

U.S. Department of Education
2021 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. Michael Aurin
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Dublin Jerome High School
(As it should appear in the official records)

School Mailing Address 8300 Hyland Croy Road
(If address is P.O. Box, also include street address.)

City Dublin State OH Zip Code+4 (9 digits total) 43016-7016

County OH

Telephone (614) 873-7377 Fax _____

Web site/URL https://www.dublinschools.net/Domain/8 E-mail aurin_michael@dublinschools.net

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* Dr. John Marschhausen E-mail marschhausen_john@dublinschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dublin City School District Tel. (614) 764-5913

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. Chris Valentine
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

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, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

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	237	229	466
10	246	222	468
11	254	202	456
12 or higher	229	196	425
Total Students	966	849	1815

*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):
- 0.2 % American Indian or Alaska Native
 - 25.5 % Asian
 - 2 % Black or African American
 - 1.8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 66.3 % White
 - 4.2 % 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 2019 - 2020 school year: 1%

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, 2019 until the end of the 2019-2020 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1, 2019	1824
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

Cantonese, Farsi, French, Gujarati, Igbo, Japanese, Korean, Mandarin, Marathi, Portuguese, Spanish, Tamil, Telugu

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

7. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 21

8. Students receiving special education services: 9 %

172 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>33</u> Autism | <u>4</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>1</u> Deaf-Blindness | <u>61</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>53</u> Specific Learning Disability |
| <u>9</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>2</u> Traumatic Brain Injury |
| <u>6</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2

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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	5
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	88
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.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	96%	94%	95%	95%	96%
High school graduation rate	99%	100%	100%	100%	100%

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 2020.

Post-Secondary Status	
Graduating class size	481
Enrolled in a 4-year college or university	94%
Enrolled in a community college	2%
Enrolled in career/technical training program	1%
Found employment	1%
Joined the military or other public service	1%
Other	1%

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. 2010

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

All students can and must learn at high levels to prepare them for life, which means healthy, happy, and successful.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Dublin Jerome began the school year in a hybrid split model with half the students attending on alternating days (M/Th and T/F). Dublin City Schools offered a "Remote Learning Academy" (RLA) for students that did not want to attend school in person. The RLA students remained in the courses with the hybrid students. All students regardless of mode had the same teacher. RLA students were provided specific instruction on Wednesdays and hybrid students worked asynchronously.

We remained in hybrid until November and we had to transition to remote learning for all students. During our transition in December, we moved to a live streaming instruction for all students (RLA and In-Person). Students logged in daily via Google Meet for live instruction from all of their teachers.

In January 2021 we returned to hybrid learning until March 15 when we returned to full-in learning. Our goal is to maintain this mode of delivery until the end of the school year.

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

PART III - SUMMARY

In 2010, Dublin Jerome High School (DJHS) received the National Blue Ribbon award, in its sixth year of existence, established in 2004. This prestigious honor helped Jerome continue to build momentum and fulfill the mission that “All students can and must learn at high levels of achievement.” This honor placed a spotlight on the quality learning environment and programs that Dublin Jerome has to offer, which has leveraged Jerome to a valuable and respected entity in the community.

Dublin Jerome High School, one of 23 schools within Dublin City Schools, is located 16 miles north and northwest of Columbus and serves well over 16,000 students. Located in the largest area of growth in the district, DJHS has grown from 1,200 students in 2004 to 1,801 in 2020. Although the number of students has increased, we still provide equity and excellence to our students. Dublin Jerome has continued its recognition on the US World and News Report as one of the “Best High Schools.” Also, niche.com selected us as the top public high school in 2018-19.

To help our students meet these lofty goals and achievements that lie ahead, we model the “CELTIC Way,” a belief that by Caring for the community, Embracing diversity, Learning from each other, Trust, Innovative Thinking, and Celebrating success, will prepare our students for success beyond high school. To lay the foundation of the “Celtic Way,” we are proud to offer the Celtic Advisory Program (CAP)--a comprehensive freshman mentoring program that runs one period a day throughout the year with upperclassmen serving as mentors.

Jerome has built a tradition of academic excellence through the quality curriculum and instruction our talented and skilled staff provides by developing a personal and individualized approach to help each student grow. With a focus on formative instructional practices and the workshop-instructional model, we are ensuring that students can and will learn. Our staff takes pride in “learning from each other” and collaborates within their same-subject teams, department members, and colleagues in other buildings. Their ability to adapt and improve skills has a positive impact on the performance of students.

Dublin Jerome offers a variety of academic options to our students with a focus on career connections. Students can select from 25 Advanced Placement or 30 International Baccalaureate courses and may also decide to enroll in one of our 11 experiential learning academies (i.e BioMed) or College Credit Plus (CCP) classes at our Emerald Campus. These academies and coursework provide preparation for the ever-changing career world.

Having a quality academic curriculum and strong instructional practice is only one aspect of a comprehensive high school as Dublin Jerome is proud to offer several extracurricular opportunities for all students. Such offerings include 27 varsity sports, 75 clubs, and a newly formed Esports and writing team. Jerome has an activity for everyone, and these choices and opportunities foster inclusion and community. Furthermore, these programs have received recognition at the local, state, and national levels including several individual and team state champions in a variety of sports.

Our Visual and Performing Arts Programs continues to be another talent-rich area. Even with the barriers of COVID, these programs showcase the talents of our band, choral, and orchestra programs that have received superior ratings in Ohio Music Association adjudicated events. Visual Arts students have earned local and national recognition, including a Scholastic Gold Key Winner for 2020. Additionally, our Drama program was awarded a Marquee Award from the Columbus Association for Performing Arts (CAPA).

Dublin Jerome High School has committed to showing care and love for each student as we navigate the challenge of COVID-19 and social injustices. Throughout this year, our various learning modes have hampered our ability to interact in person with our students. Though this could have been a deterrent in fostering positive relationships, the staff took extraordinary steps to engage with our students through innovative instructional technology practices such as daily live streaming, one-on-one videoconferencing, and developing learning activities that facilitate student interaction. Our ability to form supportive, caring relationships has helped ensure students’ academic growth, overall wellness, and success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Preparing students for life, which means healthy, happy, and successful graduates, is the focus of the Jerome staff. The basis of our work centers around our “Profile of a Learner”. The Profile has traits listed under three categories: Knowledge, Skills, and Habits. We believe that these traits are crucial to the success of our students. This guidepost aligns our work around the knowledge students need within innovative learning environments utilizing the technological tools of the day, focusing attention on the habits and skills that develop character attributes such as kindness, empathy, perseverance, and honesty; as well as promoting global awareness and civic engagement.

The foundation of our curriculum is Ohio’s Learning Standards with the expectation that students will meet or exceed mastery. To best meet the needs of all students and provide a well-rounded education that readies students for college and career, students have various course offerings that provide rigor and support. This is done through careful planning, formative instructional practices, and quality assessment. Regardless of the courses students select, these practices are embedded throughout. Jerome’s core and related arts curriculum is provided using a workshop instructional approach, which maximizes opportunities for differentiation while utilizing additional resources for student support.

Because Dublin Jerome has a formidable and well-thought-out philosophy, we have been able to navigate the pandemic as well as could be expected. In March of 2020, Dublin City Schools was forced to move to “emergency” online remote instruction. While we had a 1:1 initiative in place along with an established learning management system (Schoology) in place, it was a major shift in instructional delivery and shift in approach that required significant professional development and practice. The abrupt nature of the change in learning mode led to the discussion on vital skills and content to support our learners. Creating a routine, simplifying resources and instructional methods, as well as using discussion and writing as an assessment tool was crucial to our success during that time.

Instructional mode delivery has been the most difficult barrier to overcome. Throughout this school year, we have been in the following modes: remote online, hybrid, and full-in. Dublin City Schools offered a full remote learning option at the secondary level that is also taught by the assigned teacher. Therefore, the classroom teacher has students at home and in person. Due to these expectations, Dublin Jerome staff began live streaming instruction in Dec. 2020. Dublin Jerome has approximately 500 students enrolled in our Remote Learning Academy. The remote learning/live streaming option allowed all students to participate in all coursework. This would be a unique strategy among schools in the area and the state.

Reading/English Language Arts

The DJHS English Language Arts (ELA) department aims to help their students acquire knowledge, demonstrate critical literacy skills, and display character throughout the ELA program that helps to prepare students for college and career paths along with their next steps in life. By the time students complete high school, they possess strength with composing effective and critical informational, argumentative, and narrative compositions using formal and informal research. In these pieces, they utilize knowledge of standard grammar and vocabulary, employ critical analysis, and critically evaluate sources. Teachers strengthen critical reading strategies and expose students to challenging and self-selected literature (fiction/non-fiction), foundational US texts, and multicultural/world work from a variety of genres. Ultimately, such literary exposure helps students understand a more informed, broader human experience and building community, which fosters personal connections to text and connections between texts, an integral method of learning.

Students have many options as to how they would like to interact with language and literature throughout their four years at Dublin Jerome. A unique course offering for our sophomore students is our American Studies course (regular and AP). This is a team-taught course that provides an opportunity for the student to study major historical events in relation to major literary periods. For students that wish to explore more deeply, we offer Advanced Placement (AP) Literature, AP Language, College Credit Plus (CCP)

Composition as well as International Baccalaureate (IB) Standard and Higher Level courses. To develop and refine student writing skills the Jerome ELA has a coherent plan for writing study using the drafting and revising process, individual conferencing, peer conferencing, and constructive and timely feedback.

Same-subject teams meet, plan, and develop the writing units of study for each course. Additionally, each team determines what prompts will focus the study while honoring student choice, writing skills to enhance, mentor texts to utilize, and the order in which summative writing assignments will be completed. Students also compose for authentic audiences, too.

In addition to more teacher-driven instruction with embedded student choice, the English Language Arts (ELA) department has placed a significant emphasis on integrating individual classroom libraries into literacy development, which helps students self-select texts that build even greater personal connections to what they read. Each of our students has access to a diverse, inclusive (author, subject matter, genre, culture, etc.) extensive classroom library. Dublin Jerome has found that using choice encourages deeper connections and engagement in the reading and writing process.

Lastly, Jerome's ELA Department uses the Workshop Model for instructional delivery since it allows for maximum opportunities for differentiation. The workshop approach provides a predictable structure, choice, and opportunities for students to receive or provide feedback based on prompts or previous learning demonstrations. In the ELA classroom, teachers provide students a focused mini-lesson based on prior formative assessment data and then place students in flexible groups (data-driven decisions) where teachers can provide support, feedback, or further instruction to these small groups based on individual student learning goals.

Mathematics

As a core area that requires a four-year commitment, the DJHS Math department offers various curriculum options: AP, IB, CCP, and co-taught courses. These options provide students with the ability to maximize their learning. Data from eighth grade MAP testing, Ohio's State Tests (Alg. 1/Geometry), and other formative assessments are utilized to determine the appropriate level of support for students.

For those students that have more intensive math needs, we offer connection courses. These provide an opportunity for students to receive additional instructional support as they study and develop mathematical strategies that lead to understanding and success in the companion course, Algebra I, Geometry, Algebra 2, and Applications of Geometry and Algebra.

In addition to specific coursework options, we have one math teacher per period available for the math lab. This is available daily for all students when needed. Students can seek help on homework, review for an assessment, or reteaching voluntarily or per teacher request. During our full remote phase learning mode, Twilight School was offered twice a week in the evening.

Personalization of learning is a critical component within the DJHS Math Department. Instruction is delivered using the workshop approach. An important emphasis of workshop in mathematics is to train the students to engage in Mathematical Practices during the exploration of a math concept and/or problem-solving task. The math department also has access to ALEKS, a learning and assessment tool, to gather data and identify groupings.

Science

Dublin Jerome Science department believes science education engages all students in critical thinking and problem solving as they experience science and engineering. Students can become scientifically literate citizens equipped with the knowledge and skills demanded by the ever-changing future, whether in the workforce or higher education.

Jerome is developing learners through high-quality experiences that include a challenging, collaborative, and inquiry-based environment. There are opportunities to solve and investigate real-world problems that

require critical and global thinking. Students will build an identity as a scientist, able to interpret the natural world, participate productively in scientific practices and contribute to society in meaningful ways through research, analysis, and evaluation of evidence. This is delivered through a workshop lens.

DJHS students have the opportunity to partake in more traditional course work from standard curricular offerings: physical science, biology, anatomy, and physiology, environmental science, chemistry, physics, as well as AP and IB. However, students looking for a deeper dive may enroll in one of our academies including Biomedical, Sports Medicine, or the Engineering Academy.

A fundamental component of the science curriculum is a lab-based experience. In a typical year, students would participate in a variety of inquiry-based lab experiences. However, the pandemic has created a need for some alternative experiences. The science team has created or gathered resources in all areas so that students can engage regardless of learning mode. For example in AP Physics C students can be seen using document cameras to complete a collaborative research task with their in-person and virtual classmates.

Social studies/history/civic learning

Global awareness is a trait that is in the Profile of a Learner. There is no more poignant time to understand this importance from the pandemic, Capital insurrection, and social justice. The Jerome Social Studies department uses compelling questions to create a classroom environment that embraces differentiated student experiences. It is an expectation that students will be able to explain why the topic of study is relevant to the current conditions and how the topic has left its impact. The Social Studies Department embraces complex and controversial topics. The exploration of contemporary issues in the context of other historical events is a point of emphasis.

The Jerome Social Studies staff desires to expand beyond the memorization of dates, people, and events and hopes to focus on connections between current and past events to solidify relevancy. Students have the opportunity to see this in action in the International Diplomacy course where they engage in a semester-long simulation with mentoring from University of Michigan students. This requires students to push from civic learning to civic participation.

Social studies at Dublin Jerome is not a passive experience. Students are encouraged to have dialogue and civic engagement on topics such as race, politics, and society. The staff and students embrace the complex history of our country. With an emphasis on primary and secondary sources, students learn to evaluate the accuracy and worth of information and learn how to question and problem solves while appreciating multiple perspectives.

1a. For secondary schools (middle and/or high school grades):

College and career readiness is an acquisition trait for Dublin Jerome High School. We believe that as a high-performing school in a high-performing district we prepare students for life beyond high school. This is supported by the data from the past two years in which 84% of graduates went on to a 2 or 4-year college.

Beyond providing a rigorous curriculum Jerome has also taken steps to educate our students about taking a career-based approach to their planning. During their freshman year, students have the opportunity to complete partake in YouScience, a career discovery tool. That data is then utilized by our school counselors to facilitate discussion about proper course planning and future education.

Students can choose from a variety of academic pathways as they move through high school. They may enroll in one of eleven Experiential Learning Academies in which they can earn industry credentials, run a business, or develop video games. Students may also pursue a Career Technical education through our partnership with Tolles Career Center. There are a variety of options from Cosmetology to Welding students have the opportunity to earn industry credentials and work-based internships.

For students to successfully choose options, personalized support is required. The Dublin Jerome School Counselors provide comprehensive programming for our students and families. They use tools such as

Naviance and YouScience to collect specific data points to create individual learning plans to guide the students through their years in high school. They have also created a comprehensive website and video resources for students and families to inform and support during the pandemic.

Students also have access to a variety of opportunities outside of the school day to explore careers and professions. The Dublin FIRST Robotics Team is a year-round club that is supported in conjunction with engineering students from The Ohio State University. This program offers exposure to complex STEM applications and collaboration. Students can communicate and collaborate face-to-face with global community partners, businesses, civic leaders, and people of varying cultural backgrounds in the three-year Global Scholars Diploma program. This is in partnership with the Columbus Council on World Affairs to deliver an experiential approach to global education. HOSA is an international student organization that encourages students to be active in the healthcare industry. This program provides leadership development and motivation for students who are interested in healthcare professions.

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

2. Other Curriculum Areas:

Dublin Jerome's mission is that students acquire well-rounded knowledge and demonstrate creativity and innovation with the hopes that they will display perseverance and empathy as they continue their journey after high school. To best support this mission, Dublin Jerome offers a variety of course options: business, engineering, computer science, family and consumer sciences, performing arts, visual arts, wellness, and world language.

STEM offerings for students are robust and growing at Dublin Jerome. Students are introduced to computer programming and engineering through introductory courses but can dig deeper by taking AP Computer Science Principles or AP Computer Science A. Or if students choose they can enroll in Cybersecurity Academy their junior year. Those interested in engineering can research architecture, product design, or join the Engineering Academy.

The highly decorated Visual and Performing Arts departments offer a myriad of options for students to explore their creativity and talents. Many of our students treat this as another core class and commit to programming all four years. Our visual art programs start with foundational skills in ceramics, painting, photography, and computer graphics. As students progress students may take more advanced opportunities and hone their skills. The DJHS Marching Band, Orchestra, and Choral programs demonstrate a level of talent that many community programs would be envious of. Students have a chance to compete locally and statewide to showcase their talent. Finally, our Theatre course including Tech and Design is a hotbed of Thespian talent. An important note is the extraordinary efforts of the staff to bring the arts to our students during the pandemic. Students have created studios in their homes, created impressive collaborations, and developed portfolios showcasing their work.

Wellness is a characteristic of our Profile and emphasized in our curriculum. Our health program provides students the opportunity to explore their own needs and focus on developing a healthy lifestyle as they mature into adulthood. DJHS students have the opportunity to access their wellness courses in person or through our DCS Virtual courses. This allows students to learn in a mode and method that helps them feel safe and supported. Mental Health is an important component of our health curriculum and students participate in the Signs of Suicide prevention program in conjunction with Nationwide Children's Hospital. The PE curriculum offers something for everyone from Fitness Trends to Advanced Strength Training. Fitness and healthy behaviors are a focus for all Jerome students.

Our Family Consumer Science and Business programs help students explore potential career fields or necessary life activities. Students can learn about accounting practices or personal law in the Business department or explore various foods of the world in Global Gourmet.

As students prepare to move to their post-secondary life effective communication is a crucial skill. The Dublin Jerome World Language department offers students the chance to truly learn another language in Chinese, French, German, Japanese, and Spanish. Students study all aspects of the culture from linguistics (speaking, listening, reading, and writing) to the cultures and traditions. Many Jerome students take a world language for five years with a culminating AP or IB course and go on to college with a language major or minor.

Promoting literacy across the school community is vital to the success of all of our programming. The Dublin Jerome Library-Media Center provides the foundation and expertise to support literacy. It provides quality and current digital and print resources that students can access daily. The School Library Media Center Specialist, Library Aide, and Instruction Technology Coach have created a learning environment that encourages media literacy and developed a safe learning space for all staff and students.

3. Academic Supports:

Ensuring that all students can and will learn takes not only excellent classroom instruction but also an extensive web of support for students that have not yet mastered skills or need to be stretched. Dublin Jerome has a comprehensive Multi-Tiered System of Support (MTSS) that includes Response to Intervention, Professional Development, and Collaboration of all stakeholders.

Being a large, comprehensive high school creates a diverse learning population that needs to be supported. Jerome is fortunate to have access to a variety of data points to review and analyze to support students. As students matriculate to high school we hold transition meetings to review students' plans (IEPs, 504s, English Learners) to ensure proper support is in place. Data is analyzed from a variety of sources: AIMSWeb, MAP, ETR, and state testing data that provides projections and identifies students that are achieving below that standard. From these data points our MTSS team, Assistant Principal, IS/Academic Skills Teacher, School Psychologist, and School Counselor collaborates with the family to provide targeted interventions for each student.

As students move through their coursework the formative and summative assessments that students take are monitored and shared with the MTSS team. The team monitors progress and if necessary will adjust the response based on need. The teacher is an integral member of the team and is tasked as the expert that can modify and adjust classroom instruction to accommodate student needs.

One of the unique offerings at Dublin Jerome is scheduled intervention for students. Special Education students are enrolled in a Reading and Study Skills course that is led by Intervention Specialists. This allows for accommodations or specially designed instruction. Students that have moved beyond Tier I interventions are placed into our Academic Skills course that provides support with organizational skills, study habits, and academic performance. Also, we use the Ohio English Language Proficiency Assessment (OELPA) to determine proficiency level. Based on this data we will provide support by an EL teacher that can include a daily class, 1:1 support, or clinic style. These courses provide students with a licensed education professional that provides tailored instruction and intervention based on individual needs.

Our gifted students, which is about 50% of our population, are also an important group that requires attention. Teachers offer a differentiated approach to learning in classrooms, this can include student choice or demonstrations of learning. The goal is to extend the thinking of all students and providing choice and variation challenges students to stretch beyond the minimum.

Another important area of differentiation is the variety of course offerings that we provide students. Students have the opportunity to take courses from Honors to AP (as demonstrated throughout this application). Our school counselors spend time with students assisting them with career interests and academic planning. Our teams use AP Potential data and end-of-course exam projections to

assist with the selection of appropriate and challenging coursework. Once enrolled in the course teachers provide rigor and engage students in critical thinking and collaborative problem-solving.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At the core of our work as a staff is our commitment to forming relationships with our students. This begins with telling them that we care about every one of them. Our goal is that each one of our 1,800 students has at least one adult that they can reach out to for support. We invest in our students to ensure that they know that our school is more than just a building of content. We display what we hope all students leave with empathy, perseverance, integrity, and responsibility.

As a part of our MTSS, we have a school-wide Positive Behavior Intervention Supports (PBIS) program, the CELTIC Way, that recognizes students who display those desirable traits. Each Spring our staff participates in our Celebration of Excellence in which teachers take the opportunity to highlight a special characteristic of a student and share it with our school community.

In order to help our incoming freshmen learn about Jerome’s culture, we have the Celtic Advisory Program (CAP) that is a part of their schedule. CAP has two teacher advisors and about 60 upperclassmen who serve as mentors. These mentors undergo extensive summer training and plan all events: orientation days, football tailgate night, and weekly team-building activities. This year we have also incorporated a social-emotional learning curriculum called Five Star Life that the mentors lead weekly.

Our school counselors, student support specialists, and substance use counselors offer opportunities for students to interact and build relationships with peers. We offer a variety of groups that invite students with similar experiences to meet and discuss strategies to strengthen their mental health. This same team offers a “lunch bunch” where students eat lunch, talk, and play games with educator support that models positive peer relationships.

The fear of losing connection with our students has been a challenge for us over this year. To maintain connection we have offered class meeting Q&A’s to help students remain informed on events and changes. Each Wednesday our students have “Workshop Wednesday” which provides an opportunity for small groups or one-to-one interventions or conversations to maintain progress.

We have also been able to maintain extracurricular activities within the current restrictions. Our athletic department has been able to provide workouts and events so that our students can compete. Our clubs and student groups have continued meeting via Zoom or Google Meet. Our performing arts students have performed via recorded performances or live streamed drama performances.

2. Engaging Families and Community:

Dublin Jerome is extremely fortunate to have a supportive community in all aspects. Parents have a desire and expectation to be a part of the educational process which as an educational institution we welcome. Our ability to consistently communicate and collaborate with the community is a major reason for our success. As we have navigated through COVID-19 our ability to keep parents informed about student learning and progress has been paramount. We have done extensive professional development with our staff on Schoology (our LMS) to develop consistency.

When in remote instruction we have had to ensure that students are logging on to their courses daily. When necessary our MTSS team including the attendance officer has contacted families and offered interventions and even completed home visits.

The Dublin Jerome Parent Teacher Organization (PTO) has been instrumental in supporting the students and staff. They have provided grants for teachers that they can apply and use for classroom instruction. In the past year, grants were given for the purchase of LQTBQ+ related books for our classroom libraries and community garden materials in Environmental Science. To support our message of love and care for students they donated funds for our “You Are Loved” campaign that provided a heart-shaped cookie on

Valentine's Day.

In March of 2021, the Dublin Jerome Student Council collaborated with our K-12 Career Education Coordinator and offered Career Chats that were panel interviews focused on sharing the career journey of successful Dublin City School graduates and local professionals. Each chat offered a different career cluster that students could join via Zoom. These sessions were recorded and shared with the entire Dublin City School Community.

Physical and mental health support beyond the school day is extremely important within our MTSS. We are fortunate to have two partnerships that help support keeping our students safe. Our relationship with OhioHealth provides two full-time athletic trainers who support all athletes. They maintain health records, monitor return to play protocols from injury, and have been essential resources as we navigate COVID-19. Syntero is a comprehensive counseling practice that has an important partnership with Dublin City Schools. When the needs move beyond what the school can offer, we work with them to provide those resources to best fit the needs of the student and family.

3. Creating Professional Culture:

The staff of Dublin Jerome is the model for the teaching profession. This starts with the quality of individuals that are a part of the school. Everyone that is associated with Jerome is proud to be a part of the school. Because of this pride, individuals have high expectations and do more to continue their success. Communication has been the single most important tool to ensure that our teachers and support staff feel valued and supported. Clear and concise information with a process or direction has given our staff the ability to provide a quality experience for our students.

At our monthly staff meetings, a staff member nominates a peer for the "Knot Your Average Teacher" award by sharing a brief explanation as to why they deserve to be recognized by the staff. A banner is shared with the teacher for the month for all to see. Each week staff members share "Celtic Kudos" about random acts that made a difference to someone. It is shared in our weekly newsletter.

Since last spring teachers have had a variety of building and district professional development that has assisted them with technology integration and distance learning strategies. The administrative team meets weekly with our building technology coach to discuss need areas and opportunities for learning. The coach provides weekly video tips and tricks that are shared with staff based on need.

When planning professional development opportunities, we utilize the talent we have within the building to facilitate learning. Staff are encouraged and asked to share practices or strategies that are having a positive impact. Much of this type of learning occurs within our same-subject teams and department meetings. Recently, our English department- spent time learning and practicing various assessment strategies that best support our current learning mode.

Lastly, we believe the single most important factor in establishing the professional culture at Jerome is taking the time to let people know you care about them and value their effort they put in each day. This is done verbally but also by providing strategies and support for self-care. Throughout this year we have established staff "family nights" to establish time away from email and grading. Being vulnerable and showing empathy is also an essential component of our team important as we work together.

4. School Leadership:

The administrative team at Dublin Jerome is here to serve the Jerome community. Our team consists of three assistant principals and an athletic director. The team worked collaboratively to establish roles and responsibilities to ensure the proper support is in place for all stakeholders. The assistant principal oversees a third of the students within the building and handles all issues or needs of the student or family. Each administrator has the freedom and responsibility to make decisions in regards to students, staff, or programs they oversee. Our team meets weekly to discuss areas of concern or share progress updates. Also, each administrator meets one on one with the principal. This meeting also includes professional growth

discussions or items specific to their role.

Our administrative team has weekly building meetings that include our School Resource Officer (SRO), attendance officer, security monitor, lead counselor, and instructional technology coach. The team meets to discuss student and building issues so that we can quickly respond and support. The collaborative nature of these groups has allowed us to maintain a safe learning environment for our community.

Our Building Leadership Team (BLT) which is composed of the administrative team and department chairs helps lead support to our same-subject teams and individual staff members. This group helps identify departmental learning and resource needs. The chairs work with their departments to focus on learning methods and strategies.

The Jerome Advisory Group (JAG) is made up of the school counselors, administrative team, student support specialist (Social Worker), substance use counselor, and Syntero counselor. This group focuses specifically on student support whether it be group or individual. The team reviews grade data and SEL survey data to identify opportunities for programming or intervention. This team is critical in ensuring that all students have the academic, substance, and mental health support necessary.

Jerome's Key Communicators and PTO Executive Committee are two-parent leadership groups that offer a chance to our parents and community members to provide feedback, perceptions, and ideas on issues that are concerns within the community. These parent leaders are excellent community communicators that help with important decisions or changes upcoming.

The most important aspect of school leadership is found in our student's voices. Due to the pandemic, we have been able to change some of our approaches to provide more ways for students to ask questions and provide feedback. As we have utilized new technology our monthly class meetings are open for all students, not just a small group. We have had great participation. Senior class meetings have been important to discuss suggestions for items like Prom and Graduation. Underclassmen have been able to ask questions and share concerns about learning modes and COVID protocols.

5. Culturally Responsive Teaching and Learning:

The events over the past twelve months have intensified our need to ensure equity at Dublin Jerome. As a staff, we have committed this year to raise our equity literacy. We realized that to best support our students we needed to address our learning gaps. The areas we have focused on are our ability to recognize biases and inequities, how we respond to these biases and inequities, and what we do to maintain a bias-free and equitable learning environment. To do this learning we established a Social Justice committee that developed a Social Justice course for professional development. We have provided learning activities at staff meetings and during professional development days.

Cultivating Genius author, Gholdy Muhammad, led a professional development session on how to use an equity framework that is culturally and historically responsive for all students. Staff members were provided a copy of her work and asked to use her framework to review current practices.

This fall, the Black Students United Club was formed to provide students opportunities to participate in activities for social, educational, and political awareness. In February, the BSU held a Gallery Walk for Black History Month. The gallery works were created by students in a variety of courses throughout the building.

We reached out to our BIPOC families to facilitate discussions on equity and cultural awareness. These meetings have given us the ability to acknowledge our deficiencies and establish action

steps to improve. We want all of our students to feel safe and cared for. It is incumbent upon us to continue to learn and confront these inequities to help make that happen.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

We are so very fortunate to have the resources and support from our Jerome community that enable us to offer quality learning experiences for our students. Because of this support over the last 15 years we were uniquely prepared to respond to the challenges of this pandemic. As you have read throughout this application we have a vast array of supports for our students and families. However, the most critical component for success since last Spring has been our ability to communicate.

Without clear and consistent communication we would not have been able to maintain the continuity of services and programming. Since the start of the pandemic, we have followed a very organized and transparent process of communication with all stakeholders. We have followed a formulaic, multipronged approach that has allowed our most knowledgeable individuals to share information has been a success.

Written communication is the first step in our communication process. Each Friday at 5:00 pm students and families receive the “Jerome Family Update” via S’more. This is a comprehensive school newsletter that includes either a video message or written message from the principal and important upcoming activities for all students. Students and families can access this reader-friendly newsletter at any time and can refer to it throughout the week. On Sundays staff receives the “Jerome Weekly” which follows a similar format. Because it is sent weekly and is comprehensive it is relied upon by stakeholders.

Beyond our systemic written communication, our classroom teachers and support staff are extremely communicative. They have leveraged their resources to take our systemic messages and transfer them at the classroom level. Taking advantage of the professional development and developing courses in Schoology that have clarity provides students with an opportunity for success.

Verbal communication is the next step. Beginning in March of 2020 we have held weekly Parent Question and Answer sessions for families via Zoom. Those have continued throughout the summer and this school year. All parents are invited to attend and range in attendance from 50 to 300 people. Typically, these meetings last about one hour and we share upcoming activities and answer questions or concerns. The ability to meet with this group every week has allowed concerns to be addressed quickly and effectively. This timely approach has built trust in the work our staff is doing ranging from safety protocols, instruction, and social justice. We also hold similar meetings for staff and students although they are held less frequently but they are just as important.

Transparency and responsiveness are also extremely important to our communication plan. Our teachers and staff are responsive to parent communication and provide support when asked. We do our best to provide specific and timely feedback regardless of the situation. While sometimes the topics and conversations are difficult, the honest and direct approach is appreciated by members of our community.