U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [**X**] Elementary [] Middle [] High [] K-12 [] Other

[] Charter   [] Title I   [] Magnet [] Choice

Name of Principal: Mr. Randy Willis

Official School Name: South Lebanon Elementary School

School Mailing Address:
   50 Ridgeview Lane
   Maineville, OH 45039-8021

County: Warren   State School Code Number*: 033217

Telephone: (513) 398-8050   Fax: (513) 494-1469

Web site/URL: www.kingslocal.k12.oh.us   E-mail: rwillis@kingslocal.k12.oh.us

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

Date _____

(Principal's Signature)

Name of Superintendent*: Dr. Valerie Browning

District Name: Kings Local School District   Tel: (513) 398-8050

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Rebecca Holloway

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

Date _____

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

Private Schools: If the information requested is not applicable, write N/A in the space.
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

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

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. 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.

9. 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.

10. 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

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

3	Elementary schools
1	Middle schools
1	Junior high schools
1	High schools
	Other
6	**TOTAL**

2. District Per Pupil Expenditure: 9720

    Average State Per Pupil Expenditure: 9624

SCHOOL (To be completed by all schools)

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

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

4. 4 Number of years the principal has been in her/his position at this school.

    ____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K	46	43	89	8			0
1	43	55	98	9			0
2	40	34	74	10			0
3	39	34	73	11			0
4	47	38	85	12			0
5			0	Other			0
6			0				
			TOTAL STUDENTS IN THE APPLYING SCHOOL				419

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
1 %	Asian
1 %	Black or African American
1 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
92 %	White
5 %	Two or more races
100 % Total	

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 15 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	30
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	29
(3)	Total of all transferred students [sum of rows (1) and (2)].	59
(4)	Total number of students in the school as of October 1.	400
(5)	Total transferred students in row (3) divided by total students in row (4).	0.148
(6)	Amount in row (5) multiplied by 100.	14.750

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0
Specify languages:

9.   Students eligible for free/reduced-priced meals: 34   %

               Total number students who qualify: 143

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12   %

      Total Number of Students Served: 50

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3	Autism	0	Orthopedic Impairment
0	Deafness	1	Other Health Impaired
0	Deaf-Blindness	9	Specific Learning Disability
0	Emotional Disturbance	30	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
6	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	19	0
Special resource teachers/specialists	4	11
Paraprofessionals	3	0
Support staff	4	5
Total number	31	16

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 __**19**__ **:1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	96%	95%	95%
Daily teacher attendance	96%	97%	96%	96%	96%
Teacher turnover rate	1%	0%	0%	1%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

 As a school community, South Lebanon Elementary recognizes that each student is unique, we find strategies for each student to Succeed, Learn and Excel. Our mission is to help students learn to the best of his/her ability and to plan interventions as needed throughout the school year. Between our special education support, Title One Reading, Response to Intervention systems, and our regular education initiatives, one hundred percent of our students are provided with appropriate support.

South Lebanon Elementary School is one of three elementary buildings in Kings Local School District, housing kindergarten through fourth grade. The nature of our community consists of subdivisions and a well-established village that represents generations of South Lebanon Elementary graduates. Our school is a blended rural/suburban area composed of single upper, middle and low income housing, inclusive of motels and trailer parks, from which we draw our students. We presently have 420 students enrolled where we serve approximately 34% on free/reduced lunch support, 15% transient /truant, and 11% special education support.

Our Parent Teacher Organization (PTO) supports our students, staff and community by hosting long-held traditions such as a fall and spring festival, field day picnics, along with many other fantastic child-centered programs that enrich student's academic success. They are an essential component of our success with their unending support for our building systems. Our community representatives continuously provide us with field trips, positive behavior coupon incentives, and monetary support. With the support from both of these stakeholders, we continue to strive for excellence.

We are proud of the accomplishments our staff and students make as we strive for to attain the goals of No Child Left Behind. Eight years ago we looked within ourselves and reflected upon the data that demonstrated that we needed to improve. We began networking with our regional resource center that guided and educated us towards an action plan for change. Every year since then we continually evaluate our progress towards our goals within our plan. South Lebanon Elementary staff members are continually re-tooling to meet the needs for our dynamic population. Our schedule allows for grade-level common plan times, weekly professional development meetings used to interpret data, learn instructional strategies and problem solve curriculum issues. We use flexible grouping and provide small group instruction daily in our regular education classrooms. In addition, we have a school-wide Positive Behavior program which teaches our students to be Respectful, Responsible Problem Solvers. There are posters displayed within our building, school buses and community that proudly remind the students of these lifelong skills.

We are proud that our data continually shows all children making adequately yearly progress. We accomplish our milestones through our building leadership team that meets bi-monthly to discuss and problem solve our behavioral and academic systems. In addition, the building leadership team meets with each teacher three times per year to proactively problem-solve every student's academic and behavioral growth. When needed, an intervention team is assembled to create a research-based intervention plan with goals and targeted dates for individual student growth. As a result of these systems our building has moved from academic emergency in 2002, until we earned the Excellence rating in (2005) where we have maintained since. We were honored to be recognized as a 2006 School of Distinction and are honored to be nominated for the 2009 Blue Ribbon Schools award.

South Lebanon Elementary is unique, innovative and worthy of a Blue Ribbon Status because we take a proactive approach and collaboratively problem-solve on each child. We abolish all excuses so that no child is left behind in our building. Our teachers and building administrator collaboratively working together with one common goal in mind—to successfully reach every child!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

For the past 10 years the Ohio Proficiency Tests (OPT) and the Ohio Achievement Tests (OAT) have been utilized to measure students' academic performance. The OPT were criterion-referenced tests, assessing reading, writing, mathematics, science and citizenship for grades 4th, 6th, and 9th. As a result of Ohio's adoption of Academic Content Standards and the requirements of NCLB, a change from OPT to OAT tests occurred during the 2003-2004 school year. The OAT is a criterion-referenced test that is aligned to the Academic Content Standards and is administered in reading and mathematics to all students in 3rd-8th grade.

The OAT includes five rankings: Advanced, Accelerated, Proficient, Basic and Limited. A student must score proficient or higher to meet the state standard. The State of Ohio also expects 75% off all students in a building/district will earn a proficient score or higher on each area assessed by the OAT. Proficient performance indicates that the student has the knowledge and skills expected at the grade level s/he is being tested and requires minimal teacher support at that level. Building, district and state results on the OAT are reported by the Ohio Department of Education (ODE) through the Local Report Card. Additional information can be found at http://www.ode.state.oh.us.

South Lebanon Elementary has shown continuous progress and growth in raising scores and improving the performance levels of its students in reading and math while maintaining a rate of approximately 35% of students on free and reduced lunch. The trend in 3rd grade reading scores has increased from 49% proficient in 2002-2003 to 94% proficient in 2007-2008. Math scores have also increased from 83% proficient in 2004-2005 to 96% proficient in 2007-2008. Our 4th grade trend in reading scores has gone from 70% proficient in 2003-2004 to 97% proficient in 2007-2008. With math, the 4th grade trend has gone from 80% proficient in 2003-2004 to 98% proficient in 2007-2008. Our writing scores for 4th grade have gone from 74% proficient in 2003-2004 to 100% proficient in 2006-2007 and 2007-2008.

South Lebanon Elementary School's first subgroup is Economically Disadvantaged Students. The gains for this subgroup have been substantial. In 2003-2004 school year, only 69% of this group scored proficient. In 2007-2008, this has risen to 93% proficient. In the area of math, the group started at 75% proficient in 2003-2004 and has grown to 96% proficient in 2007-2008. With writing, 70% were proficient in 2003-2004 and now 100% are proficient in 2006-2007 and 2007-2008. Our second subgroup, special education students, performs at a proficient level or above given appropriate accommodations. Until recently, our special education subgroup has been too small to report their performance on the OAT. Our elementary building has been recognized by Ohio's State Superintendent as a School of Distinction. The award recognizes schools that have at least 75% of their students, including their special education population, proficient in reading and math on the OAT's.

At South Lebanon Elementary, we work collaboratively to create systems that allow for every child to receive the type of academic/behavioral support they need to be successful. The steady rise in scores is the result of proactive collaborative problem-solving, continuous professional development, ongoing progress monitoring of all students, and universal screening three times a year in the areas of reading, comprehension, math, and writing. This data is used so that we can provide successful research-based tiered intervention support for all children. In addition our building leadership team meets three times a year with every building teacher to review data and ensure that every child is making adequately yearly progress.

2. **Using Assessment Results:**

The teachers at South Lebanon Elementary School are collaborative problem-solvers. Each grade level has a weekly common planning time and a one hour professional development. This gives the teachers the on-going opportunities to review data and learn new strategies that will help to drive their instructional practices. Our building leadership team is comprised of the Building Principal, School Psychologist, Counselor, Speech/Language Pathologist, Intervention Specialists, Regular Educators, Title One Reading Specialist and two parents. This team meets twice a month to review and problem-solve various building level academic and behavioral systems and data within our three-tiered model. This team designs a yearly action plan that is continually reviewed/revised and evaluated to ensure we are achieving our goals, collecting appropriate data and creating responsive intervention support systems.

All students are assessed three times a year with our universal screeners in the areas of phonemic awareness, alphabetic principal, fluency, vocabulary and comprehension. In addition we also gather information in the areas of mathematics and written expression. Along with other classroom assessments, this allows us to proactively intervene with any student that needs additional academic/behavioral intervention support. Teachers progress monitor all students bimonthly or monthly depending on the child's needs. The teachers bring their classroom data, progress monitoring, and universal screenings to a meeting with the building leadership team at least three times per year. This meeting is to ensure that every child has documented growth and is working towards adequate yearly progress. This also allows us to view our building's global performance. For the students that are receiving intervention support and not making adequate growth, a student team is gathered to collaboratively problem-solve and create an individual action plan to assess the child's response to research-based interventions. If needed, this response to intervention data can be used for a multi-factored evaluation for special education services.

3. **Communicating Assessment Results:**

South Lebanon Elementary's proactive systems are successful because of the continual partnership of our students, parents, community and staff. Our students are taught to be respectful, responsible, problem solvers at school, at home, and in our community. We teach and reinforce appropriate academic and behavioral expectations daily.

Our school hosts four parent/teacher conferences per year where classroom/building level data is shared with parents. After every school-wide universal screening, the parents are informed via a student information sheet of their child's level and the grade level goals. A monthly parent newsletter is sent home with ideas on how to work with their children to achieve these goals. Our school sends home four quarterly reports and four interim reports for each student. Students in 3rd and 4th grade also receive parental notification and explanation of the Ohio Achievement Test Results. The Principal's monthly newsletter is used to keep parents notified of the school's achievements and upcoming events. Our school has a website where each teacher updates their page monthly with current trends and data from the classroom. Parents can also access information on student progress through a secure, password-protected online grade book, checking on their child's up to date classroom performance. In addition, our teachers communicate with parents by way of classroom newsletters, phone calls, email messages, student planners and written notes. Our district's public relations consultant sends a weekly electronic newsletter to parents in our community. Our Parent Teacher Organization collaborates with the building leadership team for continual education on the assessments gathered within our building.

Our building leadership team has contacted local businesses to inform them of our school's success and elicit their support. Our local business partners have displayed posters supporting our positive behavior supports systems and are always willing to continue supporting us through fund raisers and donations. Our local newspaper showcases our successes throughout the year.

4. **Sharing Success:**

 At South Lebanon Elementary School, we have a collaborative relationship within our school, district, county, and state. Professional development opportunities are scheduled weekly where all teachers discuss researched based instructional practices to promote high achievement for all students. In addition to our district's professional development, our building leadership team reviews our individual building's needs and supplements with further professional development to share strategies that match our student's needs.

South Lebanon Elementary has a positive relationship with our regional resource center and local educational service centers. We have been honored to present multiple times to the region on the academic and behavioral systems we have implemented in our building and proven to be effective, such as our universal screeners, positive behavior support, touching bases with teachers, specific intervention strategies and our response to intervention model. We have had the privilege of partnering with Warren County Career Center's future educators program where their students have completed a semester practicum at our school. Several of our teachers have mentored student teachers from the local universities, and college students visit our school as apart of their teacher observation requirements. In addition, we have hosted numerous graduate-level psychology students for observations and practicum experiences. Educators from other districts visit South Lebanon Elementary to observe the dynamic systems implemented by our staff. We also respond to frequent requests from around our state about our data collection procedures, problem-solving worksheets, response to intervention three-tiered support systems, and our decision trees.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The state of Ohio has issued rigorous academic content standards for each of the core subjects taught at South Lebanon Elementary School. These standards serve as the basis for all instruction for our students. All programs adopted by our district have been chosen with these standards in mind and are supplemented with additional materials as necessary to ensure that all state standards are taught. Materials are chosen with input from teaching staff, administrators and curriculum directors. Interwoven throughout our entire curriculum and materials is the philosophy of leading our students to become independent thinkers, problem solvers and lifelong learners.

Across the school district, each grade level has created a yearlong curriculum map for all subject areas. These maps are designed to identify material taught each quarter or month. The curriculum maps help to guide teachers in planning instruction as well as serving to make sure all standards are taught during the school year.

Reading and Language Arts instruction is delivered with the "Gradual Release of Responsibility" in mind. Materials used include the Harcourt-Brace/Scott-Foresman reading series as well as guided reading books that are available to all teachers in our Literacy Lab. In addition, grades 2 through 4 utilize a flexible-group model for Reading instruction. Our data has indicated that this flex-grouping model is successful in helping individualize instruction to all children.

All classrooms also allow daily time for silent reading, writing and teacher conferencing. Students are taught to become independent, reflective readers and writers through focused lessons on how to choose appropriate materials, characteristics of good readers, and the incorporation of reading and writing throughout curriculum areas.

Our school district implemented the Investigations Math curriculum a year ago. All grade levels have each unit mapped out allowing them to keep consistency in teaching materials throughout the district. Investigations lessons are supplemented with additional materials as needed to ensure that all state standards are met. In addition, students in grades 3 and 4 flex group for Math. Each of these groups is taught the same concepts, however, adjustments are made for learning styles and abilities within each flex group. The Investigations curriculum was specifically chosen because of the constructivist approach to teaching mathematics in this program. Students are encouraged to explore the math concepts and make discoveries on their own instead of learning through rote memorization and teacher-led direct instruction.

In addition to receiving specific Science and Social Studies content instruction, the Social Sciences are integrated into other content areas throughout the school day. These topics may be taught through the use of Guided Reading materials allowing teachers to intertwine all parts of the curriculum to make the learning more meaningful for students. Instead of receiving isolated instruction in Social Studies and Science content, non-fiction and fiction reading materials help to bring this content to life and students are able to see how these subjects apply to their everyday lives. Teachers also include hands-on projects and experiments to enhance learning and comprehension.

Students at South Lebanon Elementary School attend classes for Art, Music, Library and Physical Education instruction 1-2 times each week. These instructors collaborate with classroom teachers to integrate the Academic Content Standards. Each week, these special area teachers receive copies of notes from grade level planning meetings. This allows them to align their instruction with classroom learning. Activities might include students completing math facts at a work station in Physical Education, discussing geometric shapes in Art, researching Social Studies topics in Library and experiencing music of other cultures during Music

class.

2a. **(Elementary Schools) Reading:**

The Reading curriculum at South Lebanon Elementary is delivered through a balanced literacy framework that progresses from teacher modeling (read-aloud/think-aloud), shared reading and writing, guided reading and writing in small group direct instruction, and finally through sustained independent reading and writing. This framework is delivered through the Gradual Release of Responsibility model. Students are provided opportunities to make connections throughout this whole process that makes instruction personal and more relevant. Our goal is to increase student responsibility through this comprehensive literacy program. This balanced approach is research-based and integrates the essential elements found in the National Reading Panel report which are the foundational supports in effective reading instruction-phonemic awareness, phonics, vocabulary development, comprehension and fluency. Our literacy framework aligns perfectly with the Ohio Academic Content Standards.

Students are universally assessed on reading ability through DIBELS and Developmental Reading Assessments. These tools along with teacher input, help to guide student placement into a flexible reading group. Students move between different groups as needed to meet their individual needs. Our data indicates that differentiating instruction within our flexible grouping model is successful for our population. Classroom teachers and interventionists work closely together to ensure that they are reaching all students at their instructional level.

Our Title l program reinforces the essential reading strategies being taught in the regular classroom. Using progress-monitoring data that is gathered throughout the year, our Title l program is flexible and fluid, based on students' needs. This program provides another layer of support for our struggling readers.

2b. **(Secondary Schools) English:**

    This question is for secondary schools only

3.   **Additional Curriculum Area:**

Our district has implemented the Investigations Math Program as a resource for teaching these content standards. This curriculum has been analyzed and compared to ensure that all content standards are taught as required at each grade level. Gaps in the program have been identified and supplemental lessons are incorporated as needed. This curriculum was chosen after two years of researching Math programs that would meet these goals. Specifically, Investigations Math was chosen based on the program's philosophy which allows students to explore and discover mathematics through individual exploration of concepts. This constructivist approach encourages students to build meaning and understanding through problem solving, explanation and classroom discussions.

In addition, each grade level uses a program called Calendar Math. This program employs a daily calendar to support and teach each of the math strands – number sense and operations, measurement, geometry and spatial sense, patterns, functions and algebra, data analysis and probability and mathematical processes. Students are encouraged to see how the mathematics learned in the classroom can be used in their everyday life which helps to develop deeper meaning and understanding of all concepts.

Students are encouraged throughout both of these programs to explain how answers are found, explore other options for finding answers and adjust application of this knowledge efficiently in different situations. They are guided in the development of computational fluency as appropriate in each grade level.

These programs are consistent with South Lebanon Elementary School's mission statement which includes our goal to "help students learn to the best of his/her ability and plan modifications or interventions as needed throughout the school year." Our expectation as students move through our Mathematics curriculum is that all students become confident, knowledgeable math students who have mastery of skills to become successful mathematic learners.

4. **Instructional Methods:**

Building-wide student instruction is delivered through small groups that address the needs of each student. Through the Gradual Release of Responsibility model, students become more independent and responsible for their learning. In addition, grades 2-4 flex group for Reading instruction. Students in 3rd and 4th grade also flex within their grade level for Math. At-risk students are placed into smaller flex groups allowing for more one-on-one help from the classroom teacher as well as assistance from support staff. Many of these students also receive instruction from our Title 1 and intervention teachers. Within the classroom all instruction is planned to include approaches so that each student is individually successful.

In addition to planned classroom instruction, there are many different supports in place for students not meeting grade level expectations. Our Yes Club is available for 3rd and 4th grade students as an after school intervention program. This club meets two days a week and is led by our Title 1 Reading Teacher. In order to make this resource available to all students, an activity bus takes students home when parents are unavailable to pick them up.

Several different tutoring programs are also in place for students in need. Tutors provide academic, social and emotional support in one-on-one sessions with students identified by classroom teachers. Each Wednesday several senior citizens provide tutoring for students at each grade level. In addition, our Ohio Reads volunteers work with students during their Library time to help improve reading comprehension. Classroom teachers also work with parents to set up volunteers in the classroom that provide additional tutoring and support for our students.

5. **Professional Development:**

The staff members of South Lebanon Elementary School are involved in on-going professional development that supports the district's high standards. Each week students are dismissed one hour early on Wednesdays to provide professional development time for our staff. Most of these early release sessions are led by classroom teachers sharing personal areas of expertise with other teachers. Once a month the focus is on our math program and topics have included planning units of instruction, considering fluency benchmarks, creating common assessments, understanding state standards and other relevant topics. Twice a month our focus is on literacy. We are continuing to learn more about research based methods for delivering literacy instruction and how to implement these methods into our classrooms effectively.

In addition, each grade level has a weekly common planning time before the beginning of the school day to discuss lessons, resources and confer about students. Throughout the year teachers will also meet between grade levels to discuss vertical articulation, ensuring that we have common expectations and goals for our students.
Bi-monthly our school psychologist and intervention specialists sponsor roundtable discussion sessions entitled "Growing the Green". The focus of these meetings is to share research-based strategies that are successful for students within whole group instruction.

Each month South Lebanon Elementary holds a building staff meeting. Frequently teachers give summaries from recent workshops/conferences. These strategies and ideas are then placed into our teacher workroom in our Intervention Station which is used as a resource for classroom teachers.

The staff of South Lebanon Elementary is proud that much of our Professional Development is teacher-driven, therefore making it relevant and meaningful to our everyday classroom instruction and student population. As lifelong learners we encourage this same philosophy in our students.

6. **School Leadership:**

In addition to the daily management of our school, our Building Principal encourages and supports the leadership of staff members. The leadership structure at South Lebanon Elementary is unique in that it pairs the leadership and supervision of the Building Principal with the contribution of all staff members. This site-based approach provides multiple opportunities to utilize each person's unique strengths and skills.

Under the guidance of our principal, South Lebanon Elementary utilizes a Building Leadership Team to assist with academic and behavioral expectations. Members of this team include the principal, intervention specialists, counselor, speech pathologist, Title 1 instructor, teacher representatives, school psychologist and parent representatives. This group meets bi-monthly to proactively address school needs in regards to student performance and behavior. Data is analyzed and plans are implemented to attend to specific areas of concern.

One specific goal of the Building Leadership Team has been the development of detailed school-wide academic and behavioral systems, which support the building's policies and goals. Posters throughout the building, including one in each classroom, remind students of our school motto: "SLE students are Respectful, Responsible Problem Solvers". All students are made aware of this statement and are rewarded when they are noticed adhering to its sentiment.

There is an effective office referral discipline system embedded at South Lebanon Elementary which has brought much-needed structure to the building. School-Wide Information System (SWIS), created by the University of Oregon, provides our principal accurate information for decision-making about school-wide discipline. Problem behaviors are clearly defined, identified and addressed by the principal which allows teachers to focus their energies toward delivering quality instruction. Student achievement has increased the past four years as behavioral issues have been effectively addressed. The integration of the Positive Behavior program along with this effective discipline system has played an integral part in the success at South Lebanon Elementary the last four years.

PART VI - PRIVATE SCHOOL ADDENDUM

This section is for private schools only

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3   Test: Ohio Achievement Test

Edition/Publication Year: 2007-2008 Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	
SCHOOL SCORES					
% Proficient Accelerated and Advanced	96	94	86	83	
% Accelerated and Advanced	71	47	42	27	
Number of students tested	83	53	50	52	
Percent of total students tested	98	100	100	100	
Number of students alternatively assessed	2	0	0	0	
Percent of students alternatively assessed	2	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards	95	88	85	82	
% 'Exceeding' State Standards	62	42	23	18	
Number of students tested	21	26	13	17	
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
% 'Meeting' plus % 'Exceeding' State Standards	100				
% 'Exceeding' State Standards	73				
Number of students tested	11				
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Third grade did not participate in math testing for the year 2003-2004.

Students with disabilities has been less than ten until the year 2007-2008.

Subject: Reading   Grade: 3   Test: OAT

Edition/Publication Year: 2007-2008   Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient Accelerated and Advanced	94	94	86	79	88
% Accelerated and Advanced	76	81	60	62	60
Number of students tested	83	53	50	52	52
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards	90	92	77	71	76
% 'Exceeding' State Standards	71	69	54	47	53
Number of students tested	21	26	13	17	17
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
% 'Meeting' plus % 'Exceeding' State Standards	100				
% 'Exceeding' State Standards	100				
Number of students tested	11				
4. (specify subgroup): White					
% 'Meeting' plus % 'Exceeding' State Standards	94	94	85	78	88
% 'Exceeding' State Standards	75	80	62	62	58
Number of students tested	79	51	47	50	50

Notes:

In the Subgroup of "Students with Disabilities", 2007-2008 was the first year we had ten or more students testing, therefore there is no previous data.

Subject: Mathematics   Grade: 4   Test: Ohio Achievement Test/ Ohio Proficiency Tests

Edition/Publication Year: 2007-2008/ 2004-2005

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient Accelerated and Advanced	98	95	93	82	79
% Accelerated and Advanced	53	64	63	40	18
Number of students tested	57	56	60	55	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards	95	86	87	74	75
% 'Exceeding' State Standards	50	57	48	32	10
Number of students tested	20	14	23	19	20
2. Racial/Ethnic Group (specify subgroup):					
%					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
% 'Meeting' plus % 'Exceeding' State Standards	92	100			100
% 'Exceeding' State Standards	50	50			20
Number of students tested	12	10			10
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Ohio Achievement Tests for Math began in 2005-2006 and our Students with Disabilities category did not exceed ten until 2006-2007.

The Ohio Proficiency Tests were administered in 2003-2004 and 2004-2005. Our Students with Disabilities category exceeded ten in 2003-2004 but not 2004-2005.

Subject: Reading   Grade: 4   Test: Ohio Achievement Test/Ohio Proficiency Tests

Edition/Publication Year: 2007-2008/2003-2004   Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient Accelerated and Advanced	96	96	85	95	70
% Accelerated and Advanced	42	61	42	51	10
Number of students tested	57	56	60	55	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards	95	93	70	89	62
% 'Exceeding' State Standards	30	57	26	26	5
Number of students tested	20	14	23	19	21
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
% 'Meeting' plus % 'Exceeding' State Standards	100	100			90
% 'Exceeding' State Standards	25	70			0
Number of students tested	12	10			10
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Ohio Achievement Tests began in the year 2004-2005 and our Students with Disabilities category did not exceed ten until 2006-2007.

The Ohio Proficiency Tests was administered in 2003-2004.

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