

U.S. Department of Education
2020 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. Brian Connors
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name C O Harrison Elementary School
(As it should appear in the official records)

School Mailing Address 585 Neeb Road
(If address is P.O. Box, also include street address.)

City Cincinnati State OH Zip Code+4 (9 digits total) 45233-4610

County Ohio

Telephone (513) 922-1485 Fax (513) 922-3330

Web site/URL https://www.ohlsd.us/co-harrison-elementary-school/ E-mail connors_b@ohlsd.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.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Jeffrey Brandt E-mail brandt_j@ohlsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Oak Hills Local Tel. (513) 574-3200

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Paul Cooper
(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.

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

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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 5 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 9 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	57	57	114
1	81	69	150
2	87	72	159
3	79	63	142
4	75	66	141
5	82	87	169
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	461	414	875

*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
 - 0.8 % Asian
 - 5.5 % Black or African American
 - 3.2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 83.3 % White
 - 7.2 % 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 2018 - 2019 school year: 6%

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, 2018 until the end of the 2018-2019 school year	31
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	51
(4) Total number of students in the school as of October 1, 2018	896
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. Specify each non-English language represented in the school (separate languages by commas):
Amharic, Arabic, Chinese, French, Greek, Gujarati, Cambodian, Oromo, Portugese, Spanish

English Language Learners (ELL) in the school: 2 %
18 Total number ELL

7. Students eligible for free/reduced-priced meals: 32 %

Total number students who qualify: 283

8. Students receiving special education services: 15 %

131 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>11</u> Autism | <u>10</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>27</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>32</u> Specific Learning Disability |
| <u>9</u> Emotional Disturbance | <u>25</u> Speech or Language Impairment |
| <u>5</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>9</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	33
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	15
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	11

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 26:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	93%	97%	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 2019.

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.

Through exceptional instruction and high expectations, C.O. Harrison Elementary will be recognized for maximizing the growth and achievement of students who are passionate learners and confident leaders.

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

Creed Oney Harrison Elementary School (C.O. Harrison) is a suburban elementary school that consists of 876 students in kindergarten through grade 5. The community members and families of the students are highly involved in the educational process and the social emotional well being of the students. We have a very active Parent Teacher Association (PTA) that plans many different events throughout the school year. These events are always well staffed by volunteers and are well attended by students and families. The school building is located next door to our Community Senior Center, and just two doors down from the local Fire Department. We have business partners throughout the Delhi community that help with student incentives and staff events. We have a great partnership with Mount Saint Joseph University that we are expanding for next school year (discussed more later in this document). Overall, we have a very diverse group of students with many different needs and we work diligently to help every single one of them on a daily basis.

C.O. Harrison is a school of rich traditions, which connects our students and families. Our families and active PTA are integral to the learning experiences of our students at C.O. Harrison. We begin each school year with a Flag raising ceremony on the first day to welcome our new students and staff as well as our returnees to the new school year. Other yearly events include a fall PTA Family Movie Night outside, Breakfast with Dad Day, Painting with Mom Night, Grandparents Bingo centered around our Bookfair, a family art show, our Back to School Shaved Ice Social and individual family nights for each grade level. We have a full week program called Everybody Counts, which is a week-long event to help students develop more empathy for others who have disabilities. We have two classroom celebrations every year around winter break and Valentine’s Day, both sponsored by PTA and run by our room parents. We also have many academic field trips in place to promote experiential learning. For example, we take all first grade students to the local public library and sign them up for a library card, hold a national reading week where we bring in celebrity readers, take students to the high school and have high school reading buddies, and bring an author/illustrator in to speak to all of our students in grade level groups. We end our school year with an Enrichment Day full of activities for all grade levels. Additionally, the fifth graders participate in a Grade Five Day of Service where students go into the community adjacent to the school and help elderly neighbors with a Spring Clean-Up.

C.O. Harrison has a strong sense of family with our student body. We use an inclusion model that we believe is the best way to educate all students and provide a rigorous academic experience. We have many district-wide special education services at C.O. Harrison, where students from all five elementary schools receive services in our building. These services include Emotionally Disturbed unit, a program where students receive vision and hearing interventions, and we have two multiple disabilities units. Our school community embraces all of our learners and we have many Intervention Specialists and instructional aides to ensure students are included with their age level peers as much as possible. We have great team teachers that have a common planning time and are able to provide services inside the classroom to all students, making it difficult to discern is the general educator from the intervention specialist in most cases. We have the unique ability to have six teachers per grade allowing teams of teachers to have a common planning time and work together with flexible grouping to ensure the maximum benefit for our students.

We feel like the model we use is the reason we were able to be awarded the Overall A award by the Ohio Department of Education for both the 2018-2019 and 2017-2018 school years. This award is given to schools that earn an overall “A” on their state report card. Being the largest elementary school in our district, with many district-wide special education programs, we feel very fortunate to earn this award for two straight years. In addition, we received an “A” on the value-added and achievement components of the state report card for the past two years.

As we indicated above, we have a successful partnership with Mount Saint Joseph University (MSJU) that is growing. The program started a few years ago with MSJU students tutoring our students. In recent years we added a mentoring component and now have 22 students from MSJU mentoring students at C.O. Harrison. The mentoring program uses a “check and connect” approach that involves meeting once a week, making a positive connection and supporting the student as a positive role model. Our next phase is slated

to begin with the 2020-2021 school year, including adding a lab site for MSJU at C.O. Harrison. Twenty-four MSJU students in their Elements of Literacy class will work with students at C.O. Harrison under the direction of the MSJU faculty. They will utilize the Orton Gillingham strategies learned in class to provide intervention to our students. This is an exciting opportunity for both of us.

Finally, C.O. Harrison prides itself on our Positive Behavior Intervention Support system. This system has been in place for many years and continues to grow. Our three areas of focus are Respect, Responsibility, and Being Safe. Students are recognized, given a sticker to wear for the day, and their family is emailed a certificate every time they display one of these qualities. This reinforcement and the framework brings the school together. Our data from last year showed that we had 73 office referrals for negative behavior that resulted in a consequence. In contrast we had 2,882 positive behavior referrals resulting in that many positive parent communications.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Each staff member at C.O. Harrison Elementary strives to ensure that all children, regardless of their level, grow both academically and personally. It is imperative to us that we meet each child where they are individually and support them in any way we can to help them succeed. We know that all children can and will grow by using a variety of instructional strategies and activities.

Each subject's curriculum is standards-based derived from the Ohio state standards. Specific programs have been adopted to steer our Language Arts curriculum. Kindergarten through Third Grade uses Fountas and Pinnell Classroom to teach the five big ideas of Reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension). During Fourth and Fifth Grade we utilize the Lucy Calkins Reading and Writing units. To address the Math, Science, and Social Studies standards teachers build lessons from the standards using a variety of tools and instructional practices.

At C.O. Harrison we have adopted the workshop model approach in writing, reading, and math. From Kindergarten to Fifth Grade students know that their lessons will be broken down into mini-lesson, work time, and shared time. During the mini-lesson, students are taught the teaching point for that lesson, shown mentor examples, and then given time for active engagement to apply what they learned with teacher support. At the conclusion of the mini-lesson, students apply the teaching point independently during work time. Work time allows for the teacher to pull small groups for reteaching, intervention, and enrichment. This is the time where teachers can differentiate the lesson, material, or product to meet students' needs. Teachers can also use this time to meet with students one-on-one to provide individualized instruction and feedback. Both formative and summative assessments drive instruction to ensure that all students are meeting their full potential.

Another integral part to instruction at C.O. Harrison is co-teaching between a general education teacher and intervention specialists. We employ many models of co-teaching (one teach-one support, parallel teaching, alternative teaching, station teaching, and team teaching) depending on the needs of the classroom.

1b. Reading/English language arts

C.O. Harrison focuses on a standards-based approach for our reading and writing curriculum that is centered around providing rich experiences for our students to instill a lifelong love of reading and writing. The Fountas and Pinnell Literacy Program is our primary tool used in grades K-3 for reading instruction, including daily interactive read-aloud, brief mini-lesson, shared reading, guided reading in small groups/pairs, phonics, word study, and spelling lessons. A workshop model is used in grades 4-5. The Lucy Calkins Units of Study guides teachers as they provide mini-lessons on reading skills, readying students to read and interact with the text independently and in small pairs/groups during work time. Students are encouraged to explore a range of high-interest texts in both fiction and nonfiction through book clubs, independent reading, and so forth. They are able to select books at differentiated levels that suit their particular interests, further increasing engagement. Students are given daily opportunities to discuss and share their ideas related to their reading, further building a reader's community.

Like reading, writing at C.O. Harrison is approached using a workshop model, utilizing Lucy Calkins Units of Study for Writing in grades K-5. This allows teachers to scaffold support for students while simultaneously fostering an environment that encourages student independence and ownership. As with reading workshops, writing workshops start with a mini-lesson that delivers explicit instruction in order to develop skills along a learning progression. As students work through the stages of the writing process, they are able to make writing relevant to them by connecting it to personal experiences and real-world topics. Each lesson concludes with an opportunity for students to share their writing each day, whether that be with their writing partner, in a small group, or with the entire class. Individual and small group conferencing

allows for teachers to provide critical feedback for students as they reflect and make goals for themselves as writers.

C.O. Harrison's approach to reading and writing instruction allows for personalizing instruction to best meet the needs of all students. Their learning is further enhanced through various technology tools and programs including; Accelerated Reader, Google Suite/Classroom, EPIC, ReadTheory, and Flipgrid, just to name a few. Edulastic is also used in grades K-5 to administer formative assessments throughout the year to gauge student learning and determine remediation and enrichment groups. These assessments were created by the district and are given at specific times throughout the year. Upon completion of each common assessment, teachers meet as a team to determine flexible student groupings as well as to share materials in order to re-teach difficult standards and incorporate extensions to stretch the standards further. Other data points used to measure student progress throughout the year are the STAR test hosted through Renaissance and the Fountas and Pinnell Benchmark Assessment System. Levels are communicated to both students and families as we monitor reading progress. Both assessments are given continuously during the year to allow for flexible grouping within the classroom.

1c. Mathematics

Our learning standards are addressed individually or in related clusters. Our goal is to move a child from concrete understanding to abstract understanding using inquiry-based lessons. Lessons are built to develop mathematical reasoning, enhance critical thinking skills, and model mathematical concepts. Students are encouraged to discuss their mathematical thinking when solving a problem.. This allows students to interact and learn from each other. While our main resources currently are GoMath and Engage NY, teachers are encouraged to pull materials that make productive discourse possible. Teachers routinely employ activities that allow for open-ended modeling and reasoning, while using as many hands-on experiences as we can.

In the classroom, the learning standards are presented using a variety of instructional approaches. Students are encouraged to be actively engaged at their current level of development. To facilitate this, teachers structure their math block to include small group meetings, partner work, individual practice, and whole-group discussions. The by-product of this approach is focused growth for our most challenged students and the opportunity for gifted students to dive deeper into the concepts currently being studied. Students of all ability levels can work in a spirit of cooperation to tackle higher-level thinking skills such as the above-mentioned modeling and reasoning. Scaffolding is also used in the form of a variety of manipulatives, 100 charts, place-value charts, and other graphic organizers.

Teachers use technology as a tool to support the differentiated classroom to reinforce the standards being mastered. We currently have a one-to one technology model; each student having his/her own device. Classrooms utilize Google Classroom as an online learning system, allowing students to collaborate with each other as well as with the teacher. In some instances, specific online platforms are used in the classroom. Some applications for self-paced individualized lessons include Moby Max, Prodigy, Zearn and Freckle. Desmos, Quizlet and Kahoot are some examples of programs used to review concepts.

Formative and summative assessments are used to guide instructions. Formative assessments, such as exit slips, are used to gauge whether a student needs reteaching or enrichment. After the reteach or enrichment, students are then reassessed. We also use summative assessments, such as our district-wide common assessments, to check for mastery of the standards taught. We meet in our grade level teams to analyze the data collected from these assessments. This analysis allows us to modify our lessons and methodology. In addition, several of our teachers are members of the district Math Leadership Team, working to strengthen math instruction across the district.

1d. Science

Our school-wide science program is focused on this shared philosophy: Science has a daily impact on society so understanding basic scientific concepts equips our students to be competent global citizens. Ohio's Next Generation Science Standards are the basis of instruction. Instructional methods used are based on scientific inquiry and investigation, having our students become scientific thinkers. The Foss Science

Curriculum provides active and engaging experiences through hands-on investigations. Project-based learning helps provide students the opportunity to research topics of interest and allows them to be active participants in constructing and evaluating knowledge learned. Additionally, science is implemented across the curriculum, through literature, responses to literature, and math topics, such as graphing.

Along with the learning standards, instructional focus is placed on the idea that science is happening all the time and is continually evolving. Teachers take advantage of “teachable moments” such as when natural scientific phenomena occur. One way to ensure students are passionate about science is by making them aware of the challenges we face on Earth today. Knowledge and respect for the natural world is stressed throughout the years.

Both formative and summative assessments are used in science classrooms. Assessments focus on pertinent information and analysis of data collected through experiments and projects. Information on student mastery is also collected through summative assessments, including our district-wide common assessments. Data is used to inform instruction and provide for differentiation in order to meet the needs and progress of individual students.

By the end of elementary school, we want our students to be aware of the many fulfilling careers available in science fields. Our daily practices and ideologies help to achieve this goal.

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

Our social studies learning standards are integrated into our language arts curriculum. Students explore and analyze multiple accounts of historical events by reading a variety of texts. Students deepen their understanding of cultural heritage by conducting research on diverse groups of people throughout history. A project-based approach is often used, so our students experience the freedom of choice while they are all focused on the same topic or standard. Projects allow students to work with texts that are on their reading level and allows them to work at a pace appropriate for them. Students expand their knowledge through the use of technology, simulations, skits, and informational writing.

Assessments for social studies are both formative and summative. Students will demonstrate their learning through the use of technology, such as presentations on Google Slides, writing informative essays, and are often assessed using applications such as Google Forms and assessments on Edulastic. Data is analyzed and small groups are formed in order to reteach or enrich students based on the data collected. The focus of the data typically is around reading and writing skills, more than the social studies content itself. Students are supported in small groups by reteaching many of the language arts standards that support reading, researching, and writing informational texts. Small groups of students are also enriched and encouraged to conduct research and create projects that allow them to deepen their learning, nurture collaborative skills, and develop decision-making skills.

1f. For secondary schools:

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

2. Other Curriculum Areas:

At C.O. Harrison, staff works to extend learning outside of the student homeroom. Students attend special classes, rotating through art, music and physical education, every three days. They visit the school library as a class every week. Students in grades 2 through 5 participate in the StEP Program, building financial literacy. Families can also choose to opt-in to the Spanish Immersion program, beginning in first grade. Band and orchestra are additional options in fourth and fifth grade.

C.O. Harrison’s music program is led by two teachers, who truly embody passion for the arts. Both teachers lead first through third graders through the fundamentals of music, including the basics of beat, pitch, rhythm and vocabulary. Students advance to musical elements such as dynamics, tempo, and tone. Students in the fourth and fifth grade are encouraged to become active musical learners by playing an instrument or

joining the C.O. Harrison Choir. All classes are prepared following the guidance of the National Standards of Music, encouraging them to create, respond, and perform.

All music classes host performances at various points in the year, allowing students and the community to make connections between the music learned in class and how music is performed and experienced with an audience. Audience etiquette is learned as students attend performances at the Cincinnati Children's Theater and the world-renowned Cincinnati Symphony Orchestra. Community connections are formed with the local senior center, as students present a holiday show and a Veteran's Day celebration for residents.

Another staple of the school week is students attending physical education (P.E.) is a favorite of students as they learn the importance of exercise and explore different sports while listening to their favorite songs. Special events throughout the year include the "Kids Heart Challenge," a fundraiser raising money for the American Heart Association. Track and Field Day is another event where all grade levels build friendships and camaraderie through healthy competition, participating in movement activities and games. The physical education curriculum focuses on state standards reinforcing lifelong healthy habits. The P.E. teachers make it a point to incorporate academic standards into their lessons, allowing collaboration with different classes in order to make real world connections. As a disability inclusive school, our special needs students can participate with peers during P.E. class. P.E. teachers also make modifications, further promoting inclusion, and strengthening community bonds in specials.

In art, students explore cultures and time periods, as they write and talk using art vocabulary. They make connections to art in daily life and develop new ways of expressing themselves and showing creativity. Students work through projects developed in line with Ohio Visual Arts standards, exploring the role of art in society, making visual connections to history and guiding positive change and justice through art. The safe spaces allows students to cultivate artistic behaviors used to stretch creative thinking and deal with stress. The emphasis on mindfulness during work time is fostered by soothing music, breathing exercises, self-soothing techniques, journal prompts, and meditations. A project currently being worked on by third-grade students is sewing "Worry Monsters" that they can use to squeeze when they are feeling anxious or just need a hug. Artwork focuses on the process of art making, and self-expression through a variety of media including painting, oil pastels, printmaking, ceramics, weaving, and fabric arts. The wide range of masterpieces students create are displayed year-round throughout the local community. You can find original student art samples at area coffee shops, on walls of the high school and framed at Oak Hills' district office. At the end of the year, they are proudly displayed at the District Art Show.

We are very fortunate as a district to be able to provide students with one-to-one Chromebook devices. Special teachers take advantage of these assets by incorporating technology into lessons. In music, students show their academic knowledge with fun games like "Kahoot!" and extension activities like this month's "Composer March Madness," where 16 composers go head-to-head to win student votes. In art, students create digital pieces using Google Drawing. Students are introduced to coding through technology in art class, a skill they can expand on in the after school EKids program.

The Student Enterprise Program, known as StEP, is offered to elementary schools through the University of Cincinnati's Economic Department. StEP addresses two key educational needs: the need for classroom engagement, and the need for 21st century skills related to entrepreneurship, critical-thinking, and financial responsibility. As part of the program, students earn school "currency" for completing homework, arriving at school on time, showing academic achievement, and behaving well, among others. Students keep track of their "money" and finalize their totals at the end of the quarter. The UC Economic Center provides an on-site school store four times per year, where students can purchase school supplies and novelty items. They can also choose to save their money each quarter and earn interest or donate to a charity of our school's choice. The charity we chose is the Animal Adoption Foundation in Ross, Ohio. Students not only gain a sense of earning, saving, and spending but also of helping by donating to a charity. This program instills responsibility, financial literacy and philanthropy in a fun, engaging way!

C.O. Harrison is also home to our Spanish Immersion program. Starting as a pilot in 2013, the program has emerged as a front runner in bilingual education in Cincinnati. The one-way model is structured with fifty percent of the students' day taught in Spanish. First through fifth graders follow district curriculum in math

and science, modified to create a language learning experience with each lesson. Teachers develop unit literacy plans in accordance with the ACTFL (American Council on the Teaching of Foreign Languages) proficiency scales and “I Can” statements. The model of the program encourages five pillars of language: listening, writing, reading, informal speaking and presentational speaking, while exposing children to new cultural experiences and broadening their world view.

3. Academic Supports:

3a. Students performing below grade level

C.O. Harrison utilizes a multi-tier system of support (MTSS) to identify struggling students and provide academic and behavioral intervention. The target is for all students to perform at grade level through core instruction, small groups, and/ one on one intervention.

Many different screeners are used throughout the year. Every student in K-5 is screened for reading and math using Aimswebplus and/or STAR 360. Social-emotional, and behavioral skills are assessed students in grades 3-5 using Panorama. All data is used to guide instruction and intervention.

Data is reviewed regularly by grade level teams. Students scoring below the 45th percentile on reading and math measures are recommended for intervention. Individual student meetings are held to review data with parents and to create an individualized plan based on need. C.O Harrison utilizes an RTI model and the problem solving process to guide all data meetings.

Targeted academic and social-emotional intervention and instruction is provided within the classroom, small groups and one-on-one. Teachers employ research based strategies within the classroom to meet academic and/or behavioral needs. Each grade level has a designated intervention block for academic intervention in which students participate in research based intervention. Some of the interventions currently used include Sound Partners, Road to the Code, My Sidewalks, Heggerty, PALS, RTI Math, and Orton Gillingham.

Similar to academics, social-emotional and behavioral needs are addressed through school-wide PBIS, small groups and behavior plans. Second Step and Check and Connect are some of those used. Individualized behavior plans are created and often include incentives, self-monitoring, feedback, and frequent check-in’s with a trusted adult.

After interventions have been put in place teams meet regularly to review data. Additional diagnostic assessments may be administered. Based on data additional interventions and research based strategies are put in place with continued monitoring.

3b. Students performing above grade level

CO Harrison uses two standardized assessments to determine if a student qualifies for gifted services. All students are tested in second grade using the IOWA and CoGat tests, then again in fourth grade with just the IOWA test. If a student is eligible for gifted services, they have daily scheduled time with a Gifted Intervention Specialist.

C.O. Harrison also uses a number of district wide common formative assessments to determine where a student is among their same grade level peers in the district. After each of these assessments, which are given in both Math and Language Arts at every grade level, the grade level team meets in what is referred to as a Student Growth Meeting (SGM). During the SGM, teachers speak about how individual students scored and begin to develop a list of students who are constantly scoring above a 95% on these assessments. When a student shows constant ability at or above the 95% mark on these assessments, they are put into an enrichment group. This group meets during our daily scheduled Colonel Time. Colonel Time is a dedicated 30 minute period every day, in every grade level that is designed to provide intervention to students who need it, and enrichment to students who are constantly scoring above the mark. Students spend 30 minutes daily doing enrichment activities inside the classroom. These activities include but are not limited to more rigorous Language Arts and Math Standards.

C.O.Harrison has also had some students grade advance when it is determined the best scenario for that student. Grade advancement takes place when a student not only tests for gifted services on the Iowa and Cogat, but also tests above the 95% in common formative assessments, and is given a one-on-one session with a gifted intervention specialist. If it is determined the student needs to grade advancement, our team of teachers along with the student's parent(s) are invited to attend a meeting and discuss options. These options also include the social emotional well being of the student.

3c. Special education

C.O. Harrison Elementary provides highly specialized interventions and instruction across the continuum of services to meet the needs of individual students identified under the umbrella of special education. With its commitment to an inclusive model of education, professionals provide interventions through a variety of co-teaching models across grade levels. Specialized classrooms, intervention rooms, and therapy rooms, provide more intensive services needed for this unique population. Whether it is providing intensive instruction individually or in small groups outside of the general education classrooms, in specialized classrooms, or by providing more frequent instructional opportunities and interventions than are provided to general education peers within the classrooms, all are hallmarks of the quality of services provided to students identified with disabilities.

Specially designed instruction includes organized and planned activities that modify the content, methodology, and/or delivery of that instruction. Intervention components are highly targeted, provide an appropriate level of challenge for each student, explicitly teach a specific skill, allow many opportunities to respond, and provide immediate corrective feedback for students. Instruction is both explicit and systematic, focusing on underlying skills that impact mathematics, literacy, and behavioral skills, and which is linked to students' IEP goals and objectives. Research-based interventions, strategies and accommodations support all students' progress and access to the curriculum. Regular education teachers, intervention specialists, and related service providers participate in ongoing collaboration and implementation of individualized education plans. Progress is closely monitored to assure sufficient reliability, and plans are adjusted accordingly.

Special education students are evaluated and monitored using a range of tools, and are encouraged to participate in monitoring their academic progress. This promotes student engagement, gives meaning and purpose to their efforts, and supports their ability to generalize their skills. Using this data informs what skills and understandings the student has secured, and what skills they are ready to develop with targeted assistance or scaffolding. Using assessment data to inform instruction is a valuable and efficient tool for driving students' academic gains.

3d. ELLs, if a special program or intervention is offered

C.O. Harrison is always stepping up to meet the diverse linguistic needs of our students who are learning English. Our students come from families that speak many different languages such as Khmer, Oromo, Gujarati, Spanish, and Lingala to name a few. The English Learner's (ELs) are identified through a language usage survey and the Ohio English Language Proficiency Screener. This assessment determines the students' proficiency in four domains of language: reading, writing, listening, and speaking. There is a TESOL licensed EL Teacher that provides small group intervention to support the student's English language development. Each student receives an English Language Plan which outlines accommodations and strategies for supporting their learning needs in the general education classroom. EL intervention services focus on a specific student's needs including oral language development, vocabulary development, and literacy development. Many of the general education teachers with EL students in their classroom have been specially trained in the Sheltered Instruction Observation Protocol (SIOP). SIOP is designed to specifically support English Learners acquisition of English while they are learning new grade-level content. The students receive testing accommodations from the English Language teacher on all state assessments. At C.O. Harrison, the student's home culture is highly valued in the classroom. For example, a second-grade teacher invited all the students to share holiday traditions from their family heritage with the rest of the class. Families brought in traditional foods, drinks, and shared songs and stories. We communicate with

the family in their preferred language by providing interpreters for parent-teacher conferences, special education meetings, as well as other classroom communications. At the beginning of the school year, there is a family night in which EL families come and visit with each other. At this event, they are also given assistance and interpreters for filling out school paperwork. C.O. Harrison creates a welcoming school environment for all of our students and their families.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

We offer a Kindergarten Extended Educational Program (KEEP) at C.O. Harrison for our students. This program allows for our half-day students to stay for the full day in small group settings to receive intervention from certified teachers. Each of our three sections are very fluid and students move in out of the program based on academic performance quarterly. Students who are part of the program stay for lunch and after lunch are in classrooms with one teacher and one instructional aide providing very intensive small group intervention based on the individualized needs of the students.

Students are assessed weekly and we use this information to move students in and out of groups in the program. We work on all aspects of reading and literacy during this two-and-half hour block. It is very hands on and very helpful to students. Once a student shows improvement and the ability to maintain with the rest of the class they have the option to move out of the KEEP program and back to just the normal half-day kindergarten class that we offer. If a spot opens in the KEEP program, we offer that spot to the next student that we feel will benefit from this intervention.

This early literacy intervention coincides with our summer pre-K program known as Jump Start. Using the same principles that are used to operate KEEP, we operate a summer program for students that need help prior to kindergarten. It is a four-week program held four days per week to help boost students and prepare them for the school setting. It has the same ratio as KEEP of certified staff and instructional aides to students and is very hands on learning with specific focus for each individual student.

We provide targeted professional learning for all staff involved in either of these activities to include training on any programs that might be used during this time. This allows us to deliver the instruction the way it was intended to be delivered with fidelity. It ensures each student is receiving high quality intervention by trained professionals.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The Positive Behavior Intervention Support system is the core fabric of what we do daily at C.O. Harrison. Beginning the first week of school each grade level has lesson plans that are utilized in each classroom to go over the expectations of our three focus areas: Be Responsible, Be Safe, Be Respectful, in all settings of the school building. These settings include classrooms, restrooms, hallways, playgrounds, buses, the cafeteria, the media center, and many more. After we set the expectations, we begin giving Colonel's Badges for any behavior that fits those expectations. Once a student receives a badge two things happen. First, their name is put on a grid with 100 slots. Once that grid is filled, we pick a row and a column and the students are given additional incentives including movie and pizza lunch, bingo, etc. The second thing that takes place is the student's parents receive an email with a certificate they can print with the student's name and the behavior on it. We track all data and share a monthly newsletter with staff on referrals both positive and negative, including bus referrals and attendance.

The second thing we offer is our StEP store from the University of Cincinnati. We partnered with UC three years ago to give our second through fifth grade students 15 StEP dollars daily for attendance, behavior, and homework completion. The dollars accumulate the entire quarter and go into a checkbook ledger. The last two days of the quarter, UC brings in items for the StEP store that is run by UC volunteers. Students can purchase items, save and add on to next quarter totals, or donate to C.O. Harrison's charity, The Animal Shelter of Greater Cincinnati. For every StEP buck donated, UC matches a percentage in real dollars. Last year we were able to donate almost \$800 real dollars to The Animal Shelter of Greater Cincinnati.

We have several options in place for our students that need emotional support. We offer groups for anxiety and social clubs through our two school psychologists. We also offer bereavement therapy through Fernside for students who have experienced the loss of a parent or loved one. We have a mentoring program for students that need a positive role model to check in with weekly. Those mentors are from local Universities and businesses. We have all students grades 3-5 complete a self-survey for their emotional well-being three times per year (fall, winter, spring). We also have a full time Children's Hospital therapist on site to work with students. She has her own office in the building and meets with students weekly.

We provide multiple ways for students to feel connected to the building. We offer after school clubs and activities for students that are monitored by staff. They include dance classes, Martial Arts, coding club, e-Kids, intramural sports, running club, Flying Pig Final Mile, recycling club, and safety patrol. All of these activities are in place to allow students to feel more connected to C.O. Harrison and create a positive school culture.

2. Engaging Families and Community:

C.O. Harrison has a very large and active PTA, which allows for the school and PTA to hold many collaborative events. We host events throughout the school year to give our students different opportunities to interact with each other and other families. The school year begins with our Shaved Ice Social prior to the first day of school. During this event we serve over 1,200 shaved ice treats to students and families as they come to school to meet their new teachers. We also have a Flag Raising Ceremony, where our PTA president gives us our theme for the year. Each year our PTA picks a theme, (e.g. Kindness Rocks, We are Family) and we center the entire year around that theme.

Throughout the year we work together to provide many other events and opportunities for our students, all funded with dollars the PTA has raised. We work as a team and host our specific events that include events for dads, moms, grandparents, family fun nights, martial arts classes, dance classes, and our end of the year fifth grade events. We also have many events where we are able to give back to our community such as our Caring and Sharing program held in November. In this program students and staff work together to provide items for needy families in our community during the holiday season. These items could include clothing, food, or even gifts. We also have our Grade Five Day of Service, where our fifth-grade students, teachers,

and PTA volunteers, in collaboration with our local Senior Citizen agency, venture into the neighborhood behind our school building and give back to the community by providing a spring yard clean-up for the senior citizens in the community.

Another new event we added this year was our Hoops for Hunger. We recognized that students sometimes go without when school is not in session and wanted to take that burden off as many families as we could. Therefore, the week before Spring Break we held a food drive and each homeroom had a different designated item. We collected enough items to offer 30 of our neediest families baskets of food (consisting of breakfast, lunch dinner, snacks along with laundry and self-care items) to have during Spring Break.

All of these great events and more are all funded through the PTA. Each fall we have our annual Walk-a-Thon. This usually brings in about \$15,000, and each Spring we have a candy bar sale which brings in another \$15,000. These two events along with the spirit wear sale and membership dues, are able to fund everything our PTA provides for our students at no cost.

As I mentioned, we try and give back and teach service as much as we can. This goes on throughout the school year as well and not just during the Holidays. Our P.E. teachers work with our PTA and organize a Jump Rope for Heart event every year. This raises money for the American Heart Association. Our Student Service group organizes our Pennies for Patients campaign every Spring, benefiting the Leukemia Society. We also sponsor a team in the District's annual One Hope One Heart event to raise money for families that have experienced a tragedy in our district and need help. We also host the Everybody Counts program yearly, to help students learn empathy about those individuals that are not the same as everyone else.

We end the school year with our Enrichment Day. This is a day where our PTA brings in over 40 speakers to teach our students about different careers. This coordinated event, and all events, are only made possible by the volunteers and the staff working together. Our goal is simple, to provide a well-rounded experience for all our students. The work that our volunteers put in year in and year out, makes this possible. It allows for teachers to teach curriculum and standards and for students to get the benefit of that as well as the outside learning that takes place through family and service events. Our PTA volunteers help in every way possible, from the enrichment activities, providing reading and math skills practice, running our teaching workroom, making copies, laminating, and financially supporting our school for big projects (e.g. new digital sign in 2018).

Our PTA is all inclusive and makes sure every student has an opportunity to be included in a positive way.

3. Creating Professional Culture:

The mission of Oak Hills Local School District Professional Development is to increase the knowledge and skills of staff to maximize student achievement and growth in a manner that addresses the whole child. The professional development of all staff at C.O. Harrison is aligned with the district's goals and standards. There are five full days throughout the academic year that are dedicated to district wide professional development which is differentiated for all staff members. These days provide a collaborative environment for all staff members to share best practices and analyze data while continuing to focus on ensuring that all students reach their fullest potential. Also as part of this professional learning is the opportunity for teachers to dedicate time to personal professional learning which they have the autonomy to identify and carry out individually or with colleagues.

Building level professional development is a priority at C.O. Harrison. In addition to the District's professional development, five half days a year are devoted to building-level professional development. These days are aligned to the district's goals and standards, with an emphasis on areas that C.O. Harrison has prioritized. One area of emphasis includes analyzing student assessment data to identify and/or modify interventions that are being provided for students. Creating lab site opportunities has been a focus of professional learning to facilitate learning opportunities for staff members with the implementation of Tier 1 reading instruction utilizing both Lucy Calkins and Fountas and Pinnell. Meeting the needs of the whole child remains a cornerstone at C.O. Harrison by learning how poverty impacts students along with the effects of trauma.

The implementation of quality Student Growth Meetings (SGM) has been an ongoing focal point of professional learning. In the areas of English Language Arts and Math, each grade level conducts SGMs where teachers analyze results from common assessments to guide instruction. Students are also identified for interventions through these meetings to improve skills and meet standards.

Administrators are partners in district professional learning goals. The district administrative team participates in work to continually improve such processes as student growth meetings and provide a multi-tiered system of support for students. This information is pushed out to all buildings, including C.O. Harrison, through staff discussion and learning opportunities to grow in these processes. The ultimate goal of administrative and teacher professional learning are the same; maximizing student academic achievement and growth.

4. School Leadership:

Our Building Leadership team helps drive the work we do at C.O. Harrison. It consists of one representative from each grade level, one special's teacher, one related service provider, and our school psychologists, and our administration. This very important team plays an integral role in the workings of the school building. Each member brings a unique perspective and voice to the table and meets monthly to discuss issues and plan for school events. This important team helps plan and facilitate our school wide professional learning opportunities, devise the master schedule, and help create class lists. Our monthly meetings always have an agenda and begin with the calendar for the coming month to make sure all events are planned accordingly. These events include field trips, testing schedules, and any other event necessary.

We also have a school safety team that meets quarterly. Its members include our administration, head custodian, secretary, school resource officer, three teachers, and one instructional aide. The focus of this group is to plan all safety drills. They work with staff on issues that arise such as communication while on recess and offer solutions to any safety related problems that occur.

Finally we have a school budget team that consists of three teachers and one classified staff member. This team looks quarterly at expenditures and proposals. The purpose of this team is to give feedback to the principal on what items impact the most students, and provide cost efficient resources to teachers. It is a checks and balances system to create a fair budget for all students and all programs and not let any group dominate the expenditures.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At C.O. Harrison our strategy for academic success is exactly what our core beliefs state and is always at the forefront of our decision-making process. We truly believe in making decisions with the individual child in mind. We take into consideration what each child needs, not just academically, but as a whole child. Our intervention team includes school psychologists, Cincinnati Children's Hospital Therapists, teachers, parents, and administrators. When we are looking at the needs of any of our students we start with the basics. What social and emotional needs does this student have? What academic needs does this student have? What resources do we have? How do we match those resources to help this student grow in every aspect?

We offer many different types of intervention to students because we understand no intervention is one size fits all. For example our early literacy program strives to create experts, on staff, for many different reading interventions. Whether it be a school psychologist, a speech and language pathologist, an intervention specialist, or a classroom teacher, when we determine what a child needs, we get them one-on-one facetime with a qualified professional.

As demonstrated previously, we utilize instructional best practices in many areas including Orton Gillingham, Lucy Calkins Units of Study, Heggerty Phonics, West Virginia First Explicit, etc. This example shows the time and energy we spend trying to match our students with the academic support they need and one that will work for them.

Similarly, we utilize many different resources to help our students from a social-emotional standpoint. We offer our Check and Connect mentoring program. We have services of a licensed professional therapist on site everyday all day from Cincinnati Children's Hospital. We have counseling groups from outside agencies coming into the building including Fernside grief counseling. Our two school psychologists offer individual and group support (e.g. students with anxiety). Our PTA offers food programs for students who have that basic need.

We try and look at the entire child to help the student find academic success. We know that without the basic needs, the academic piece will not be able to grow.