U.S. Department of Education
2022 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 Mrs. Mariann Moeschberger
            (Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Grace L Roxbury Elementary School
            (As it should appear in the official records)

School Mailing Address 6795 Solon Boulevard
            (If address is P.O. Box, also include street address.)

City Solon   State OH   Zip Code+4 (9 digits total) 44139-4128

County Cuyahoga County

Telephone (440) 349-6220   Fax (440) 349-8048

Web site/URL https://www.solonschools.org   E-mail fredbolden@solonboe.org

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

_____Date_____
(Principal's Signature)

Name of Superintendent* Mr. Fred Bolden II_____E-mail fredbolden@solonboe.org
            (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Solon City School District   Tel. (440) 248-1600

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 Mrs. Julie Glavin
            (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 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 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 2016 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: 2017, 2018, 2019, 2020 or 2021.

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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district   <u>3</u> Elementary schools (includes K-8)
     (per district designation):
                                    <u>2</u> Middle/Junior high schools
                                    <u>1</u> High schools
                                    <u>0</u> K-12 schools

                                    <u>6</u> TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for 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)
     [X] Suburban
     [ ] Rural

3. Number of students in the school as of October 1, 2021 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	47	36	83
1	47	44	91
2	46	47	93
3	45	53	98
4	65	60	125
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	250	240	490

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

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school (if unknown, estimate): 27 % Asian
                                  14 % Black or African American
                                  3 % Hispanic or Latino
                                  0 % Native Hawaiian or Other Pacific Islander
                                  48 % White
                                  8 % 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 2020 - 2021 school year: 8%

    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 *to* the school after October 1, 2020 until the end of the 2020-2021 school year	28
(2) Number of students who transferred *from* the school after October 1, 2020 until the end of the 2020-2021 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	41
(4) Total number of students in the school as of October 1, 2020	504
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

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

    Chinese, Japanese, Cantonese, Punjabi, Korean, Creole, Ukrainian, Vietnamese, Tamil, Armenian, Hindi, Bengali, Urdu, Mandarin, Turkish, Telegu, Malayalam, Spanish, Polish, Yoruba

    English Language Learners (ELL) in the school: 10 %

                                                                49 Total number ELL

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

                 Total number students who qualify: 7

8. Students receiving special education services   <u>7</u> %
    with an IEP or 504:   <u>33</u> 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 with an IEP or 504 should be reflected in the table below. It is possible that
    students may be classified in more than one condition.

<u>6</u> Autism	<u>2</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>3</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>16</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

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

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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	17
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the
    school divided by the FTE of classroom teachers, e.g., 22:1   <u>24:1</u>

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	98%	97%	97%	97%	97%
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 2021.

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 <u>X</u>　　　　　No

If yes, select the year in which your school received the award.　　　<u>2016</u>

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

Focusing on every child, every day, Roxbury ensures all students achieve and become contributing, ethical citizens with the support of our collaborative learning community.

16. Provide a URL link to or text of the school's nondiscrimination policy.

The nondiscrimination policy is on page 35 of the Roxbury School Handbook posted on the district website at https://www.solonschools.org/domain/476.

The district's anti-harassment/nondiscrimination/Title IX policy can also be viewed on the district website at https://www.solonschools.org/domain/1099.

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

PART III – SCHOOL OVERVIEW

Located in southeast suburban Cuyahoga County, the Solon City Schools serve students and families in the City of Solon and the Village of Glenwillow. Solon was founded as a rural farming community in 1820 and nearby Glenwillow was established as a company town for the Austin Powder Company in 1893. Today, the active suburban environment encompassing the Solon City School district honors the rich traditions of a family-oriented community while supporting a significant industrial and corporate base that includes manufacturing, technology, health care and retail.

Grace L. Roxbury Elementary School reflects that combination of storied history and a vibrant future. Named for a beloved teacher in the district's only school in the early 1900s, Grace L. Roxbury Elementary is a neighborhood school on the western edge of the Solon City Schools' campus. Roxbury is one of three Solon elementaries for students in grades kindergarten through four. The Solon City Schools is one of Ohio's most diverse, and, Roxbury's 490 students reflect that diversity, which spans a wide range of socio-economics, race, ethnicity, religion and cultural backgrounds.

At Roxbury, we believe in the Power of Us. This new school motto underscores the interconnectedness of our entire Roxbury School family and embodies our collective dedication to meeting the needs of all students, so that they are able to succeed, learn and grow in a safe, nurturing and supportive environment.

Through the belief in the Power of Us, everyone at Roxbury works together within a results-focused professional learning community built on trust and a culture of collaboration and commitment to do whatever it takes to ensure learning for all.

The changes to students' daily lives and typical school experiences brought on by the COVID-19 pandemic impacted them in different ways and to different degrees. Some students coped well, while others were less resilient and needed more support. Roxbury was already working to embed more regular social and emotional supports into the school day for students prior to the pandemic. However, the stress and uncertainty during the shutdowns in the spring of 2020 followed by an all-remote start to the 2020-21 for all of our students raised the urgency of implementing more extensive and proactive systems and supports for crisis intervention, stress relief, resilience and mindfulness.

The education, guidance and support students receive through these programs are key to their overall development and well-being, and are conducted in partnership with parents to promote reinforcement of these ideas and ongoing discussion at home. Our administrative, guidance and psychology team also facilitates ongoing small discussion groups for students during lunch and at other times of the school day to help students cope with anxiety, behavior issues, and home-based stresses such as divorce or parent illness, among others.

Roxbury's Power of Us culture provides the foundation for how students view themselves within their school community. Throughout the day, teachers and other staff provide concrete linkages for students through avenues such as the morning announcements, posters throughout the building and bright yellow t-shirts with the Power of Us slogan the staff wears regularly. Additionally, Mindset Monday activities enable students to share a skill, hobby, or how to say hello in their native language as well as to foster their growth mindset, ability to embrace challenges, risk-taking in their learning and perseverance in meeting difficult challenges. Even the school's philanthropic efforts such as a Harvest for Hunger food drive and an urgent collection for Ukraine humanitarian relief help students understand that the Power of Us can also make an important difference in the lives of others.

Roxbury earned a National Blue Ribbon School Award in 2016. Being a Blue Ribbon School is a source of pride in both the school and district community as an external mark of the quality of Roxbury's educational program. The collaboration, professional learning communities, common assessments and data analysis practices that were integral in the school earning the 2016 Blue Ribbon School award are still at the core of daily instructional practice, but the current collaborative culture is more robust and honed for greater impact on student learning. Collaboration and interdependence among the entire Roxbury staff is making more

inroads and finding more successes in challenging students, closing gaps and implementing intervention strategies than five years ago. Additionally, the collaborative environment is incorporating more differentiated and real-time applications of 21st century skills such as inquiry-based problem solving, communication and critical-thinking to create deeper impacts on student learning and better position students for the future.

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:

The overarching instructional philosophy at Roxbury Elementary Solon, is strong fidelity to standards-based learning and commitment to ensuring all students can and will learn. Solon's curriculum is tightly aligned to Ohio's rigorous academic learning standards implemented through research-based best-teaching practices in the classroom. Learning, achievement, and growth for Roxbury students is assured through clearly articulated daily learning targets. Educational research demonstrates that students are more motivated and task-oriented if they understand what is expected of them. Putting this into practice, Roxbury teachers explain the day's learning target or goal prior to each lesson, post it on the board or in the room, and reference it throughout the lesson. It is a basic first step, but sharing the learning targets represents a paradigm shift to a continued focus on accountability and ensuring student understanding. The Roxbury staff uses the learning targets as a roadmap for teaching concepts and expectations as well as creating opportunities embedded directly into daily instruction to collect real-time evidence to assess student learning. Teachers analyze that data in real-time to make instructional decisions about what needs to be taught next and what type of immediate feedback each student requires to move their learning forward.

Our Roxbury teachers have common planning time with their grade level professional learning community teams built into their daily schedule. During these meetings, the team discusses curriculum, teaching strategies, and pacing guides as well as develops common formative and summative assessments and teaching materials. Longer meetings scheduled regularly allow more time for discussing data from assessments and developing student interventions for those who did not meet the achievement or value added benchmarks. Together with administrators and other curriculum and intervention specialists, the grade level teams look for the root causes of student struggles or gaps and collaboratively develop plans and strategies to strengthen areas of weakness.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Solon's English language arts curriculum is built as a literacy workshop. The workshops are blended learning environments that provide a combination of electronic and paper/pencil work across all grade levels K-4.

Roxbury students spend the longest segment of the school day in a literacy block to teach and reinforce foundational reading, writing, and developmental spelling skills. Teachers are well-versed in theoretical reading and writing best practices research. Teachers new to the district complete substantial professional development classes taught by our district elementary literacy coordinator to be sure they have the same background knowledge and skill base as their more veteran counterparts on the team. Teachers also receive ongoing training and support in implementing the literacy workshop model in their classrooms.

Students have a daily reading and writing mini-lesson with time to apply the new learning. Teachers differentiate instruction with small groups and one-on-one conferences that are aligned with student needs. Students are assessed throughout their reading and writing units to provide valuable information to help teachers monitor progress and provide timely feedback. Similarly, students are assessed periodically to monitor their progress against the standards being taught. As writers, students are regularly asked to write on demand so teachers can monitor their progress using detailed rubrics.

During the writing workshop, students work with peers to reflect on their pieces and provide feedback to one another. Writing conferences with the teacher also provides individualized feedback. The writing workshop is process-oriented and also includes quarterly pre- and post-assessments to provide information for teachers to develop writing goals together with the students. This goal setting is a key way students are able to reflect on their own progress. The daily writing block provides upwards of 30-minutes of daily

writing time for students focused on specific genres, including narrative and expository writing.

Reading instruction and assessment includes benchmarking with the developmental reading assessment (DRA) and developmental spelling assessment (DSA). This important data enables teachers to be sure that students are accessing text at their expected grade and achievement levels. Reading pre- and post-assessments are given quarterly and provide information to help teachers place students in instructional groups with the right level of rigor for guided reading. We value developing readers and bolster their development by providing independent reading choice.

Working with their teams, teachers participate in ongoing professional development sessions to help support their implementation of effective reading strategies, text analysis and utilizing text-dependent questions during guided reading for all students.

1c. Mathematics curriculum content, instruction, and assessment:

Our math curriculum is also built as a mathematics workshop. The main instructional resource used is Envision Common Core. Daily math instruction includes an opportunity for students to explore the new concepts in an open solve and share collaboration, direct instruction on the daily learning target, a quick check to monitor learning of the daily target, followed by differentiated instruction practice during which the teacher can provide additional support or extension challenges for students.

Roxbury math classes revolve around students' conceptual understanding of the math standards with a significant emphasis on problem solving. During their daily hour-long math block, students first work on a math problem that introduces a new concept or spirals to build on previous math concepts and learning. Students work together to construct an understanding and application of math strategies using critical-thinking and problem-solving skills.

As students are working, teachers walk around the room observing and analyzing student responses. Subsequently, students engage in more direct activities related to the day's lesson and work through similar guided practice problems. Circulating the room again, teachers listen as students share their math thinking and understanding with peers and use these real-time mid-lesson observations to differentiate for students. After they have demonstrated understanding, students take an independent formative assessment, providing data for the teacher to create target learning opportunities for the No New Instruction time. This instructional block provides a daily carve out for students to work independently, in small groups, or with their teacher for intervention, gain additional practice with the concept of the day, or engage in enrichment activities to challenge them further.

Throughout the math units, teachers use both formative and summative assessment data to analyze and improve student achievement. Students take common assessments, and each question is closely tied to a single mathematics standard. Summative assessments are analyzed within teachers' professional learning communities with their grade-level colleagues. During this item analysis, teachers develop corrective instruction plans to ensure students learn any concepts they previously did not understand or build plans for additional extension to meet students' individual needs.

1d. Science curriculum content, instruction, and assessment:

Roxbury's science curriculum aligns to Ohio's academic learning standards in the sciences, including earth, physical, and life sciences. Students acquire scientific ideas while engaged in hands-on inquiry- and experiential-based learning toward the standards. Science lessons provide opportunities for students to develop skills in predicting, making hypotheses, observing, as well as collecting, analyzing, and graphing data. Acting as scientists, students use these skills to draw conclusions and make inferences for greater understanding. By acting as a scientist, students are better able to relate to the concepts and more fully understand the process of science learning. Students work individually as well as in small teams, which affords them additional practice across an additional content area to apply their verbal and written communication skills. Technology supports students' science learning through research and other related skills. As science lab partners, students are also able to work on team learning, relationship building, and

interpersonal social skills. Teachers assess student learning through a variety of real-time formative assessments as well as end-of-unit summative assessments to ensure all students are mastering the science content and skills.

1e. **Social studies/history/civic learning curriculum content, instruction, and assessment:**

Social studies learning at Roxbury is aligned to Ohio's academic learning standards with an emphasis on the core foundational topics of history, citizenship, geography, economics, and government. The content connections to real-world events and populations is key to social studies learning. Social studies lessons are engaging activities that help students better understand the "why" of historical events and actions. Students make connections between what happened in the past and how we can learn from that today. Students use higher-level thinking skills, such as cause and effect, analysis, and timelines to assess historical events and the factors that led to those events. Importantly, students also learn about the varying influences that may cause communities, countries, governments, and citizens to act in certain ways or make specific decisions. Specifically, students learn that factors, such as economics and geography, have significant influence on how people live and how they interact with other populations within their own communities and globally. Like science, content literacy and reading and writing skills aligned to Ohio's learning standards in English/language arts are embedded in their social studies learning. Teachers assess student learning formatively continually to gauge their understanding and progress. At the conclusion of each unit, students take a summative common assessment to more fully measure their understanding and mastery of the social studies content and skills.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Students at Roxbury receive high-quality educational programming not only in academics but also importantly in the arts, athletics, and activities as well. Ohio's Learning Standards in these content areas are the basis for engaging instruction in physical education, art, music and media as well as technology.

Music/Art – Music is an integral part of the fine arts curriculum, and at Roxbury the instructional emphasis is on the enjoyment of music and the part it plays in students' everyday lives. Rhythm, melody, harmony, form, and timbre/tone color are emphasized at all grades through movement, rhythmic exercises, score reading, notation, instrument study, listening, and singing. Remote learning during the pandemic provided enhanced opportunities for different types of technology-supported performance and composition using FlipGrid.

The goal for art education is developing curious and creative learners. We use a variety of mediums and materials to develop technical skills and exposure to the art making process. We provide engaging opportunities to foster learners who understand and demonstrate foundational art skills and principles. Students draw connections from other subject areas and disciplines, notably math, science, and music. They use geometric shapes and units of measurement while creating projects and expand on other elements commonly used in art and music, such as patterns, symmetry, and reflections. As they explore various artists and themes, students are able to make historical and real-world connections within the context of the lessons as well.

Physical Education - Students learn and practice a broad array of skills to develop their fine and gross motor skills, hand-eye coordination as well as their ability to combine skills during drill work and game play. Students' fitness levels are monitored throughout the year; and, like academic classes, they engage in short- and long-term goal setting. Students work on fundamental fitness exercises, such as jumping jacks, squat

jumps, sit ups, push ups, and proper running form, which are then integrated as warm ups and cool downs during class. Students are encouraged to achieve their personal best while also setting realistic goals for improvement. Other fitness units are geared toward developing a healthy lifestyle.

Media/Technology – Students engage in various activities that reinforce their use of reading strategies and comprehension and help them to select books at their instructional reading level. They practice keyboarding skills for speed and accuracy to prepare them to utilize Google Docs and other technology tools. Students have free choice in reading hard-bound and electronic books in fiction, non-fiction, and other genres.

Teachers work to integrate technology across the content areas and create a blended learning environment that balances digital and traditional learning. For example, students will plan their writing using paper/pencil to create graphic organizers that capture their initial thinking, and then compose their work using their Chromebooks. Appropriate use of technology tools is critical for today's students in mastering 21st century skills that best prepare them for long-term success in college and the workforce.

Roxbury Shows Character - A new program developed during remote learning focuses on helping students develop the characteristics of a good friend and a helpful, contributing school citizen.

3. Academic Supports

3a. Students performing below grade level:

As part of our systematic intervention process, teachers work with other members of the building team, including the principal, counselors, and curricular experts, to create a targeted intervention plan for each student identified with a gap in learning. Families are important members of this intervention process to implement successful strategies and rigorously monitor progress toward the goal to close the learning gap.

Students who are determined not to be on-track for meeting end-of-year benchmarks are given systematic interventions, which we call our Pyramid of Strategies. Students receive an individualized intervention plan that is monitored by the classroom teacher and a learning coach. The interdisciplinary support team, which includes families and the student, work collaboratively to implement targeted interventions and strategies to build student competence, confidence and, ultimately, successful learning.

We provide our students with focused instruction, daily checks on learning with real-time feedback, educational activities, and environments that maximize student engagement, as well as interventions to close gaps and extensions for enrichment.

At Roxbury, we believe in the importance of early intervention. Students not on target in either math or reading receive our most individualized and intensive support in first grade. This includes a daily 30-minute intervention with a specialized instructor for 10 weeks.

A key component of the process is communication with families. The team works collaboratively through the process until students are progressing. When we are unsure of what to do next, or are looking for more expertise related to a reading issue, we consult with our curriculum teacher leader. Similarly, we rely on our building math teacher leader for assistance with students who are struggling with math concepts. These interventions are embedded in our professional development through video recording, school day visits to other classrooms, and "behind the glass" opportunities for classroom teachers to work with students to receive real-time coaching and feedback on instructional practice.

3b. Students performing above grade level:

For students who may already be at or above grade level benchmarks, differentiated instruction is embedded throughout the core curriculum. Our No New Instruction time, a 30-minute intervention at the end of the day, provides for enrichment opportunities for all students as well.

Providing rigor and ensuring students at the highest end of the achievement spectrum are being sufficiently

challenged are addressed in similar ways. Written Education Plans are constructed for all students identified as gifted. Within the classroom, targeted instruction and assessment assures high-performing students are challenged and exceeding expectations. Through differentiated assignments and expectations, gifted and other top-achieving students apply higher level critical thinking and analysis within their everyday work.

3c. Special education:

Meeting the needs of our most at-risk and special education students, including those with Individualized Education Programs (IEPs) and 504 plans, was particularly challenging during the all-remote phase of the pandemic. Our students with the most intensive learning needs also struggled the most with virtual learning and therapeutic intervention sessions.

Recognizing this, each of our schools put plans in place to bring back to the buildings first our most at-risk learners for in-person learning. Students with intensive needs in grades Pre-K-12 were offered four-day and five-day-a-week in-person instruction all year long. Students on IEPs and 504 plans were able to attend four or five days a week during the 2020-21 school year, even while the rest of the district was in a hybrid learning mode.

Some students, who struggled in a virtual learning environment, were not able to attend in person due to their own health concerns or those of family members during the pandemic. In response, the IEP team (including parents) developed a targeted remote learning plan to help students make incremental and adequate progress toward meeting their IEP goals and learning targets. As with our in-person learners, remote learning plans were monitored through the year with focused checks occurring at least every four weeks.

Interventionists monitor student IEP goals throughout the school year with focused progress checks occurring at least every four weeks. If a student is not demonstrating adequate progress, intervention plans are developed and implemented as part of our support structure. Communication and collaboration is necessary to be sure there is clarity of student needs and what strategies are effective. Equally necessary is the work our team does in aligning the goals and objectives among all of the providers and teachers.

3d. English Language Learners, if a special program or intervention is offered:

English Language Learning (ELL) at Roxbury is an immersion program. The continuum of need is wide as Roxbury serves students who speak little to no English as well as students who are building their language competency and have good literal understanding, but need support with figurative language and the nuances of English as they speak, listen, and read throughout their day.

English Language Learners spend the majority of their day in their general education classroom interacting with peers and accessing their grade-level curriculum. The ELL teacher collaborates with the classroom teacher and identifies opportunities for direct instruction, small conversation groups, and push- in support within the general education classroom. The ELL teacher also creates content adaptations and works on vocabulary and the essential language for a particular topic to increase student understanding. It is important to scaffold the students' learning in both English language acquisition and content knowledge. For example, in literacy, the teachers will focus on the big idea with an adjusted text level so that students are reading in English at a level that is right for them yet still working on the content knowledge at the correct grade level.

The students also learn from the peers as they engage in recess play, classroom collaboration and lunchtime conversation. They also act as teachers by sharing their language with the school during Mindset Monday videos in which they teach the Roxbury students to say hello in their language.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. **Engaging Students:**

Roxbury students spend their days in engaged, active learning environments. The learning standards are rigorous and focus on building the critical-thinking, problem-solving, and analytical skills students will need to succeed in the future, but that rigor and focus do not mean today's classrooms are devoid of creativity and engagement. In fact, quite the opposite is true. Roxbury students work in teams, collaborate, communicate, and create. A walk through the school shows students moving around the room, sitting in groups on the floor with math manipulatives and games, using technology, and working in open spaces for active and participatory learning. The principal supports this engagement by calling positive attention to the things students do well. One of the school's largest bulletin boards displays the names of all the recognized Roxbury Rocket Students of the Month and morning announcements include student shout outs acts of kindness or positivity, such as "Shout out to Ezra Callen for helping a classmate pick-up spilled crayons. What a kind citizen you are!"

Through their curriculum committees and professional learning communities, Roxbury classroom and resource teachers creatively ensure students fully engage in higher-level critical thinking. They use their expertise, content knowledge and technology skills to design daily lessons that are learner-centric and engaging. During the pandemic when students were learning remotely or more constrained due to social distancing, teachers used those same skills and intent to keep students engaged by using every tool in their toolkit to make learning fun and accessible. They used resources, such as the Distance Learning Playbook and Connecting with Student Online: Strategies for Remote Teaching and Learning, to utilize the most effective strategies for student engagement and learning. Teachers built lessons that provided clarity for students about the critical learning targets; established norms for combining asynchronous, synchronous and face-to-face environments in blended learning environments; and, developed learning experiences and engaging activities for all learners in all settings. Importantly, teachers identified strategies to accelerate and provide learning recovery from a distance, as well as reviewed and assessed student work to provide feedback virtually so that students knew their work and effort mattered. The goal was to keep expectations high, but at the same time meet the students where they were – even if they were online. The district's instructional model during the periods of remote and hybrid learning, was synchronous. It is our strong belief that students learn best with good first instruction from their Solon teachers. Now, with a return to a more normal feeling school year, our Roxbury team in partnership with our PTA is focusing on bringing back many of our traditional events and programming and will continue to do so throughout the end-of-the-school year. It is exciting for students and families to be able to participate in these events again after they were canceled or modified during the height of the pandemic. Putting plans in place for a typical end-of-the-school year is energizing for everyone. School achievements and milestones are important touchpoints for students, families and staff. Our theme for this year has been ALL IN, and at every turn, we tried to think outside the box to maximize opportunities for our students. An all-school evening fun fest, an outdoor fun run to raise funds for our school, monthly spirit day contest with the two most spirited classrooms getting to keep a Roxbury Spirit Stick for the month, and a visit from the Cleveland Guardians condiment mascots are just a few of the events students have enjoyed over the past year and are among the things that make the experience of Roxbury students so special.

2. **Engaging Families and Community**:

As our district mission states, Roxbury is a diverse collaborative learning community of families, students, staff, and community members. Our families, and by extension, the Parent Teacher Association (PTA) is a foundational component of that collaboration. Family engagement to support high standards and nurture ethical contributing citizens is a lynchpin of our success as a school district and school community.

Students at Roxbury Elementary School experience significant academic achievement and growth each year. However, this student success would not be possible without ongoing partnerships and collaboration with parents and organizations in our community at-large. In Solon, and Roxbury by extension, we believe that engaged families are critical for student success and development. For example, when students at our school

require academic intervention in time or instructional support, our administrative and teaching team meets with parents or guardians and the student through our Pyramid of Strategies process to check progress, set goals, and outline detailed action steps the teacher, parent and student will take to meet the agreed-upon intervention goals are met. Family member input and commitment to our Pyramid process is expected and necessary.

Our Roxbury PTA and its active volunteers work collaboratively with the school and the community to provide important resources of volunteer time and financial support for student programming as well as student and staff recognition and appreciation. Family members volunteer their time to work with students in one-on-one situations and provide meaningful touchpoint events, programming and activities, such as Center of Science and Industry (COSI) hands-on science programs, assemblies, visiting authors, career days, fun fests, book fairs, and more. A Roxbury PTA Facebook page engages parents via social media and regular email updates provides an additional forum for two-way communication and a way to be sure families are up-to-date on upcoming events. Involving families and connecting them with the information they need to be full partners in helping ensure their child's success increases their stake in the school community. The strong connections also foster adults who are informed about school issues within the community at-large. The goal is to share information that reinforces important themes: Inspiring excellence through a high-quality educational program for all students; diverse programmatic offerings; and the evolution of education to a standards-based and collaborative learning environment that prepares students with 21st century skills and content knowledge. Varied communication vehicles are used, including targeted emails from the school, district and classroom teachers; social media postings; newsletters; as well as hands-on orientation experiences, and educational meetings and programs, many of which are taped and streamed via the district's Solon Education TV at setv.viebit.com.

We also build partnerships with various local businesses and organizations, such as the Solon Historical Society, to conduct student education programs, and with the Solon Benevolent Fund to provide needed support for our families who may be struggling financially.

3. **Creating Professional Culture:**

The rigor built into Ohio's academic learning standards, requires higher levels of intellectual, critical, and creative thinking for students to master the more complex skills and content. An integral part of student learning and success is scaffolding students with developmentally appropriate supports to more effectively foster their skills and competencies.

The commitment to this important work of believing all students can and will learn is at the foundation of our district Mission Statement: Solon City Schools, a diverse collaborative learning community of families, staff and community members, will ensure all students attain the knowledge and skills to succeed and become contributing, ethical citizens in a global society, through our unwavering commitment to inspire every student to achieve personal excellence.

To be sure students are learning at the appropriate and most challenging instructional level, Roxbury differentiates instruction. Using varying types of assessment data, teachers target instruction to close learning gaps and extend achievement when students master content knowledge and skills.

From the onset of the pandemic in March 2020, the Solon Schools made a concerted effort to divert all necessary resources for a safe, supportive, and effective school environment for our students.

Resources of time and money were allocated to ensure our teachers had the knowledge and skills through professional development to prepare them for remote learning and meeting the increased social-emotional needs of their students. Our Roxbury staff engaged in professional development to enhance their instructional ability to teach virtually. This included identifying the most important learning targets for each grade level/course; providing clarity for students about the critical learning targets; establishing norms for combining asynchronous, synchronous, and face-to-face environments in blended learning environments; developing learning experiences and engaging activities for all learners in all settings; identifying strategies to accelerate and provide learning recovery from a distance; and, assessing student work and providing

feedback virtually.

Similarly, the district prioritized bolstering staff technology and instructional skills to better meet the needs of our students as virtual learners as well as when they returned in-person. The technology resource teacher team implemented and facilitated leveled learning opportunities to enable staff to become proficient with existing and new technology tools needed to engage all students in their remote learning, such as Google Classroom, Google Docs, Google Slides, Jamboard, Zoom, Loom video, Flipgrid, Padlet and more. Roxbury teachers also used the professional books and resources provided by the district to help advance their knowledge base and skills in working with our students.

During five sessions with Margaret Searle, district counselors, and learning coaches delved into new ways to solve academic, behavioral, and social emotional issues students may experience during virtual or blended learning.

4. School Leadership:

Together as an interdependent, flexible, and accountable team, our Roxbury staff gives relentless effort, and is intentional, strategic, and consistent in meeting the needs of every student, every day. Under the school and district culture playbook, we fulfill our belief in the Power of Us by showing interest in one another, following through on commitments, focusing on solutions, and being flexible in our attitudes and actions.

At Roxbury collaboration is deliberate and thoughtful in its planning, purpose, and outcome. Leadership is shared and developed throughout our entire building team. We expect our entire Roxbury team to take individual responsibility for themselves and their actions and collaborate to support all team members through making difficult decisions and finding creative solutions to make a difference for students.

Our building leadership team includes the principal, guidance counselor, curriculum and gifted resource teacher, and school psychologist. Regular leadership team meetings provide opportunities to collectively brainstorm. The team values the unique perspectives each member brings to the table. Extending from the leadership team, the principal meets with grade-level teacher curriculum leaders to work on a variety of projects from building positive behavioral supports to developing the growth mindset and Power of Us structure in our school. We conduct leadership team meetings, monthly Watch List meetings, quarterly Special Education meetings, as well as Response to Intervention (RTI) coaching, and check-back sessions with the ultimate objective of helping students meet their own goals and succeed.

Following our initial foundational work with Brian Kight to build a learning framework for changing our school mindset, we continue to utilize the R Factor to create a culture of success and skill build to change student and staff responses to adversity and challenges that have real impact on student success. Choosing responses that not only promote our success but the success and resilience of other members of our team is critical to the success of our teamwork and collaboration.

5. Culturally Responsive Teaching and Learning:

Our diversity enriches our Roxbury school community and our work as a school team to foster inclusion and a sense of belonging for all students and their families is critical.

We have engaged in professional development, first with our district administrative team, and subsequently with our Roxbury building leadership team centered around the text and supporting activities, Culturally Responsive Teaching and the Brain by Zaretta Hammond. Our building leadership team members take learning back to their grade-level colleagues and replicate the engagement activities all with the intent of building trust and important relationships with our students and their families. This trust helps our students believe in their abilities. Students and their families bring varied experiences and our ability to forge connections, understanding and trust is key to our meeting the needs of all students.

We create heterogeneous classroom placements to ensure each of our learning spaces represents students of varying abilities and backgrounds. An increasing number of Roxbury families speak another language at

home and we use interpreter services for many parent meetings to be sure we are communicating effectively with all of our school stakeholders.

Our Roxbury PTA Diversity and Belonging Committee includes parents and staff members. The mission is to create awareness and celebrate the diversity of our Roxbury school community through sharing information about different cultures, celebrating awareness months, and providing resources for families to explore with their children at home. The committee members also create educational display cases in the school. The information shared is aimed at helping students develop empathy, as well as learn about acceptance, inclusion and kindness, all of which are attributes of a productive global citizen.

The PTA also purchased copies of You Are Enough - A Book About Inclusion by Margaret O'Hare for all of our classrooms. Classes conducted read-alouds and talked about the importance of celebrating their own uniqueness as well as the things that make their classmates special, including students with learning or physical disabilities.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Our Roxbury community has done excellent work addressing students' academic needs. But there are times that the obstacles to meeting students' full potential is not rooted in an academic gap. We have made significant progress with our students in overcoming those types of barrier through our work on developing executive function skills. Working with expert Dr. Peg Dawson, our team learned how to help students with emotional control, task initiation, planning and organization, response inhibition, and sustaining attention.

Each grade level team chooses anchor texts related to executive functioning skills. Building these important executive functioning skills helps support students in accessing and actively engaging in content. As a school team, we are not just here to work with students on their academic learning, we must address them holistically. Showing students that the entire school team cares about their well being, even when they are experiencing difficulty, helps them to feel valued. From classroom and specials teachers to our playground monitors, every staff members is a part of the team and must know and understand the needs of every students.

We have a full scope and sequence to the skills taught for each grade level. By the time they graduate Roxbury, they will be prepared with a full cadre of skills to better prepare them for success and middle school learning.