U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

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

Official School Name Summit Road Elementary School
(As it should appear in the official records)

School Mailing Address 8591 Summit Road
(If address is P.O. Box, also include street address.)

City Reynoldsburg   State OH   Zip Code+4 (9 digits total) 43068-1411

County   Licking County

Telephone (614) 501-5530   Fax (614) 501-5699

Web site/URL
http://www.reyn.org/summitroadelementary_home.aspx   E-mail mdrury@reyn.org

Twitter Handle   Facebook Page
https://twitter.com/drurymelissa   https://www.facebook.com/SummitRoadSTEM/   Google+

YouTube/URL   Blog   Other Social Media Link

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

_____Date_____
(Principal's Signature)

Name of Superintendent*Mrs. Tina Thomas-Manning   E-mail tthomasmanning@reyn.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Reynoldsburg City Schools   Tel.   (614) 501-1020
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. Joe Begeny
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

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

Part I – Eligibility Certification

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.

3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

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

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district   <u>6</u> Elementary schools (includes K-8)
   (per district designation):   <u>4</u> Middle/Junior high schools
                                        <u>4</u> High schools
                                        <u>0</u> K-12 schools

                                        <u>14</u> TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying
   school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	53	46	99
1	51	48	99
2	48	49	97
3	55	44	99
4	61	37	98
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	268	224	492

4. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
2 % Asian
21 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
61 % White
11 % 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 2014 – 2015 school year: 7%

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, 2014 until the end of the 2014-2015 school year	16
(2) Number of students who transferred *from* the school after October 1, 2014 until the end of the 2014-2015 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	36
(4) Total number of students in the school as of October 1, 2014	487
(5) Total transferred students in row (3) divided by total students in row (4)	0.074
(6) Amount in row (5) multiplied by 100	7

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

Specify each non-English language represented in the school (separate languages by commas):
Arabic, Senya, Twi, Spanish, Gujarati, French, Laos, Trygrian, Vietnamese, Russian, Zarek, Czech, Zomi, Burmese, Oromo, Amharic, Urdu, Nepali

7. Students eligible for free/reduced-priced meals: 34 %
   Total number students who qualify: 166

8. Students receiving special education services: 9 %
   43 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

9 Autism	0 Orthopedic Impairment
0 Deafness	5 Other Health Impaired
0 Deaf-Blindness	7 Specific Learning Disability
0 Emotional Disturbance	32 Speech or Language Impairment
0 Hearing Impairment	1 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

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

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

	Number of Staff
Administrators	1
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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>251:1</u>

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	94%	97%	96%	96%	0%
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 2015.

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> </u>   No <u>X</u>

    If yes, select the year in which your school received the award.

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

Provide a challenging learning community where students are engaged in science, technology, engineering, math and language arts through an inquiry based curriculum.

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

Summit Road Elementary is a school of choice within the Reynoldsburg City Schools district. Students who wish to attend complete an application and submit their paperwork for a first-come, first-served method of enrollment.

PART III – SUMMARY

During the 2010-11 school year, a school design team of twenty educators from across Reynoldsburg City Schools came together to design the district's first STEM elementary school. Summit Road Elementary opened its doors to Reynoldsburg families in August 2011 with 386 students enrolled in grades K-4. With multiple students waitlisted for enrollment, Summit opened additional sections in August 2012 for 100 children per grade level or 500 students total. Summit is an open enrollment and inclusive school, open to any elementary-aged student in the district. Since its first year, Summit Road Elementary has become a destination school for Reynoldsburg families and a research and development laboratory for other schools.

The school was designed to incorporate foundational components of STEM education, including transdisciplinary problem based learning (TPBL), design thinking, 21st century skills, partnerships supporting instruction, high rigor for all students, and a focus on the environmental sciences. Summit Elementary aspires to produce students who are curious, compassionate, collaborative, communicative, and complex thinkers. These 21st century skills are infused within the TPBL curriculum, with our students engaging in authentic real-world problem solving via design thinking and inquiry. Summit Elementary is also dedicated to providing students with 21st century content (computer science, environmental sciences, robotics) and 21st century experiences (working with community partners, designing within a Tinkerspace, infusing technology in daily work, presenting to authentic audiences).

The teaching and learning of students at Summit expands beyond the confines of our school walls. Our students are provided with one-to-one technology devices in the classroom for easy access to instructional programs and resources that provide individualized pathways for our students. These same programs and resources are able to be accessed off-site around the clock so our students can continue their learning. Just outside our doors, students can engage in the learning that happens in a natural setting such as our wetlands with yurts, our courtyard, the student created butterfly garden, or the new Tinkerspace created by first graders! These natural environments allow children to make connections in their learning and solidify experiences that they will forever remember. There is no better way to learn than by doing, and our student success rate in these environments support this.

All grade level students can participate in after-school clubs, but there are different opportunities for different ages. Students may stay for STEMbot Readers (one-to-one high school reading mentoring), Coding Club, Jr. First Lego League Robotics, Lego League Robotics, Character Council or Shakespeare Theater. These clubs stretch the use of students' design thinking and 21st century skills, and students love it! Our program offerings continue to grow each year due to their success and high demand.

Summit Road Elementary serves an ethnically diverse population of students from all over the city of Reynoldsburg. 32% of students are economically disadvantaged, 6% are English Language Learners, and 9% are identified special education. As enrollment demands continue to grow, the building demographics are starting to reflect the demographics throughout the district. We have seen an increase in students with autism identifications. To support these children and others who may need an outlet, the building created a sensory walk with task stations involving sensory stimulation. The building is in the process of hiring an autism trained teacher who can provide the specialized instruction around social stories, pragmatics and transitional skills that these children so desperately need to be successful contributing citizens. Currently our academic and behavioral success with autistic children is high, but we are always striving for higher.

Summit students consistently show exemplary performance on traditional state measures, but what is equally important to measure is our student engagement and design thinking. Our children have multiple opportunities to be engaged in real work around topics that gain and hold their interest. The building was built in ways to celebrate student successes on both exemplary performance and student engagement. With Library Museum student curators, we designed and created a Principal's Gallery to showcase some of the very best student work, prototypes, and design thinking each month. Students are celebrated during our Morning Spark when they are recognized in front of our entire school community and their parents. Being an exemplar shares the message that your engagement and hard work are leading to high academic performance.

The past five years, Summit has earned numerous awards to celebrate excellence. We have been rated Excellent with Distinction for our performance on the state report card. We have earned three grants, two worth $50,000 each from Battelle to create our Living Library Museum and one worth $10,000 from Code.org for our leadership with computer science for all kids. Summit was named the School of the Year from KidsLinked. Our greatest honor to date is the nomination to be a National Blue Ribbon School.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Our curriculum is grounded in transdisciplinary problem based learning units (TPBL), integrating all four content areas and embedding both state and national standards. Grade level teams collaborate to identify age-appropriate, real world authentic problems that students can solve. These authentic problems serve as a driver for TPBL units, with teachers designing standards-based instruction and projects to engage students in answering the authentic problem.

Students utilize design cycle thinking and twenty-first century skills (core values) as they engage in the learning process. Summit's design cycle is modeled after the engineering design process with five components: imagine, plan, design, improve and share. Students are also expected to understand and model our five core values - curiosity, compassion, complex thinking, collaboration, and communication. We begin the design cycle and core values vocabulary in kindergarten, and intentionally scaffold expectations for use and understanding. Our goal is that both the design cycle and core values become habitual in all aspects of daily learning.

Language arts is centered on the five big ideas of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and the writing process. Instruction is designed based on ongoing assessment of student literacy needs. Teachers engage students in a reading/writing workshop, including whole-group mini-lessons, small group instruction and individual conferencing. Students engage in personalized activities that address their individual literacy needs. Texts are selected on student reading levels and on topics that allow students to build context around the transdisciplinary problem. A strong emphasis is placed on reading informational text and research writing.

Math focuses on fact fluency, computation, problem solving, critical thinking, and math discussions. There are hands-on explorations that allow students to use manipulatives and models when solving problems. Students engage in problems that come from real-world experiences and make connections to other content areas. Students use their reading strategies to help learn the language of math and develop skills for complex problem solving. The engineering design cycle is used when solving problems to encourage students to provide the best possible answer and develop critical thinking skills that show students there might be multiple paths to a solution. Online programs, such as i-Ready, are used to assess student learning and provide differentiated instruction.

Our TPBL units are designed with the science standards and engineering in the forefront and other disciplines tied into the overarching question. All grades have inquiry based science units that use the scientific method with experiments and labs to engage students. The wetlands, the butterfly garden, the courtyards and the walking trails are often used as outdoor learning labs to bring authentic science into the hands of students. Students use lab reports, science journals, webquests, and videos and have a strong literacy focus in their science instruction.

Social studies is directed by the Ohio Learning Standards, with students demonstrating their understanding through simulations, debates, presentations, theater productions, webquests and field trips. These learning experiences are preparing our students to be global citizens with an understanding of how people and events of the past have influenced, and will continue to influence, the changing world. Our Library Museum provides our students with an opportunity to see this change over time with a lens on technology. Community partners and speakers contribute to many of our economic and government concepts.

A transdisciplinary unit that incorporates all of our curriculum areas is our third grade unit addressing the question, "How do we engage our community in exploring and understanding the importance of the wetlands?" Reading instruction focuses on nonfiction text features and structures, main ideas and details, and cause and effect with leveled books and informational texts on wetland topics (soil composition, water quality, adaptations). They write research papers on organisms that make their home in the wetlands. Students spend time in the wetlands investigating, observing and experimenting with soil types, life cycles,

and adaptations of organisms. The students explore how humans modify their environment and how communities change over time as part of their social studies curriculum. The math is brought in as they look at volume, perimeter, and area. As a culminating project, collaborative groups of 3-4 students plan, organize and run stations for a wetlands field trip. Our students become the teachers for visiting third graders from a neighboring school. They present their stations to teach others about the important components of the wetlands, engage them in experiments and investigations around water, plants and animals, and observe and record findings.

2. Other Curriculum Areas:

While our core curriculum and instructional strategies provide a rich educational program for children, we have also designed courses and experiences that we believe provide extended learning opportunities for students. Traditional music and physical education are provided for children once a week, but the learning links that truly deepen the learning include our Summit STEM Library Museum, Innovation Station, Dramatic Inquiry, Chinese, computer science education, and outdoor learning space.

The Summit STEM Library Museum is a student designed and led workspace to enhance and practice critical thinking, creativity, and collaboration. For forty-five minutes a week, students in all grades are introduced to reading and research in a traditional library experience partnered with hands-on exploration of vintage technology and engineering items. The theme of See, Think, and Wonder is met through literature and informational text as well as through experiences in collaborative exploration and creative play. Using vintage telephones, typewriters, cameras, and record players, students have the opportunity to investigate how technology has originated and evolved. It plants seeds of inspiration and promotes future engineers. Under the direction of the librarian, students are interviewed and hired to work the circulation desk, shelve books and curate museum exhibits.

The Innovation Station gives students an opportunity to explore and learn 21st century skills through a variety of activities. All students (1-4) visit the Innovation Station once a week for 45 minutes. Students learn foundational technology skills such as Google Slides, Sheets, Docs, Adobe Illustrator (used for Fab Lab), Tinkercad (3D printing), and coding. Students work through the design cycle practicing core values while solving engineering challenges. These challenges are developed in collaboration with the classroom teachers to address the transdisciplinary problem based learning (TPBL) units. The design process is used in their art created from repurposed and recycled materials for our annual Art Show. Students are given the opportunity to build and program with Lego kits, explore robotics and participate on our First Lego League Robotics teams.

Second through fourth grade students learn the Chinese language and culture in a 40 minute hybrid class each week. Throughout this class, students learn to speak the language, play games, and explore cultural traditions. Our Chinese teacher is on location every week for second grade classes, but once every third week for third and fourth graders. When not onsite, the teacher instructs students through a virtual classroom. Our emphasis on the Chinese language and culture is based on Chinese being one of the top three languages for STEM professions.

Students in grades 1-4 participate in Dramatic Inquiry activities for 45 minutes every other week. Students explore, discuss, analyze, and collaborate to understand complex text and ideas using rehearsal room techniques and active and dramatic strategies. These techniques allow students to step into the world of a story and examine an essential question related to the text. Inquiry questions are at the center of this work. Students explore at least one Shakespeare play each year. In addition, third and fourth grade students have the opportunity to audition for a role in the production of our annual Shakespeare performance. The Ohio State University Royal Shakespeare Company visits our school annually to perform for our children. Beyond Shakespeare, Dramatic Inquiry is used to explore other complex texts and topics integrated from the curriculum.

Summit Elementary believes that providing foundational computer science education to all students is an essential twenty-first century skill in our rapidly digitized world. We believe that regardless of the career students choose to pursue they will need a foundation in computational thinking, problem solving and

programming. Because of this, all students k-4,will complete the Code.org elementary modules by the end of their k-4 experience. Our teachers integrate this computer science work during morning brain boost, station rotations, and sometimes recess.

The outdoor learning labs on our grounds become an additional classroom for students at all grade levels to visit at periodic times throughout the year. Students have imagined and developed our own butterfly garden where they now observe and collect data on the type and frequency of butterflies visiting Summit. They spend time exploring the vast ecosystems and the animal and plant life on our own wetlands. Walking the trails allows students to see progression of seasonal changes over time.

3.   Instructional Methods and Interventions:

In addition to our focus on transdisciplinary problem based learning (TPBL) and the design cycle explained above, we make sure to differentiate instruction for all students. We utilize assessment data to determine specific needs of students and design instruction based on these needs. Some of the instructional practices we employ include small group or individual instruction, a third and fourth grade gifted program, daily intervention and enrichment times for grades k-2, and blended learning components.

Technology programs and apps are intentionally employed to help build individual pathways for student success. Some of the websites students use include Iready Reading and Math, Khan Academy, Raz Kids, and Innovations for Learning. With one to one technology devices for all students, teachers are able to implement a blended learning approach using diagnostic and summative data to provide a personalized learning path for each child. The data from these programs allows teachers to determine additional instruction needed and provide remediation, instruction, or elevation of learning for diverse needs of students.

With a significant number of students identified as gifted, we have created both a third and fourth grade gifted classroom to address the unique needs of gifted students and provide additional depth and complexity to their instruction. Gifted endorsed teachers provide academic instruction while also addressing some of the unique social-emotional needs of gifted identified children. For our k-2 students, we have created an E/I (enrichment and intervention) block to ensure enrichment opportunities for students experiencing high levels of success and thinking in the early grades. During a ½ hour block each day, these students are clustered together for instruction intended to stretch students academically.

Our intervention team, consisting of reading and math specialists, special education teachers, and educational paraprofessionals, uses the Response to Intervention (RTI) model to ensure that the needs of all students are being addressed and met. The RTI model contains three tiers. Tier one is quality classroom instruction for all students with the regular education teacher. Tier two is small group instruction with the regular education teacher or an intervention teacher focused on specific research based strategies measured after a set amount of time. This model of intervention includes both push in and pull out instruction for students. Tier three instruction is provided in a one to one or one to two student to teacher ratio. This tier is not only tailored but may also include additional time or more intensive instruction.

4.   Assessment for Instruction and Learning and Sharing Assessment Results:

We use a multitude of data to determine academic needs of students and plan instruction. Students are benchmarked at the beginning, middle and end of the year using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment and the STAR (Standardized Testing and Reporting) Math and Reading Assessment. Using this data with other formative data (student discussions, exit tickets, warms ups, class performance) our teachers determine instructional foci for the class and plan instruction accordingly. They track data all year for decision-making purposes.

RTI coordinators log all student data into master spreadsheets and classroom teachers create individual data sheets for students to track their data and set goals. Our data team (classroom teachers, intervention teachers, building principal) works together to discuss student strengths and weaknesses and identify students who will be provided tier two or tier three instruction outside the general education classroom.

These intervention groups are flexibly designed in that they change as the data changes. Data team meetings occur every eight weeks to ensure that we are monitoring student growth, analyzing trends, and strategically instructing. We cannot maintain our high performance levels without consistently monitoring data and flexing instruction.

Along with data from STAR and DIBELS, we also gather data from state assessments, quarterly assessments and performance tasks related to our TPBLs. We spend time looking at our subgroups of children to determine if we are meeting their unique needs as a group and to monitor whether there are gaps in the achievement of different groups. Our goal is for all subgroups of children to be achieving and growing at the same rate. If we notice students in particular subgroups struggling to perform, we target instruction to address the gap with different strategies and supports or with different small groups and extra time.

Data is communicated to parents, students, and community stakeholders in a multitude of ways. We send home student report cards quarterly and hold parent-teacher conferences twice a year. Our parents also receive comprehensive testing reports showing their child's state scores or Terra Nova scores. Often we are informally communicating results through emails or phone calls with parents or through notes home.

Our community is informed of our data through PTO meetings where we often present the data and its implications. We celebrate successes on social media and through local newspapers. Each fall, our Continuous Improvement Plan and building report card are presented at the Board of Education meeting.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

As a STEM school, Summit Road Elementary is a research and design laboratory for educational innovation. We believe you cannot innovate without having an environment that breeds a culture of risk-taking, which is only possible if those within the environment feel a sense of trust, respect, and belonging. We work hard to develop a culture of risk-taking among both staff and students at Summit, and foundational to this work is the implementation of our core values. These core values are woven into the educational experience of both students and families as well as teachers at Summit, creating a sense of community where everyone feels valued and invested.

With personal greetings from the principal and teachers each morning, students feel welcomed and included. There is a sense of belonging that breeds positivity at our school. We start and end our week together with all staff and all students in a morning meeting on Mondays and Fridays, called the Morning Spark. The purpose of our Morning Spark is to highlight successes of the week, showcase student work, announce building-wide design challenges, build character, and simply invest in time together as the whole Summit STEM community. The last Morning Spark of the month, we recognize student exemplars, inviting their parents to celebrate in their successes. Additionally, we recognize classrooms for displays of positive behavior throughout the week by awarding them the coveted "Golden Gear."

Teachers work collaboratively to create monthly building-wide design challenges engaging all students. These design challenges encourage grade level teams to work together as one group with age appropriate constraints. With foldable walls and expanded learning environments, entire grade levels of students will work side by side to imagine, plan and design their challenge. All building-wide design challenges incorporate some type of showcasing whether it be in a competition format such as the egg drop or a community exhibition such as a Thanksgiving Day parade where all students display a float communicating a core value. Excitement and pride are generated when students, parents, staff, and community members come to watch the sharing of final products.

Our teachers are strategically teamed based on their personalities, work styles, and content strengths. As a pillar of our program, collaboration is expected yet natural for our teachers to meet the needs of the whole child. Each staff member feels respected knowing that their individual strengths are valued within the collaboration of the team meetings.

2. Engaging Families and Community:

Family and community engagement and partnerships are integral to our success at Summit. We have several signature events including our Family Stem Night, Art Show, and Quarterly Exhibitions that encourage parent engagement in our school community. Our STEM Night incorporates a variety of science and engineering organizations who willingly donate their time to provide hands-on learning experiences for families. Our Art Show is a family dinner and auction featuring student individual artwork as well as classroom collaborative pieces that can be purchased! Our high school students provide musical entertainment for the evening. Our Quarterly Exhibitions draw in multiple parents and family members as well as community members. These exhibitions allow students to display and present the learning they have accomplished throughout the quarter!

As a STEM environment, it is important to us to have community partners that provide authentic experiences for our children. We have partnered with Tech Corp, Microsoft, Girl Scouts of Ohio, and our STEM high school. In an effort to engage and sustain girls in STEM fields, Tech Corp and Girl Scouts have provided girl specific programs for our students. Tech Corp has provided our girls with a Techie Club and Techie Camp focused on programming, app development, and web design.

Girl Scouts have created Saturday STEM experiences located in businesses engaging in authentic engineering. Women engineers within the profession interact and talk with our students while promoting the work they do in their career. Our girls are presented with different design challenges related to the field.

We have partnered with the high school and Microsoft to train a group of high schoolers in the teaching of code. As part of their required internship, these high schoolers design and teach an after-school coding club for second grade students after their partnering with Microsoft. Additional high school students serve as reading mentors for our first graders who may struggle. Each first grader meets with their own high schooler twice a week after school and is provided instruction based on their academic needs.

At Summit, we are well supported by our PTO that meets monthly. Prior to our meetings, we hold parent informational sessions on topics suggested by our families or an open office hours format that allows parents to ask questions and provide us valuable feedback. Our PTO supports our school community by engaging all stakeholders in the success of students.

3. Professional Development:

The Building Leadership Team develops professional development plans based around input from administration, teacher and parent feedback, and student data. This professional development plan is flexible in that in changes to meet the ever changing needs of teachers. What doesn't change is the intentionality around providing PD that will grow our teachers and ultimately impact student success.

This year our building piloted the i-Ready reading and math blended program. With the implementation of new programming, it was imperative that teachers have PD to strengthen their understanding of the program's capabilities and provide instruction on best integrating and using the program to grow children. We partnered with i-Ready and Ashland University setting up a class format for teachers to earn college credit by attending PD for i-Ready. Teachers were able to implement what they learned and then come back for rich and meaningful discussions with colleagues which further expanded their understanding and use of i-Ready.

Based on teacher discussions and student data, we noticed a need to vertically align multiple content area concepts. To address this need, we created content specific vertical teams that meet and report out monthly. The teams work to align student expectations and strategies to ensure consistency and rigor within academic instruction.

New teachers are welcomed to our STEM community with their own professional development that we have coined STEM induction. It became apparent that as veteran teachers retired or resigned, we were often losing some of the extensive knowledge and specific training that a particular staff member held. Our STEM induction was led by established teachers who provided PD ranging from inquiry, TPBL, and design thinking to standards grading and rigor of instruction. This type of PD provided our veteran teachers with an opportunity to share their knowledge while also providing our new teachers with the information and support they would need to be successful with our students. During STEM induction, new teachers also enrolled in a four week course with the PAST Foundation to develop their understanding of TPBL, lesson design and backmapping.

Professional development is both teacher driven and teacher led. When implementing Google Classroom this year, teachers who have used Google Classroom and were comfortable with it taught the rest of the staff how to use it and have been available for other tutorials or help when needed.

4. School Leadership:

The leadership of Summit Elementary is a collaborative effort amongst administration, teachers, and support staff. The building principal has involved all stakeholders in defining our core belief that all children can be successful learners when provided high quality instruction in a positive environment. It is a building belief that everyone in the building, regardless of role, contributes to the overall success of our building. Everyone is a leader with a talent or expertise that can benefit the group as a whole.

Each school year, we review our student progress and assessment data from the previous year to celebrate our successes and determine areas of growth. We analyze our data to set goals for the current year and collaborate to create a comprehensive plan for achieving the set goals. As we meet throughout the year in different configurations, Response to Intervention (RTI), Vertical Teams, Grade Level Teams, and Staff Meetings, we review data to determine if our plan is working and if not how we can adapt instruction to attain our goals.

The building principal values relationships and believes relationships and trust are imperative to teacher and student success. When adults and children feel connected, they invest and work hard to reach their goals. Because teachers feel valued for their professionalism and supported in their practices, they willingly take risks to seek help and collaborate to improve practices in their classroom and instruction across the building. They each have opportunities to rise as the leader or to be led given the needs that surface.

A good example is a veteran teacher new to Summit who was struggling to meet the needs of her gifted population. By working with her grade level team, her vertical gifted team partner, and the building principal, she was supported with instructional coaching, mentoring and data analysis by two different colleagues. They were able to help her grow in her use of data to guide instruction, in her selection of materials to match student needs, and in providing rigorous instruction and expectations. With the leadership of those around her, the veteran teacher is ending the year with very high growth and achievement scores for her students.

Summit has a building leadership team (BLT) facilitated by the school principal and includes teacher leaders representing various grade levels and content areas. Our BLT comes together to collaborate on decision-making and problem solving and to communicate and model best practices and expectations.

Part VI – INDICATORS OF ACADEMIC SUCCESS

While there are many different strategies and practices involved in the academic success of students at Summit, it is likely our mindset on design thinking that most impacts our success. This design thinking mindset is embraced and practiced by staff and students on a daily basis. It is evident in everything that we do.

A design thinking mindset is a framework for investigating problems and solutions. It is a process that focuses on solving complex problems by exploring multiple pathways or possibilities. It is the idea that there is no one correct answer but rather many possible solutions.

Teachers use the design thinking mindset when planning instruction, knowing that instructional pathways may change to meet the needs and questions of their students. They realize that to get true learning, they must provide strong questioning that allows students to use inquiry and content knowledge to reach understanding. Teachers willingly take risks in their classrooms as they believe in the fail and fail fast motto to achieve success. New instructional practices and programs have developed at Summit due to the constant exploring to solve problems that arise in meeting students' needs.

Our gifted programming redesign shows this design mindset. Gifted students were not performing or growing at the rate expected. In an attempt to solve the problem and increase rigor, teachers worked together to explore new structures and practices to meet our highest quintile of students. We started with gifted students in regular education classrooms and moved to ½ hour enrichment blocks, followed by one day pullout for gifted services, and most recently to self contained gifted classrooms instructed by a gifted-endorsed teacher. Data for these students has never been higher than this year. All of these changes were based on a design mindset for higher achievement and growth of gifted learners. Had teachers only seen one pathway or solution for meeting the needs of these children, we would still be providing instruction on a model that was not successful.

The design thinking mindset affects our students and encourages them to innovate and persist in their problem solving. Students know that there is no right answer, and that they can learn from failure. They do not shy away from problems that seem daunting or unsolvable. Instead they rely on their design thinking to work through the problem and experiment to find solutions.

We do not know the professions that these children will have as many of them do not even exist yet. However, we do know that regardless of their profession, they will need to be able to collaborate and think differently to solve complex problems. They will need their design thinking mindset!