

**2006-2007 No Child Left Behind - Blue Ribbon Schools Program**  
***U.S. Department of Education***

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

Name of Principal Mr. Robert Carovillano  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 425 Oliver Road  
(If address is P.O. Box, also include street address.)

Wyoming Ohio 45215-2506  
City State Zip Code+4 (9 digits total)

County Ohio State School Code Number\* 016402

Telephone (513) 761-7575 Fax (513) 761-5922

Web site/URL [www.wyomingcityschools.org](http://www.wyomingcityschools.org) E-mail carovillanor@wyomingcityschools.org

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

\_\_\_\_\_  
(Principal's Signature) Date February 5, 2007

Name of Superintendent\* Dr. Gail Kist-Kline  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wyoming City Schools Tel. (513) 772-2343

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

\_\_\_\_\_  
(Superintendent's Signature) Date February 5, 2007

Name of School Board  
President/Chairperson Mr. Todd Levy  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date February 5, 2007

*\*Private 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 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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. 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

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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  
    Junior high schools  
   1   High schools  
    Other  
  
   5   TOTAL
2. District Per Pupil Expenditure:     \$9,744.23  
  
     Average State Per Pupil Expenditure: \$9,356.00

**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  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   26   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-	-0-	-0-	7			
K	18	30	48	8			
1	25	17	42	9			
2	28	30	58	10			
3	26	18	44	11			
4	22	25	47	12			
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>239</b>

6. Racial/ethnic composition of the school:
- |  |
|--|
| <u>  85  </u> % White                          |
| <u>   7  </u> % Black or African American      |
| <u>   3  </u> % Hispanic or Latino             |
| <u>   5  </u> % Asian/Pacific Islander         |
| <u>   0  </u> % American Indian/Alaskan Native |
| <b>100% Total</b>                              |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year:   3   %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	3
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	4
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	7
<b>(4)</b>	Total number of students in the school as of October 1	266
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.03
<b>(6)</b>	Amount in row (5) multiplied by 100	3%

8. Limited English Proficient students in the school:   2   %  
  5   Total Number Limited English Proficient

Number of languages represented:   2  

Specify languages: Spanish and Kanada/Tamil

9. Students eligible for free/reduced-priced meals:   4   %

Total number students who qualify:   10  

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 federally supported lunch 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: 6 %  
16 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 categories.

<u>2</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>    </u>	<u>2</u>
Classroom teachers	<u>12</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>9</u>
Paraprofessionals	<u>2</u>	<u>2</u>
Support staff	<u>2</u>	<u>6</u>
Total number	<u>15</u>	<u>19</u>

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

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	98 %	97 %	98 %	98 %	98 %
Teacher turnover rate	8 %	0 %	0 %	7 %	0 %
Student dropout rate (middle/high)	N/A %				
Student drop-off rate (high school)	N/A %				

## **PART III - SUMMARY**

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The Wyoming City School District in Ohio serves 3,280 residents in a 3.8 square mile radius in southwest Hamilton County. The district is comprised of five schools, including three elementary, one middle school, and one high school. The total enrollment for students in grades K-12 for the 2005-2006 school year was 1,958 students.

Hilltop Elementary School, one of three elementary schools encompassing the primary division, has one leadership team that is responsible for the daily operations of each building (i.e. principal, assistant principal, and counselor). The total enrollment for the school is 239 students. The ethnic composition of Hilltop includes Caucasian, African-American, Asian/Pacific Islander, and Hispanic/Latino students. The history of Hilltop School is one of change; the campus is unique considering that it was a K-3 building until the 1995-1996 school year when the fourth grade integrated to the building from our Middle School.

In 1994, the Board of Education organized a districtwide Primary Facilities Committee. The committee included board of education members, building administrators, teachers, and parents to explore different options in order to provide the optimum learning climate for primary-age students. After a year-and-a-half study, the committee recommended that Hilltop School would reorganize into a K-4 building, and our Middle School a 5-8 building. This decision was most well received by the community and the staff. In August 1995, Hilltop School opened as a K-4 building.

Hilltop's curriculum focuses on a student-centered approach that embraces students in meaningful learning experiences to facilitate the development of an inquiry approach to learning which supports the schools vision to "*provide students with an educational experience that fosters the achievement of individual excellence, while creating a foundation for responsible citizenship and life-long learning.*" Life-long learning begins with students' natural curiosity to understand how things work in the world around them; therefore, the Hilltop staff provides differentiated enrichment activities that are infused throughout the core curriculum to stimulate this natural interest in learning.

The focus at Hilltop is that of an integrated subject approach highlighting mathematics throughout the fine arts. Our art teachers work collaboratively with our classroom teachers to explore different venues to integrate math instruction. One example of this integration includes a "Claymation" project with our second-grade students.

The staff at Hilltop School is able to get to know the students and the parents due to its small size. The parents of our students are viewed as partners in education and are very involved with their children at school through volunteerism and with the Parent School Association's (PSA) sponsored events. They consistently demonstrate their support by participating in fundraisers and academic activities both during and after school hours. Districtwide, the PSA raises approximately \$115,000 annually to support enrichment activities, supplementary learning materials, technology, and playground equipment. No child is denied the opportunity to attend or participate in programming activities due to a lack of adequate finances.

Hilltop Elementary School is a positive example of the goals and expectations set forth by the *No Child Left Behind-Blue Ribbon School* program and the accountability measures that demonstrate student growth, in learning and achievement.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. Assessment Results:**

The Hilltop Elementary School community takes great pride in our students' academic achievement. Assessments include both assessments during learning and in culmination of a lesson or unit of study. These assessments help to ensure that excellent teaching and learning take place on a daily basis. In addition to our district curriculum tests, third and fourth grade students take part in the Ohio Achievement Testing. The Ohio Achievement Tests measure the students' mastery of grade level indicators (learning outcomes) which have been developed by the Ohio Department of Education. These grade-level indicators are a part of content standards which are implemented into every school in the state. The tests are given at different grade levels in order to measure continued mastery of the content standards. Each student in the state of Ohio is expected to achieve "proficient" on these tests, with the school-wide expectation that 75 percent of the students will be "proficient."

Recognizing that students' achievement may be above or below the proficient standard, the state has developed a series of cut scores and categories including: Limited, Basic, Proficient, Accelerated and Advanced. Data is also disaggregated to give more information in regards to all school subgroups (African-American, Students with Disabilities, etc). According to the State of Ohio, you must have at least thirty children enrolled in an individual school in order to have a subgroup. Due to the ethnic make-up of Hilltop School, our subgroup is Caucasian. For more information about the state of Ohio's assessment program please visit:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=222>

Hilltop Elementary School staff members are proactive in implementing best practice into every classroom's instruction. Our school has moved to inquiry based instructional and assessment strategies. Using this instructional practice we have seen a rise in our mathematics, reading, and writing test scores over the past two years. The state Achievement tests have provided us with data that allows us to modify our teaching to increase student successes, and in return allow us to celebrate our successes.

In both the 2004-2005 and 2005-2006 school years, 100% of our third graders at Hilltop Elementary School earned a score of proficient, accelerated, or advanced in reading and mathematics. These results far exceed the state percentage for these two subject areas, i.e., 77.3% (reading, 2004-2005) and 75.1% (reading, 2005-2006); 70.4% (mathematics, 2004-2005) and 74.9% (mathematics, 2005-2006).

Our results at the fourth grade level are equally exceptional. Fourth graders are assessed in reading, writing, and mathematics. In 2004-2005, 97% scored at the proficient or above level; in 2005-2006, 100% scored at the proficient or above level in reading. In mathematics 89.6% of the fourth graders scored at the proficient or above level in 2004-2005, while in the 2005-2006 school year, 100% of the fourth graders achieved a score of proficient or higher. In writing, 94% achieved a score of proficient or higher in the 2004-2005 school year, and 100% achieved a score of proficient or above in the 2005-2006 school year.

The state percentage is as follows: 76.6% in reading (2004-2005); 76.8% in reading (2005-2006); 65.5% in mathematics (2004-2005); 76.9% in mathematics (2005-2006); and 78% in writing (2004-2005); 85.9% in writing (2005-2006).

### **2. Using Assessment Results:**

At Hilltop Elementary School instructional practices are driven by the results of assessments given during and after learning. Upon receipt of the state achievement test results, our teachers discuss what is needed to improve and the next course of action for all students. Many decisions stem from the results of an item analysis on the Ohio Achievement Tests. Following these discussions, both the administration and staff members felt a continued need for early intervention. As an elementary school, we feel a responsibility to provide a variety of early intervention services. Hilltop Elementary School employs a

full-time reading specialist. The primary responsibilities of this person include administering Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to kindergarten and first grade students. Students who receive low scores on DIBELS receive intensive literacy instruction. We also provide intensive remediation to those students who have been identified at “at-risk” based on both formal and informal assessments. Another intervention we provide at Hilltop Elementary School is an After School Intervention program. The purpose of this program is to increase test scores of our low socioeconomic and minority students. This program is staffed through the volunteer support of our staff members. Study Island, [www.studyisland.com](http://www.studyisland.com), is an online study program which allows students the opportunity to practice test taking skills. It is available to second, third, and fourth grade students at Hilltop Elementary School, and students can access this program from any computer with internet access. The practice questions on Study Island are directly correlated with those seen on actual achievement tests. This tool is also used by the teachers in order to track and monitor their students’ progress in each of the content areas.

### **3. Communicating Assessment Results:**

The staff members at Hilltop Elementary School believe that communication is the "heart beat" of a successful school. Hilltop Elementary School effectively and proactively communicates student and school performances to parents/guardians, students, and the community. Teachers communicate with parents and guardians through teacher developed newsletters, email, phone dialogue and face-to-face meetings. At Hilltop, we openly welcome any parent or guardian to meet with us so we can provide a better education for their child and future students. The state of Ohio requires, by law, that we share with the community the results of state achievement testing. A letter is sent home to the parents/guardians of the children who were tested. The letter explains the testing and scores in a way that can be understood by any reader. A copy of the state report card is available at Hilltop School, the Board of Education office, the school website, and the state website.

The involvement of our community is one of the main reasons we continue to be successful. We feel fortunate to be part of a community that is actively involved in the education of its children. Committees involving district and community representatives promote active collaboration between teachers, school administration, parents/guardians and other community members. The Parent Advisory Committee (P.A.C.) and the Superintendent Faculty Advisory Committee (S.F.A.C.) provide a monthly opportunity to discuss questions or concerns that the parents have about Hilltop Elementary School. During this time, the administrators also report information and problem-solve with parents. A summary of these meetings are published in the monthly Parent Student Association newsletter which is distributed to all school buildings and is available at the Board of Education Office. Short-term committees are developed on an as needed basis to problem-solve or gather information. In conjunction with parent communication, we firmly believe that teachers must also conference with students regularly about personal achievement and school-wide initiatives. We believe that everyone who attends Hilltop is a stakeholder and must take ownership in the learning process.

### **4. Sharing Success:**

Hilltop Elementary School shares successes with nearby districts, area universities, and various related service agencies. During the past few years we have taken pride in working with neighboring districts to create and implement a top literacy program. Staff members from other districts have presented at staff and district meetings. Following these presentations, continued dialog is encouraged between our staff and the presenting teachers. We continue to share these successes as we work with them for continued improvement.

Collaboration with local universities is another way in which we continue to share our successes. We have formed strong relationships with Miami University, The University of Cincinnati, and Xavier

University. Many of our teachers are graduates from these area universities and are proud to offer current students a chance to visit their classrooms. The pre-service teachers who visit Hilltop Elementary School observe strong examples of effective curriculum, instruction, and student assessment, while bringing fresh ideas and best practice to our environment. We continually receive positive feedback regarding these visits.

The staff at Hilltop Elementary is open to working with other area agencies to share our successes with others. Teachers have voluntarily attended trainings and seminars offered by the Southwest Educational Regional Resource Center to grow as professionals and to share knowledge with colleagues from other districts. We have worked collaboratively with staff from the Kelly O'Leary Center at Cincinnati Children's Hospital Medical Center, Wyoming Youth Services and Hamilton County Educational Service Center to ensure that students find success across all settings. The Autism Society of Greater Cincinnati has selected a team of teachers as Team of the Year in 2005 and 2006. One of our paraprofessionals was named Paraprofessional of the Year 2006 by the autism society.

We continue to be proud of our accomplishments as a school and individual student successes. We are constantly finding new ways to share the success within the school, division, district and community.

# **PART V – CURRICULUM AND INSTRUCTION**

## **1. Curriculum:**

The curriculum at Hilltop Elementary School and Wyoming City Schools is aligned with all of Ohio's Academic Content Standards which includes the core areas of English language arts, mathematics, science, and social studies. Over the past several years our teachers have been actively involved in course of study revision in all curriculum areas. Most recently, we have reviewed and revised our K-12 Reading/Language Arts Course of Study, our K-12 Mathematics Course of Study, our K-8 and 9-12 Social Studies Course of Study, and our K-12 Science Course of Study. During the 2006-2007 school year, our focus has been reviewing and revising our courses of study in art, music, and physical education.

Our language arts program centers on research-based practices. We intentionally choose not to incorporate a basal reading program. Instead, students are exposed to a balanced language arts program which incorporates exposure to literature, vocabulary development, fluency, phonics, and writing. Teachers are encouraged to be creative and innovative in using various instructional strategies when teaching reading, i.e., whole-group and small group instructions, flexible grouping, guided reading, reading circles, and independent/contract work. To support phonemic awareness and phonics, we recently adopted Fountas and Pinnell's Word Study. Lucy Calkins' Unit of Study for Primary Writing guides our staff as they work with their students in developing their writing skills.

When we revised our Mathematics Course of Study, we adopted two programs at our primary level (K-4). Currently, we use Math published by MacMillan/McGraw-Hill in grades one and two and Math Trailblazers published by Kendall/Hunt in kindergarten, third, and fourth. These materials are used to assist our staff in math instruction. However, the math content is centered on the Ohio Mathematics Academic Content Standards, the National Council of Teachers of Mathematics Standards and The Third International Mathematics and Science Study (TIMSS). The core content includes measurement, geometry and spatial sense; number sense and operations; patterns, functions and algebra; data analysis and probability; and mathematical process.

The science and social studies curricula reflect an inquiry-based approach to teaching and learning. In science, no textbooks are used. Instead, our teachers recommended two hands-on programs (Foss and Insights) to support science instruction. Our students are actually engaged and involved in problem-solving, observation, predicting, gathering and analyzing data.

Unique to our social studies program is our third-grade field trip scheduled each spring designed for students to explore their own community of Wyoming. The Wyoming Historical Society assisted our staff in developing a one-day field trip touring their community. The students meet with the Mayor of Wyoming as well as the City Manager. In addition, the students "act-out" a city council meeting.

Our district prides itself on an outstanding Fine Arts program. At the end of the third quarter, our third graders have an annual music program for their parents and the community. The children enjoy performing at the Pendery Center at our high school. At the conclusion of the school year, our fourth graders have a performance as well, to demonstrate their accomplishments in vocal music, strings, and band. In April 2007, we have planned our first annual Second Grade Art Fair.

Foreign Language study is available to students in French, Latin, and Spanish, beginning in grade seven; however, the Parent School Association (PSA) has initiated and sponsored a before school tuition-based program twice a week for students in grades 1-4 in Chinese, French, and Spanish. This decision was made by surveying the elementary grade parents and acting upon their feedback. Approximately, 60 percent of our students participate in the before-school Foreign Language Program.

## **2. Reading:**

Reading is the backbone for student achievement and success in all content areas at Hilltop Elementary School. The district's literacy approach is to pull best practices from a variety of researched-

based instructional methods in order to provide a comprehensive set of tools for meeting the differentiated needs and learning styles of our students. Teachers use assessment to determine student strengths and weaknesses to drive instruction and identify struggling readers requiring remediation. All of these components contribute to our dynamic balanced literacy environment.

Teachers use many strategies to propel students into life-long readers. We incorporate independent reading, conferencing, small group strategy lessons, guided reading, discussion groups, book clubs, literature circles, reading workshop, and book talks throughout our reading instruction. Our literacy program is supported by a wealth of trade books in a variety of genres as well as libraries in our classrooms and school. Students are taught many comprehension strategies such as predicting, monitoring for meaning, envisioning, summarizing, retelling, and making connections. Student comprehension is evident during classroom discussions, book talks, conferencing, and reading response journals. Our literacy program also maintains a strong phonics, phonemic awareness and word study approach teaching students to apply these strategies to discover word meanings in context. Finally, student fluency is enhanced through read-alouds and Reader's Theater. Reader's Theater brings reading to life by allowing students to perform short plays to improve reading fluency.

In order to differentiate instruction and tailor our teaching to each and every student, a multitude of assessments are used. Teachers use observations, conferencing, Developmental Reading Assessments, DIBELS (Dynamic Indicators of Basic Early Literacy Skills), district created curriculum assessments, and Ohio Diagnostic and Achievement Tests to drive instruction. At all grade levels, our reading intervention specialist works with individual and small groups of identified students in cooperation with the classroom teacher. This additional support contributes immensely to the success of all students.

Our rich literate environment and balanced approach to reading instruction promotes student and teacher enthusiasm for reading and reaches all students in all subjects.

Hilltop Elementary sponsors the districtwide book fair held each October to demonstrate the importance of reading throughout our school. In addition, we invite guest authors annually to support authentic literacy in our school and community.

### **3. Mathematics:**

Our mathematics curriculum focuses on inquiry based instruction to prepare our students for the real world. The curriculum is based on the Ohio Academic Content Standards, the National Council of Teachers of Mathematics Standards and The Third International Mathematics and Science Study (TIMSS).

The core content in math includes number sense and operations; measurement, geometry and spatial sense; patterns, functions and algebra; data analysis and probability; and mathematical processes. Various methods to develop these standards are used such as manipulatives, physical models, and other concrete objects.

The ability to explain their mathematical processes and to understand different strategies for problem solving helps our students apply mathematical processes to real world situations. For example, students learn how to count money and make change; therefore, they can utilize these skills as well as writing skills to make grocery list; purchase items at a store with their money and determine how much change they should receive.

The math support materials adopted by Hilltop Elementary School are Trailblazers in K, 3 and 4 and MacMillan-McGraw Hill in 1 and 2. Both programs are inquiry and literature based.

At Hilltop, "mathematicians" work in groups, with partners and by themselves. Differentiated instruction is evident in every classroom. Supplemental materials, texts, and technology help with this differentiation. Also students' differing needs are met by our Gifted and Talented Program and general education and resource staff. Collaboration between the regular education teacher, the resource staff, and the primary gifted intervention specialist ensures that all students are challenged to reach their full potential. The gifted intervention specialist provides the staff with extensive enrichment materials to support, and enhance and enrich the curriculum. These materials were purchased through PSA funding.

Regular, on-going assessment of mathematics achievement is administered throughout all grade levels. In kindergarten, assessment is measured through observation. Districtwide curriculum tests are administered four times a year in grades one through four. Also, in grades three and four, the Ohio State Achievement Tests are administered. For each concept taught, grade levels have prepared a self reflection and goal setting assessment.

Our mathematics curriculum connects math to the real world and strives everyday to complete this mission of differentiation. Mathematics extends into the art classroom providing students with cross-curricula experiences. Students use measuring tools (i.e., a compass, ruler) and design with geometric and organic shapes. Analyzing data connects with our social studies and science curricula. A scientist collects data and analyzes it while a historian collects data and then graphs it.

#### **4. Instructional Methods Used To Improve Student Learning:**

Recognizing the diversity among students and demonstrating sensitivity to such diversity is one of the primary goals of the Hilltop Elementary staff. This is demonstrated through the design of lessons that reach every student at every grade level, and is accomplished through a variety of instructional methods designed to address each student's learning style in order to maximize achievement.

Differentiated instruction is presented to all students in order to meet the student population's unique needs. Opportunities are presented for independent learning through the compacting of curriculum and the use of individualized student contracts. Through explicit, modeled, guided, interactive, and shared instruction, students learn with their teachers. Through partner editing, literature circles, role playing, and cooperative grouping, peer learning is fostered.

Science concepts are explored through a hands-on-inquiry-based model. Guiding questions are presented to students which can lead to exploration through experimentation. The scientific process is embraced consistently in order to challenge students to "think like a scientist."

In the math program students are offered problem solving methods that make sense to them. Hands-on, concrete lessons are offered to provide the foundation to learn new concepts. Students can easily access a variety of math manipulatives in each classroom. This approach encourages students to develop deep, conceptual understanding that leads to abstract learning at each individual's own pace.

Additional curriculum needs are identified for each student followed by specific interventions in order to address individual needs. Many opportunities to improve learning are offered, including classroom accommodations, contracts, remediation, working with specialists in and out of the regular classroom, tutors, and after-school intervention programs. Furthermore, to provide for optimal learning, each classroom contains a sound amplification system in order to increase the teacher signal to noise ratio.

Hilltop Elementary School offers a Gifted and Talented program for accelerated learners in grades two, three, and four. Components of the program include critical and creative thinking skills, in-depth study, independent self-directed research, cooperative group work, explorations in science and social studies, and public speaking.

Special services teachers and general education teachers collaborate on a daily basis to ensure that all students are being challenged to reach their full potential.

#### **5. Professional Development:**

Professional development at Hilltop Elementary School is based on student and teacher needs as well as district initiatives. All teachers and administrators in the district holding education licensure as well as certificates have individual professional development improvement plans and the district has a Strategic Plan that identifies district initiatives for continuous improvement to meet our Adequate Yearly Progress.

The Wyoming City School District has a Professional Development Steering Committee that

survey's the staff several times per year to determine the professional development needs of the staff. It provides district in-services with follow-up teacher collaboration three days per year aligning teacher and district goals for improved student learning as well as teacher performance.

The district also has a Professional Growth Fund of \$25,000.00 per year that is allocated to teachers to participate in workshops and seminars. Teachers submit to a committee of their peers requests to attend professional development opportunities outside of the school district that support their ability to become better teachers. The fund covers costs associated with the learning activity as well as for a substitute teacher when the class takes place on a school day.

Wyoming City Schools is also committed to having highly qualified teachers in the district. The district pays a portion of tuition up to the level of a Masters Degree with twelve additional graduate hours to promote the ability of teachers to continue with their formalized education.

Teachers also participate in voluntary study groups and/or have individual Professional Improvement Plans to increase their ability to effectively implement new curriculum and develop better understanding of current practice and research. After-school book studies have included *Enhancing Professional Practice* by Charlotte Danielson, *Mosaic of Thought* by Ellin Keene, *The Case for the Constructivist Classrooms* by Jacqueline Greenon Brooks and Martin G. Brooks and *Wondrous Words* by Katie Wood Ray. Teachers meet and collaborate on a regular basis on their own time to study the new language arts program so that they are able to effectively implement new strategies and procedures for teaching.

Quarterly faculty meetings are scheduled throughout the school year to provide the entire staff time to discuss curricula, best practices, and instructional issues. Guest speakers have recently presented professional growth sessions focusing on inquiry-based strategies in science and social studies. Another special meeting focused on literacy and assisted the staff as we implemented a new phonics program in kindergarten through third grade.

In addition to the faculty meeting, grade-level meetings are scheduled quarterly during after-school hours. These, too, focus on instructional issues, grade-level collaboration and planning, data analysis to improve instruction and learning.

Many teachers and teaching assistants at Hilltop Elementary have participated in training opportunities sponsored by the Southwestern Ohio Education Resource Center including a week-long Autism Institute Training Program. This professional development program equipped them with effective instructional strategies as they work with students who have autism spectrum disorders. The Hilltop "Autism Team" has received recognition and awards from the Autism Society of Greater Cincinnati for their excellence in working with autistic students.

Hilltop teachers have participated in literacy and reading workshops and conferences. Most recently, several teachers attended a four-day summer institute (Lakota Literacy View) which featured experts in the fields of reading and writing, i.e., Katie Wood Ray, Carl Anderson, and Ellin Keene.

Teachers are immersed with information about instruction and assessment based upon the latest research on reading and writing practices. As a result, we have strengthened our reading-to-writing connection which has strengthened our students' comprehension and writing throughout our K-4 program.

## **PART VII - ASSESSMENT RESULTS**

### **State Criterion - Referenced Tests**

**Subject: Reading**

**Grade: Third**

**Test: Ohio Achievement Test**

**Edition/Publications Year: 2005-2006**

**Publisher: Ohio Department of Education**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% At or Above Proficient	100%	100%	99%	No Test	No Test
% At or Above Accelerated	96%	94%	91%	No Test	No Test
% At Advanced	87%	80%	64%	No Test	No Test
# Students tested	45	64	67		
<b>SUBGROUP SCORES</b>					
White					
% At or Above Proficient	100%	100%	100%	No Test	No Test
% At or Above Accelerated	95%	94%	95%	No Test	No Test
% At Advanced	86%	85%	70%	No Test	No Test
# Students tested	42	52	56		

**\* Scores are not reported for economically disadvantaged students, African-American students, and students with disabilities because our school has fewer than ten students.**

**Subject: Mathematics**

**Grade: Third**

**Test: Ohio Achievement Test**

**Edition/Publications Year: 2005-2006**

**Publisher: Ohio Department of Education**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% At or Above Proficient	100%	100%	No Test	No Test	No Test
% At or Above Accelerated	78%	83%	No Test	No Test	No Test
% At Advanced	62%	47%	No Test	No Test	No Test
# Students tested	45	64			
<b>SUBGROUP SCORES</b>					
White					
% At or Above Proficient	100%	100%	No Test	No Test	No Test
% At or Above Accelerated	79%	88%	No Test	No Test	No Test
% At Advanced	62%	54%	No Test	No Test	No Test
# Students tested	42	52			

**\* Scores are not reported for economically disadvantaged students, African-American students, and students with disabilities because our school has fewer than ten students.**

**Subject: Reading**

**Grade: Four**

**Test: Ohio Achievement Test**

**Edition/Publications Year: 2005-2006**

**Publisher: Ohio Department of Education**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% At or Above Proficient	100%	97%	No Test	No Test	No Test
% At or Above Accelerated	68%	67%	No Test	No Test	No Test
% At Advanced	17%	15%	No Test	No Test	No Test
# Students tested	65	67			
<b>SUBGROUP SCORES</b>					
White					
% At or Above Proficient	100%	98%	No Test	No Test	No Test
% At or Above Accelerated	74%	77%	No Test	No Test	No Test
% At Advanced	19%	16%	No Test	No Test	No Test
# Students tested	53	56			

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**Subject: Reading**

**Grade: Four**

**Test: Ohio Proficiency Test**

**Edition/Publications Year: 2002-2004**

**Publisher: Ohio Department of Education**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% At or Above Proficient	No Test	No Test	90%	100%	96%
% At Advanced	No Test	No Test	25%	22%	21%
# Students tested			61	64	67
<b>SUBGROUP SCORES</b>					
White					
% At or Above Proficient	No Test	No Test	93%	100%	95%
% At Advanced	No Test	No Test	24%	23%	22%
# Students tested			54	61	65

**\* Scores are not reported for economically disadvantaged students, African-American students, and students with disabilities because our school has fewer than ten students.**

**Subject: Mathematics**

**Grade: Four**

**Test: Ohio Achievement Test**

**Edition/Publications Year: 2005-2006**

**Publisher: Ohio Department of Education**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% At or Above Proficient	100%	No Test	No Test	No Test	No Test
% At or Above Accelerated	85%	No Test	No Test	No Test	No Test
% At Advanced	63%	No Test	No Test	No Test	No Test
# Students tested	65				
<b>SUBGROUP SCORES</b>					
White					
% At or Above Proficient	100%	No Test	No Test	No Test	No Test
% At or Above Accelerated	87%	No Test	No Test	No Test	No Test
% At Advanced	68%	No Test	No Test	No Test	No Test
# Students tested	53				

**\* Scores are not reported for economically disadvantaged students, African-American students, and students with disabilities because our school has fewer than ten students.**

**Subject: Mathematics**

**Grade: Four**

**Test: Ohio Proficiency Test**

**Edition/Publications Year: 2002-2005**

**Publisher: Ohio Department of Education**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% At or Above Proficient	No Test	90%	85%	86%	88%
% At Advanced	No Test	57%	45%	38%	43%
# Students tested		67	62	64	67
<b>SUBGROUP SCORES</b>					
White					
% At or Above Proficient	No Test	95%	91%	85%	88%
% At Advanced	No Test	63%	47%	39%	43%
# Students tested		56	55	61	65

**\* Scores are not reported for economically disadvantaged students, African-American students, and students with disabilities because our school has fewer than ten students.**