Solon High School. Higher level thinking and 21st century skills such as communication, collaboration and critical analysis necessary for success in the workplace and university learning environments are built into all lessons. Students have access to 1:1 technology at all times through a school-issued Chromebook. Learning is facilitated in Google classroom and with online reading experiences that are bolstered and measured with technology-based formative progress checks and computer-based assessments. Solon High School has partnerships with local manufacturing companies such as Kennemetal, Swagelok and Nestle for classes through which students and

staff work with engineers, technicians and executives to develop products that meet a specific need. This allows students to apply the problem-solving, critical-thinking, leadership, collaboration and creativity skills they have learned in the classroom environment in real-life work experiences. Solon is a member of a multi-school consortium, Excel TECC, that affords career technical program options for students. Through Excel TECC, students can choose from a wide range of academic technical and career-focused coursework leading to a career specialty, college major and employment in a chosen field. Culminating their time at Solon High School, more than 90 percent of the senior class participates in a two-week shadowing experience in a career of interest, working hand in hand with professionals in a real-world setting prior to graduation.

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

2. Other Curriculum Areas:

Students at Solon High School have access to a vast array of fine arts offerings. Art and music educators work as integrated interdisciplinary teams aligning course curriculum to Ohio's learning standards. Each has unique expertise that overlaps into several art and musical genres. Consequently, students benefit from not only the high level of expertise of the instructors, but from the opportunity to work with and learn from many different fine arts teachers throughout the school year. In music, Solon High School teachers are also professional musicians in their own right outside of the educational setting, performing with national groups, Broadway traveling productions and at local music hot spots. Their contacts help to attract visiting musicians for artist-in-residence and workshop opportunities for students. Students are able to select from a range of vocal and instrumental music classes for academic credit, including music theory, choir, show choir, band and orchestra. Additionally, teacher work with students in extra-curricular musical offerings, such as madrigals, jazz and pep bands, and quartets, among others, provides a myriad of performance opportunities throughout the year, including on local television and at venues throughout the city. The high school's visual arts program offers extensive choices through three tracks – studio, 2-D design and 3-D sculpture. Courses include drawing and painting, art foundations, AP studio, AP art history, computer graphics, digital and traditional photography, animation, AP 2-D design, ceramics and advanced sculpture. Participation in the performing arts builds self-esteem and confidence as well as affording students with leadership opportunities. Immersion in the arts also promotes outside-the-box thinking for Solon High School students.

Although some schools allow students to use sports participation as a means to fulfill physical education graduation requirements, Solon High School does not, instead preferring to help students build a strong foundation for lifetime fitness and wellness. Among the course offerings are personal fitness; strength, speed, agility and quickness training; intramural sports; competitive sports; and yoga and mindfulness. Mindfulness and stress reduction are a key focus in not only health and physical education classes but throughout the Solon High School community. Outside pressures of the college admissions process, social media and an increasingly divisive culture are ever-present sources of student stress. It is crucial to help students deal with stressors in a positive way. Health class instruction also includes important teen health topics such as mental health, substance abuse, addiction prevention, nutrition, human sexuality as well as healthy and respectful relationships.

Today's high school students are digital natives and it is critical that their educational environment keep pace to support a blend of digital and traditional learning platforms and best practices. Appropriate use of technology tools is critical for students to master 21st century skills that best prepare them for success in college and the workforce. All Solon High School technology initiatives are developed to help students more readily collaborate and communicate with peers, engage in more relevant and creative assignments and projects, and demonstrate their understanding of content and skills. Students also learn the importance of online safety and responsible digital citizenship. Technology is integrated within all of the content areas, and the high school's technology resource teacher works in tandem with content-area teams to develop meaningful lessons within the classroom that underscore student learning of the content area, while at the same time providing opportunities for students to build technology skills using Google Classroom, apps and more complex technology programs and tools.

In Solon, students begin meeting their foreign language requirement in grade 7, completing the equivalent of level one world language in seventh and eighth grade. This structure allows all Solon students to advance through the AP level of world language by their senior year if they choose. Currently, Solon High School offers Spanish, French, Mandarin Chinese and American sign language. Instruction is aligned to state standards and students learn using a variety of authentic resources. Students are immersed in all facets of the language with a strong focus on global and cultural awareness.

Led by the school counseling department, Solon High School promotes social emotional learning for all students. An example of this critical learning and support is accomplished through the school's Freshman Mentoring Program, which pairs student mentors with small groups of ninth grade students each month. This program touches all ninth graders regularly throughout the year focusing on topics such as goal setting, career readiness, dating violence, and developing positive friendships and healthy dating relationships.

3. Special Populations:

An extensive and systematic program is in place at Solon High School to ensure that all students are meeting academic standards. The Pyramid of Strategies is a collaborative effort among administrators, teachers, families and, of course, students. Communication and input with families and students are crucial to identifying the level of assistance needed as well as which specific strategies may help close learning gaps for individual students. Solon High School's inclusion model is built on the philosophy of excellent first instruction in the classroom with additional supports, interventions and enrichment layered over the regular education as needed to help students meet and exceed expectations. Classes are co-taught with interventions to provide real-time support for students within the regular education classroom. The high school administrative team builds intervention periods into the schedule for students with special needs who require additional support beyond the regular education classroom. Similarly, an ELL support period is scheduled for English language learners who need more intensive help mastering the content knowledge and skills of the curriculum.

As part of the collaborative Professional Learning Community and Collaborative Action Process, the teams are consistently monitoring student progress and updating learning plans. In addition to quarterly special education meetings, administrators, school psychologists and counselors meet every four weeks to assess and monitor every student's progress at SHS. During these meetings, the team communicates with classroom teachers to determine which strategies are working, meets with individual students to discuss their personal progress, and brainstorms additional interventions or accommodations that can be put in place to improve student performance. Part of this analysis is looking specifically at how students in all accountability sub-groups are performing – both on their personal trajectory and compared to other students. For students who have gaps in learning, classroom teachers (together with the interventionist or ELL teacher as necessary) work individually or with small student groups to hone in on where their learning broke down and through reteaching address the gap.

Interventionists are part of all content area PLCs to help assess student needs and provide additional strategies. Through this interdisciplinary team lens, appropriate interventions and strategies can more readily be put in place. However, prior to students being identified as needing special education services or for any students who have gaps in learning, Solon High School uses a tiered intervention structure to assure students receive targeted and specific help that meets their individual needs in the least restrictive learning environment. Tier 1 interventions occur in the classroom with best teaching practices. We believe the classroom teacher is fundamentally the most significant person in the student's learning experience, therefore our teachers are first responders in terms of providing reteaching opportunities, small group instruction and peer model practices to help students master content and skill and ultimately reach their potential. Tier 2 interventions take place outside of the regular classroom. These include student-to-student and teacher-to-student tutoring as well as guided study hall in which students are assigned to an adult mentor who provides guidance and structure to support students who are struggling. This interaction centers on goal setting, progress monitoring and providing additional supports such as tutoring, organizational skills and study skills. The most intensive support for students prior to special education identification is within Tier 3 intervention. In essence, this level of support affords the most at-risk students with the opportunity to

receive specialized small group instruction either from a content-specific teacher or a highly qualified intervention specialist. Tier 3 is particularly effective as high intensity intervention in the least restrictive environment because it enables the most struggling learners to receive special education services and accommodations without being specifically identified as special education students.

Providing rigor and ensuring students at the highest end of the achievement spectrum are being sufficiently challenged are addressed in similar ways. Written Education Plans are constructed for all students identified as gifted. Challenging course offerings, including a wide array of honors and Advanced Placement classes, provide appropriate academic rigor. Within the classroom, targeted instruction and assessment assures high-performing students are challenged and exceeding expectations. Through differentiated assignments and expectations, gifted and other top-achieving students apply higher level critical thinking and analysis within their everyday work.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Solon High School's motto, "We Are SC!", and this year's theme "We Are Greater Than Me," are reinforced through an inclusive, open-door policy for all academic, extra-curricular and support programs. Staff encourages all students to pursue rigor in their curricular choices, including Advanced Placement participation, and promotes student engagement in a full range of activities and opportunities. These range from ongoing mentoring programs to assemblies and a 1:1 technology initiative providing 24/7 technology access to all students to support academic success. The education, guidance and support students receive through these programs are important to their overall development and well-being, as well as their success in school.

Working with the Diversity Center of Northeast Ohio, the SHS Freshman Mentoring and New Student Programs are important connections to the school's newest students. Through FMP and NSP, upperclassmen serve as mentors to ninth grade and new students to help them acclimate to the high school environment. Within the context of carefully constructed sessions, the mentors share their own experience at SHS and provide tips and advice to help new students achieve success academically, socially and emotionally. Additionally, the work with the Diversity Center includes student focus groups to identify areas for improvement and implement work with students on creating and fostering an inclusive school environment. Students also participate in Expect Respect, a program centered on student vignettes addressing topics of bullying, cyberbullying, inclusion, and healthy relationships. Discussion groups following the assemblies reinforce the messages and allow students to share their thinking.

Similar outreach and coaching with the SHS staff on inclusion, unconscious bias and related issues are important adjuncts to the student engagement. At the same time, considerable effort is spent to celebrate staff successes to be sure they feel supported and valued. This year, the staff is focusing on gratitude. Staff wellness is also key, and programming on mindfulness as well as yoga sessions have helped staff members harness stress. The school team is cognizant of the outside stressors on students, staff and families and actively working to mitigate stress is an important goal. Celebration of student successes also permeates the school community. For every student or school team (academic, athletic and extracurricular) that qualifies for state and national tournaments, the students are celebrated with an all-school clap out. Led by an administrator and members of the pep band, the students walk through the building as all classrooms empty into the halls to wish them luck. Students are also recognized all year with endorsements of their Comet Pride with "Gotcha Cards" issued when they are "caught" performing an act of kindness or good citizenship. Lunch celebrations are held for students who receive Comet of the Semester, Rising Star and Strive for .5 (boosting GPA by .5 in a quarter) recognitions. The entire Solon High School community is committed to fostering a school culture and environment that fulfills the promise of the school motto for all students.

2. Engaging Families and Community:

At the heart of the Solon Schools' mission is a diverse collaborative learning community of families, staff and community members that inspires students to achieve personal excellence. Solon High School students' educational experiences are enhanced through partnerships with four major parent groups – PTA, Music Parents, Athletic Boosters and Academic Boosters – that work collaboratively with the school and the community providing critical resources of time and funding support. The groups also confer more than \$75,000 in scholarships to graduating Solon High School seniors every year.

Involving families in the school and connecting them with information they need to ensure their child's success increases their stake in the school community and assists in having adults informed about school issues within the larger community. The district's dynamic Strategic Planning process yields continuing direction for sharing innovations in curriculum development and implementation as well as quality programming in education, technology, activities, athletics and the arts throughout the district. Within that context, Solon High School continually utilizes new avenues to widen and deepen communication with

families, students, staff, community members and other important stakeholders in the Solon Schools. The goal is information sharing that reinforces several important themes: Inspiring excellence through a high-quality educational program for all students; diverse programmatic offerings; and the evolution of education to a standards-based and collaborative learning environment that prepares students with 21st century skills and content knowledge. Building on those over-arching themes, the high school specifically targets families and students with information they need that is specific to their grade level and where they are in the process of moving toward college or career. Multiple modes of communication are used including targeted emails, social media postings, postcards, newsletters and informational meetings (which are taped and streamed via the district's Solon Education TV at setv.viebit.com). The high school also provides access for students and families to Naviance, a college planning and career readiness tool, which includes direct messaging capability. Every school year begins with PTA-sponsored grade-level Parent-Principal Coffees held during the day and in the evening to accommodate parent schedules. All college planning, financial aid, scheduling and parent orientation sessions are also offered in the evening and all are videotaped and posted for parent convenience and future reference. The counseling department maintains an extensive web data base with college counseling and career planning resources. City and corporate connections also benefit Solon High School, including several partnerships that foster real-world learning opportunities for students. Similarly, a collaboration with the Solon Chamber of Commerce provides a web-based tool to match students with area businesses for senior project shadowing experiences, internships and employment. Solon High School students are also active community volunteers and give back philanthropically through wide-scale collections throughout the year to fund medical research, provide needed food and money to area pantries and shelters as well as supporting social justice efforts such as the Ohio Innocence Project. Solon High School also connects with senior citizens in the community, providing free admission to senior residents for all musical and drama performances and athletic contents.

3. Professional Development:

The Solon City Schools and Solon High School consider professional development a critical component of ensuring student achievement at the highest levels. To underscore this commitment, the district has made significant investments of time and resources to further the education of the high school staff through job-embedded professional development aligned to support academic achievement and school culture. The return on this investment is a positive impact on the bottom line of student achievement and success. The Solon High School staff understands the educational research demonstrating that improvements in student learning only occur with continual, job-embedded teacher learning. All professional learning is focused on providing concrete strategies for improving the learning environment for both students and staff. Toward that end, Solon High School teachers have engaged in several significant learning opportunities this year, including professional development for teams of teachers through all-day meetings to align curriculum, develop and modify assessments, analyze data and research new instructional strategies. This collaborative time allows teachers to delve deeper into content, benchmarks and indicators, refine instruction and ramp up instructional rigor. After- or before-school Professional Learning Opportunities include important topics ranging from classroom management and instructional strategies to help keep students engaged and technology to cultural awareness (diversity, inclusion and implicit bias) and wellness (yoga and mindfulness). These topics are developed with input from the teachers on the types of learning they believe will enrich them personally and professionally. Importantly, the district partners with Ashland University to offer professional development courses onsite in Solon for college credit. The classes are taught by Solon curricular experts ensuring that classwork for the college course in the evening directly translates into applicable strategies teachers can use in their classroom the next day. Two current offerings are Google Apps for Education and Mindfulness and Yoga. The Google Apps course is crucial for teachers to build capacity in technology to match the 24/7 access and mastery of skills their students demonstrate in the digital arena. The course helps teachers view Google Classroom as their "mission control," enabling them to choose the right technology tools for each learning objective and become more proficient at providing real-time feedback to students online. The Mindfulness and Yoga course provides a framework for integrating mindfulness strategies personally and professionally by using research-based curriculum for grades K-12. Like all Solon professional development providing tools and lessons teachers can take directly into the classroom, the course arms teachers with mindfulness strategies such as breathing techniques, affirmations, visualizations, energizers and guided mindfulness practices, as well as scientific research on mindfulness and the brain, emotional regulation and compassion.

4. School Leadership:

Solon High School's leadership philosophy is one of shared leadership and collaboration. This shared responsibility for student success and support is rooted in the school's stated We Are SC Cultural Pillars. The foundational pillars of this actionable leadership structure are inclusive environment, positive culture, positive relationships and student success. The core of the leadership team – the principal, assistant principals, school counselors and school psychologists – set the course for “Committing to the Work.” The expectation for the entire staff is to give relentless effort; be intentional, strategic and consistent; and to work interdependently and be accountable. This overarching commitment to high standards and accountability may be unyielding but the way in which the staff works to meet student needs relies on creativity and flexibility. This is accomplished as the administrative leadership team collaborates with subject-area department chairs and the Collaborative Action Process team to harness the “Power of Us.” This is critical because the leadership team must work closely with teachers as partners for the shared vision to thrive. It is not the individual classroom teacher's sole responsibility to develop solutions or implement plans in the classroom. Everyone in the school shares that responsibility. Colleagues weigh in with a bank of ideas and experience to offer results-focused solutions for student growth, achievement and success. Teachers relinquish isolating control in favor of supportive interconnectedness. This does not mean that staff members lose autonomy, however, the absolute commitment to do whatever it takes for every student proves the need for shared accountability and leadership. By listening, following through, being flexible in attitude and actions, and focusing on solutions, the team is able to achieve the objective of “Together We Can” make real differences for all students. Key in the success of this leadership structure is not only the relentless effort but a committed “Passion for Learning.” Effective educators must be learners today to be leaders tomorrow. At Solon High School, this philosophy is operationalized as team members open themselves up to coaching, embrace opportunities for professional and personal growth, and strive for the best version of themselves.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Solon High School teachers and administrators have been using data to inform instructional decision-making for more than 15 years. In collaborative Professional Learning Communities, the teams have developed the assessments, tools, resources and processes necessary to make effective instructional choices for students based on data. As part of that collaborative PLC culture, Solon High School teachers are able to be vision-focused on student learning with a clear direction and collective commitment. Their collaborative culture is laser-focused on learning, dedication to continuous improvement and achieving results through data-driven decisions. Together, they are able to more effectively implement best practices that create engaged learning environments with the highest possible student achievement and growth. Equally important, the PLC teams work collaboratively to define an instructional framework that clearly defines and outlines rigorous instruction, allowing the team to build increasing rigor into their daily lessons and assignments. The PLC teams create and refine common assessments for their content areas and courses. Because all students in every course take the same summative assessments, the teachers on each PLC team can quickly and efficiently analyze student performance by concept, indicator and test item. PLC team meetings are data-rich conversations that analyze performance trends as well as targeted areas of improvement or enrichment for each student. The PLC structure relies on trust and vulnerability among team members, but at the same time fosters a shared sense of responsibility within the entire team to ensure all students achieve and progress.

At the foundation of the Solon High School PLC structure is a building schedule that creates common planning times for PLC team members as well as several after-school meeting times throughout the year. This schedule and staff commitment have allowed the PLCs at the school to thrive without the need for late starts or other reductions in learning time for students. The culture created and nurtured by the Solon Professional Learning Communities has resulted in consistently high student performance as measured by the state of Ohio assessments and college entrance tests such as ACT and SAT. In fact, the PLC teams use ACT data to inform targeted classroom instruction. The past successes demonstrate that when teachers are provided with actionable data, they will capitalize on that knowledge and be able to make impacting instructional decisions that help ensure students achieve and meet or exceed identified growth targets. The PLC is the school's most impactful practice on academics and social-emotional support as it provides the space and structure for teachers to learn and grow themselves within an atmosphere of high expectations and commitment to do whatever it takes for every student every day.