

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

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mrs. Peg Butler

Official School Name: Lura B. Kean Elementary School

School Mailing Address:
432 Oldman Road
Wooster, OH 44691-8540

County: Wayne State School Code Number*: 021766

Telephone: (330) 345-6634 Fax: (330) 345-7845

Web site/URL: http://www.wooster.k12.oh.us E-mail: butler.pa@wooster.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*: Mr. Michael Tefs

District Name: Wooster City School District Tel: (330) 264-0869

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: Mr. Mike Baus

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:
- | | |
|-----------|---------------------|
| 6 | Elementary schools |
| 1 | Middle schools |
| | Junior high schools |
| 1 | High schools |
| 2 | Other |
| 10 | TOTAL |

2. District Per Pupil Expenditure: 10297

Average State Per Pupil Expenditure: 9623

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. 13 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	22	25	47	8			0
1	33	21	54	9			0
2	27	26	53	10			0
3	15	23	38	11			0
4	24	17	41	12			0
5	35	22	57	Other			0
6	31	18	49				
TOTAL STUDENTS IN THE APPLYING SCHOOL							339

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
3 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
85 % 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: 10 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	22
(3)	Total of all transferred students [sum of rows (1) and (2)].	32
(4)	Total number of students in the school as of October 1.	333
(5)	Total transferred students in row (3) divided by total students in row (4).	0.096
(6)	Amount in row (5) multiplied by 100.	9.610

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 9

Number of languages represented: 3
Specify languages:

Spanish, Chinese, Hindi

9. Students eligible for free/reduced-priced meals: 30 %

Total number students who qualify: 101

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: 42

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>4</u> Autism	<u>2</u> Orthopedic Impairment
<u>1</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>1</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>3</u>
Paraprofessionals	<u>3</u>	<u>4</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>23</u>	<u>8</u>

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 23 :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	96%	96%	96%	96%	97%
Daily teacher attendance	96%	95%	95%	93%	95%
Teacher turnover rate	0%	7%	7%	7%	0%

Please provide all explanations below.

2004-2005

Teacher attendance fell below 95% due to extended illness.

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	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	<u>100</u> %

PART III - SUMMARY

Wooster City Schools serve 3869 students in rural Wayne County located in northeastern Ohio. Wooster City is comprised of ten schools including six elementary schools, one middle school, one high school and two alternative schools. Lura B. Kean Elementary is one of the six kindergarten through sixth grade elementary schools. Our current enrollment is 336, consisting of one principal, and 15 full time classroom teachers. Wooster is a community that is fortunate to be enriched with many institutions of higher learning and research, including the College of Wooster, The Ohio Agricultural Research Developmental Center, and The Ohio State University Agricultural Technical Institute.

Our elementary school was named in memory of Miss Lura B. Kean who served as principal of Wooster High School from 1897 to 1931. Our building opened its doors in September of 1966. As the city has grown so has our school. In 1994 our school doubled in size and population due to redistricting. Our community has continued to be generous as they were in 1994 with the construction of a 1.15 million dollar expansion. The schools proximity to Wooster High School allows for an opportunity to share physical resources and provides our school with an abundant supply of school student volunteers.

The mission of Wooster City Schools is to provide the opportunities and encouragement of all learners to realize their potential. We at Lura B. Kean believe in a child-centered philosophy. We strive to provide a nurturing and safe learning environment for our students. Staff development is a high priority in our district and all staff benefit from training and collaboration. Teachers at Lura B. Kean participate in district wide curriculum development meetings to help ensure consistency of quality instruction throughout the district. This collaboration extends into our school as teachers collaborate and differentiate instruction according to state standards to meet all students' needs.

Lura B. Kean receives the dedicated support of an active Parent-Teachers Organization (PTO). The PTO provides our library with books, our teachers with money to purchase supplies, our school with materials to supplement those purchased by the Board of Education, and our playground with equipment that is enjoyed by students of all ages. Activities sponsored by the PTO include Grandparents' Luncheon, Kean Carnival and activities of recreational and social nature for families throughout the school year.

We are a community-oriented school. Our school partners with Big Brothers/Big Sisters organization for academic and emotional support for students. Weekly visits from a local canine therapy group motivate students to read and provide opportunities for students to practice reading fluency and develop comprehension skills. Fifth and sixth grade students log community service hours, both in the community and at our school site. The Pint Sized Heroes, an American Red Cross project, is a yearly event. Over the years, we have raised funds for multiple non-profit organizations, including but not limited to Viola Starzman Free Clinic, Wayne County Humane Society, and People to People Ministries.

Students have multiple opportunities to be recognized for their achievements. School wide recognition includes; Citizen of the Month sponsored by Wooster Exchange Club, Ohio Lottery Student of the Month, Honor and Merit Roll, Attendance Award, and Academic Awards such as Spelling Bee and Geography Bee. Our school also recognizes birthdays and half birthdays to ensure that all students are recognized throughout the year. Individual classrooms recognize students for extra effort in exemplary work and improvement.

Ideals and philosophies of No Child Left Behind are integrated into our learning environment. Students and staff are dedicated to higher achievement every year for every student.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In Ohio we have gone from an outcome based environment (Proficiency testing was administered at grades four and six) to a standards based environment (Achievement testing is administered at grades three through six). The number of tests varies at each grade level. All of our students, in grades three through six are given the state assessments.

What we are most proud of at Lura B. Kean is that we have improved our Performance Index Score, as measured by the Ohio Achievement Test, for the past five years. The Performance Index Score reflects the achievement of every student enrolled for the full academic year. This score is a weighted average of all tested subjects and grades. The greatest weight is given to advanced scores, and the weights decrease for each performance level (accelerated, proficient, basic, and limited). This score can be compared across the years to show achievement trends. This is significant because this demonstrates that Lura B. Kean students have continued to increase their levels of mastery of the state indicators. In Ohio, 75% of all students must demonstrate proficient or above proficient levels for each test administered. In addition, all subgroups of students must meet targets established for reading and math to meet adequate yearly progress. These targets continue to rise annually.

At Lura B. Kean we have a small number of students with disabilities who participate in alternate assessment. The main purpose of the Ohio Assessment and Accountability System is to provide all students with a challenging and appropriate academic program. The Alternate Assessment for Students with Disabilities is designed to evaluate the performance of students with disabilities for whom general assessments are not appropriate. These assessments consist of a collection of student work (called a Collection of Evidence) that is submitted as evidence of student performance on instructional applications that are aligned with Ohio's Academic Content Standards in reading and mathematics.

The school's state designation is another way to determine a school's effectiveness. Based on the number of state indicators met, the Performance Index Score, and Adequate Yearly Progress, designations are determined. According to Ohio's reporting process, we have obtained a rating of "Excellent" for the past six school years.

Adequate Yearly Progress is another area that our school has targeted and monitored for achievement. During the period of 2003-2008 we have met Adequate Yearly Progress. We target our students with disabilities for success by providing them many opportunities. Our students with disabilities access the general education curriculum in the regular classroom setting. The intervention specialists and the regular education teachers use a team approach to instruction and intervention for the students. Our annual after school program serves as a safety net for students who are at risk of academic failure. Our building report card is available on the Ohio Department of Education website: www.ode.state.oh.us, which includes a summary of our achievement data and trends as well as our school's demographics.

2. Using Assessment Results:

Data drives our instruction at Lura B. Kean Elementary. Prior to the school year teachers dig the data to analyze the Ohio Achievement Test results from the previous spring. We study item analysis, performance levels, subgroup information, and individual student reports to determine the strengths and concern areas in the curriculum. We use a team approach to develop an action plan. Formative and Summative assessments are used in the classrooms. They are used prior to instruction, during instruction and at the end of instruction to determine areas of strength and weakness and in future lesson planning. Teachers use pretest data to

determine student level of understanding of each standard. This information is also used for flexible grouping within the classroom and differentiation of lesson plans.

Formative assessments include Marie Clay's Multi-criteria Observation Survey, Developmental Reading Assessment Two (DRA 2) and Fountas and Pinnell reading assessment. The results are analyzed to drive instruction and intervention for students. Results also give teachers instructional levels to assist in designing reading lessons.

Our school uses an intervention assistance team (IAT) approach that uses data to determine interventions and monitor student progress. Given a timeline, goals are set and teachers collaborate to deliver instruction that will ensure increased student understanding. If a student's progress remains limited relative to grade level expectations then our second layer of support becomes our focus. The use of small group instruction for at risk students, the after school program, Big Brothers/Big Sisters school based program, The Alice Noble Foundation Tutoring Program (Noble Kids), Wooster City Schools Summer School Program, and the Salvation Army Tutoring Program are some of the programs which serve as effective interventions.

When the response to interventions result in marginal success and interventions are exhausted, then the team, including the parents, refers the student for further evaluation. A multi-factored evaluation is completed as a last step in the IAT process. If the student qualifies for special education services, an individualized education plan is developed and implemented for that student.

3. Communicating Assessment Results:

We communicate our assessment results to parents, students and the community. Parents and students have access to student data electronically through the reporting system Progress Book. Each student and parent has a password to access accounts individually. Students and parents have access to classroom information, homework assignments and weekly assessments. Sixty percent of our families utilize this electronic system. Also, electronically, they can visit Lura B. Kean Elementary's website, as well as, the Wooster City Schools website. These sites contain both building and district report cards. This also links parents to the Ohio Department of Education website for further information and resources. A widely used resource that is given to all students and their families at the beginning of the school year is the grade level specific booklet that covers the core curriculum. Additionally the district newsletter, The General Highlights, is available to community members online.

Another way our community members are informed is through our local newspapers, The Daily Record and The Wooster Weekly. Wooster High School reports bi-monthly through its school paper, The Wooster Blade. The Wooster Blade is not only, available in all school buildings, but also, available in public places for free. Lura B. Kean's monthly newsletter, in addition to, weekly classroom newsletters inform parents and students of assessment results.

Report cards and interim reports communicate the assessment results with students and their parents. State of Ohio test results are mailed to families directly from the school, along with a letter of explanation. Opportunities to discuss student progress with teachers are available through parent-teacher conferences and student-teacher conferences. These conferences generate understanding of the assessments and the importance of what students must learn and be able to do.

Students monitor their own progress through student generated data logs, checklists and rubrics. Students evaluate their own work and critique the work of their peers. Students conference with teachers, one on one, to share specific strengths and ideas for improvement.

4. **Sharing Success:**

We have teamed with other elementary schools to celebrate success and collaborate on successful strategies. For example we held a breakfast with a partnering elementary school to celebrate each school's academic success, and co-hosted a Family Math Night to share out effective math strategies with parents and students from both schools. Teachers from all six elementary schools in the district meet throughout the year to share ideas and determine what is working in the classrooms and share resources at grade level meetings district-wide. Teachers share staff development opportunities as the topic of Lura B. Kean staff meetings.

Teachers are provided time for grade level collaboration during common planning time each week. This shared time is also used to access our technical support staff to enhance lessons using technology. The use of our email system provides grade level folders available for teachers to share successful strategies, send documents for classroom use, recommend Internet sites, and post questions. This is a valuable resource that directly impacts the high performance of our students.

Another opportunity for our school to share goals and strategies was when a team from Kean attended an ODE sponsored retreat to create a school-wide plan to improve our organization, management, and delivery of standards based instruction for all types of learners. A principal led building team collaborated to improve results for learners most at risk in the school. Teachers and the principal also attended the Battelle for Kids Value Added Conference and joined forces with not only schools within our district but across the state of Ohio.

Our principal attends the Wayne/Holmes/Ashland Elementary Principals Association monthly breakfasts where presentations are often made by leadership from the schools. Our district's monthly Principals' Academy gives opportunities to share successful events and programs throughout the schools. Principals also attend administrative team meetings bi-monthly. At these meetings time is spent examining data and discussing areas of success and of concern.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At Lura B. Kean Elementary, the four areas of curriculum, English language arts, math, science, and social studies, are guided by The Ohio Content Area Standards. Modeled after national standards, Ohio's academic standards include benchmarks and indicators to help teachers determine what students know and should be able to do. Lura B. Kean's fine arts curriculum also uses the Ohio Content Area Standards as a guide for programming and curriculum. Prior to the Academic Content Standards, Ohio used an outcome-based curriculum. The State of Ohio Proficiency Tests in grades four and six were based on this curriculum. Today's Ohio Achievement Tests are a reflection of the results of Ohio's standards' based curriculum.

English language arts instruction at Lura B. Kean Elementary focuses on a balanced literacy approach. Daily language instruction encompasses phonemic awareness, phonics, vocabulary, comprehension, and fluency. We use a variety of structures for the delivery of the standards including the Daily Five in first grade and the Four Blocks and Literature Circles in other grades. The writing process is an essential component of our literacy program. Writing skills, which are integrated in all four core areas of curriculum, are emphasized through daily written expression.

Mathematics at Lura B. Kean Elementary teaches the Ohio Content Area Standards for Math using a program entitled Everyday Math. This program "spirals" to teach and review the concepts. Everyday Math concentrates on five strands: Number, Number Sense, and Operations; Geometry and Spatial Sense; Measurement; Data Analysis and Probability; and Patterns, Functions, and Algebra. As grade level teams met to align Everyday Math with Ohio Content Area, gaps were identified and addressed. Teachers collaborated to share and determine appropriate lessons to meet the standards not addressed within the program.

Earth science, life science, and physical science are strands into which our science curriculum is mastered. The Ohio Content Area Standards for Science also include three science process standards: Scientific Ways of Knowing; Scientific Inquiry; and Science and Technology. In the primary grades, science is integrated into English language arts and math. In the intermediate grades science is departmentalized with an emphasis on a hands-on approach to learning.

Social studies at Lura B. Kean Elementary is structured around the strands of the Ohio Content Area Standards which include: Government; People in Societies; Geography; History; Citizenship, Rights, and Responsibilities; and Study Skills and Methods. As students progress through the grades, the focus transitions from self, family, school, and community, to the world. Students learn their role and responsibility as a productive member of society. In grades three and up, our social studies curriculum is project based with students having the opportunity to apply their knowledge and skills of the social studies standards. For example, communities are created with life-like problems. Government simulations are designed to give the students opportunities to interact and problem solve as in the real world.

Students at Lura B. Kean Elementary are provided with rich opportunities in the fine arts. Students in first through sixth grades receive weekly instruction with teachers of art and vocal music. Instrumental music is offered to students as well that includes brass, woodwinds, percussion, and strings. The teachers collaborate to integrate the fine arts into core content curriculum across grade levels as well. Art work is prominently displayed throughout our building. Our students are well represented at the annual Wooster City School's Fine Art's Festival in the spring. Art work that has been judged exemplary remains displayed at our district's Central Office each school year. A gala opening is held in August to unveil this prominent work.

2a. (Elementary Schools) Reading:

The Reading curriculum at Lura B. Kean Elementary is aligned to the Ohio Content Area Academic Standards in English Language Arts. Our kindergarten utilizes the KRAL (Kindergarten Reading and Literacy Assessment) to establish baseline information on each student. Then, all first graders, and some second graders, are given Marie Clay's Observation Survey. This data is used to ascertain reading levels and to drive the instruction. All grades utilize the Fountas and Pinnell formative assessment to guide instruction for each individual student. This assessment allows us to determine both independent and instructional levels for each child.

Along with leveled trade books and online A-Z subscriptions, teachers also use the Houghton-Mifflin anthology to enhance the core curriculum. To provide reading support at home, students in grades k-2 receive Keep Books. These books are generated through The Ohio State University to assist parents and students outside of the school day. The utilization of the Accelerated Reader program at grades 1-6 offers teachers another opportunity to assess student comprehension at specific grade levels. After a self-selected book has been read, students answer computer generated comprehension questions, and the results are used as another way to determine understanding. Leveled readers provide additional fiction and nonfiction theme-related content for guided independent reading as well as fluency development. As part of balanced literacy, our teachers use instructional read-alouds. These provide a meaningful way to model comprehension skills and strategies, introduce vocabulary, and nurture oral language development. In addition, read-alouds stimulate student writing, a necessary component of our literacy instruction. This comprehensive approach to reading ensures that all of our students' needs are met and addressed through our reading program.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

Our board adopted math program, Everyday Math, capitalizes on our mission statement. At Lura B. Kean our math program enables children to learn the Ohio Mathematical Content Area Standards and become lifelong mathematical thinkers. We provide the opportunities and encouragement for all learners to realize their potential in the field of math. We emphasize that students can and must learn more mathematics than what has been expected of them in the past.

All teachers were trained in the Everyday Math program at first implementation in our district. To ensure that the integrity of our program continues over time, the district provides an Everyday Math consultant. Opportunities for collaboration among teachers and the consultant are evidenced through peer observation and modeled lessons. This component is important in that it ensures ongoing professional development for all teachers, veteran teachers and those that are new as well.

Teachers use pre and post testing that align to the state indicators to determine flexible groupings of students. Within each group, teachers differentiate their instruction using research based strategies. Collaboration among the classroom teacher, the intervention specialist, and the gifted and talented teacher results in meeting the needs of all mathematical thinkers.

Learners at Lura B. Kean Elementary include our parents. In order for us to help our students, we need parents to support their child's interests in math at home. One way in which we raise excitement for both students and parents in math is to hold a Family Math Night. This event not only provides the children opportunities to demonstrate their math skills through the use of games, an integral part of the program, but it serves as a venue for parents to ask questions regarding strategies, vocabulary, and expectations of our program. Parents

receive activities to use at home to foster a home school connection. Another way that parents support their children at home is through the use of nightly Home Links. These Home Links provide review and practice.

4. Instructional Methods:

At Lura B. Kean Elementary, we assess each student's progress and determine effective strategies needed for achievement. Each classroom teacher uses pre and post test data to differentiate students within flexible groups. Pre testing leads to successful differentiation. These assessments may be formal or informal. They may include interviews, surveys, performance assessments, and more formal evaluation procedures. On-going assessments inform teachers to better provide a selection of approaches, choices, and scaffolds for the varying needs, interests, and abilities that exist in our classrooms of diverse learners. Differentiation offers a balance between teacher-assigned and student-selected tasks. The combination is optimal in a differentiated classroom. Based on pre-assessment information, the balance will vary from class-to-class as well as lesson-to-lesson. Teachers offer students choices in their learning.

Our gifted and talented teacher serves high achieving students, and those identified by Wooster City School's as gifted. At risk students receive specialized instruction within the classroom by our intervention specialist or small group instructor. Success of this model depends on the partnership of instructional team members.

An effective frequently used model of instruction at third and fifth grades is cooperative learning. This is a valuable teaching strategy in which small groups, each with students of differing ability levels, use a variety of learning tasks to improve their understanding of a topic. Each member of the group is responsible for learning what is taught and for helping group members learn, thus creating an atmosphere of ownership and achievement. Students work through the assignment until mastery is achieved at all levels; therefore everyone demonstrates a sense of accomplishment and pride.

5. Professional Development:

Professional development at Lura B. Kean Elementary is an outcome of the goals and objectives of our buildings and district's continuous improvement plans. Throughout the school year teachers participate in staff development at both the building and district levels. Professional development is determined by building needs. Areas to target for professional development are prioritized by the staff, and our principal plans the time and facilitation accordingly. Use of technology, integrating technology in instruction, differentiated instruction, data analysis using the Ohio Department of Education's Success Site, usage of data, and data interpretation are a few examples of job embedded professional development in which we are currently engaged.

Another example of staff development at the building level is a book study around Marzano's nine instructional strategies at bi-monthly staff meetings. Teachers facilitate these meetings that highlight a different strategy each time. This gives staff the chance to share their implementation of the strategies. Job embedded opportunities give staff members the chance to interact with their colleagues to improve instruction.

The focus of the district wide staff professional development has been on the curriculum. Implementing a standards based environment involved time spent determining the essential learnings by deconstructing the state indicators. Creating curriculum assessment maps and common assessments was completed through grade level meetings as well as inservice time. All of our teachers participated in the work and provided teacher leadership as facilitators in second, third, and fifth grades.

Teacher leaders and our principal participated in an off site, two day, state funded retreat. At the retreat, team members reviewed our building's data and developed plans for continuous improvement. Through this work we have established, as a school, a continuous improvement process that drives our professional development.

6. **School Leadership:**

Leadership at Lura B. Kean begins with the principal's role as the facilitator of school improvement. Prior to the start of school, the principal leads the data team in a review of the released preliminary state data. The principal leads the teacher team on developing and implementing our school wide plan to ensure higher achievement for every student every year. As a result of this teamwork, Lura B. Kean Elementary has a continuous improvement process in place that is systemic. The plan is directly aligned to district goals and reaches across and within all grade levels, classrooms, and departments of our school. Action steps for each grade level target improvements and establish expectations for higher student achievement in both reading and mathematics. Monitoring progress through data collection, reporting out, team discussions and analysis of the data drive the adjustments to the plan (PDA cycle) throughout the school year and from year to year. Decision making is shared among teachers and dependent on the data used to support action steps. Resources are allocated as a result of the need defined through the implementation of the action steps.

The principal advocates for high levels of learning for all students, ensures that the instructional content taught is aligned to Ohio Academic Content standards, monitors instruction for effectiveness, and understands and supports staff as they plan and implement research-based professional development. The principal's strong instructional leadership is evidenced through her delegation of responsibility for the school's academic program, continuous improvement process, and by developing teams of teachers as leaders to work collaboratively.

The role of the teacher as well as the principal has continued to change especially in more recent years at Lura B. Kean Elementary. The emergence of teacher leaders at Lura B. Kean Elementary contributes to the success of our students. Teachers lead their colleagues on committees and through collaborative efforts at staff and grade level meetings throughout the school year at the building level as well as with the curriculum work of the district. Teachers are an integral part in leading the development and implementation of assessments developed during the past two years. The positive growth of the professional relationships among the Lura B. Kean Elementary staff through expanding leadership roles is an outcome of the ongoing collaboration resulting in success for all learners.

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					
At or above Proficient	100	100	96	95	
At or above Accelerated	91	85	83	77	
Number of students tested	44	55	48	43	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	1	3	1	
Percent of students alternatively assessed	2	1	3	1	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or above Proficient	100	100	94	87	
At or above Accelerated	85	80	75	80	
Number of students tested	13	10	16	15	
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
At or above Proficient			91		
At or above Accelerated			91		
Number of students tested	9	7	11		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No data for 2003-2004: Prior to 2004-2005 no state standardized testing in mathematics occurred at the third grade level. The subgroup "Students with Disabilities" is not reporting scores for 2006-2007 and 2007-2008 because the number of students tested is less than 10.

Subject: Reading

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	Mar
SCHOOL SCORES					
At or above Proficient	100	100	96	98	100
Accelerated and Advanced	93	91	83	81	85
Number of students tested	44	56	48	43	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	3	1	0
Percent of students alternatively assessed	2	1	3	1	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or above Proficient	100	100	88	93	100
Accelerated and Advanced	85	70	69	67	75
Number of students tested	13	10	16	15	12
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
At or above Proficient			91		
Accelerated and Advanced			82		
Number of students tested	9	7	11		
4. (specify subgroup):					
At or above Proficient					
Accelerated and Advanced					
Number of students tested					

Notes:

The subgroup "Students with Disabilities" is not reporting scores for 2006-2007 and 2007-2008 because the number of students tested is less than 10.

Subject: Mathematics

Grade: 4 Test: Ohio Achievement Test/Ohio Proficiency

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					
At or above Proficient	96	94	82	92	87
At or above Accelerated	66	65	57	35	24
Number of students tested	53	48	44	51	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3	2	1	1
Percent of students alternatively assessed	2	3	2	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or above Proficient	88	100	61	79	73
At or above Accelerated	75	46	39	0	9
Number of students tested	16	13	18	14	11
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
At or above Proficient		80	40		
At or above Accelerated		70	40		
Number of students tested	7	10	10		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The subgroup "Students with Disabilities" is not reporting scores for 2007-2008 because the number of students tested is less than 10.

Subject: Reading

Grade: 4 Test: Ohio Achievement Test/Ohio Proficiency

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					
At or above Proficient	96	94	84	96	91
At or above Accelerated	57	67	41	65	29
Number of students tested	53	48	44	51	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3	2	1	1
Percent of students alternatively assessed	2	3	2	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or above Proficient	88	85	61	86	73
At or above Accelerated	44	62	22	43	18
Number of students tested	16	13	18	14	11
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
At or above Proficient		100	40		
At or above Accelerated		60	20		
Number of students tested	7	10	10		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The subgroup "Students with Disabilities" is not reporting scores for 2007-2008 because the number of students tested is less than 10.

Subject: Mathematics

Grade: 5 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		
SCHOOL SCORES					
At or above Proficient	100	100	93		
At or above Accelerated	87	60	57		
Number of students tested	45	43	54		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	3	1	1		
Percent of students alternatively assessed	3	1	1		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or above Proficient	100	100	80		
At or above Accelerated	78	54	33		
Number of students tested	18	13	15		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No data for 2003-2004 and 2004-2005: Prior to 2005-2006 no state standardized testing for math occurred at the fifth grade level.

Subject: Reading
Edition/Publication Year: 2007/2008

Grade: 5 Test: Ohio Achievement Test
Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	
SCHOOL SCORES					
At or above Proficient	98	100	89	100	
At or above Accelerated	56	65	52	57	
Number of students tested	45	43	54	46	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	3	1	1	0	
Percent of students alternatively assessed	3	1	1	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or above Proficient	100	100	80		
At or above Accelerated	39	69	27		
Number of students tested	18	13	15		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No data for 2003-2004: Prior to 2004-2005 no state standardized testing in reading occurred at the fifth grade level. The subgroup "Socio-Economic Disadvantaged Students" is not reporting scores for 2004-2005 because the number of students tested is less than 10.

Subject: Mathematics

Grade: 6 Test: Ohio Achievement Test/Ohio Proficiency

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					
At or above Proficient	100	96	96	96	95
At or above Accelerated	91	77	77	32	41
Number of students tested	43	57	52	47	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	0	0
Percent of students alternatively assessed	0	1	1	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or above Proficient	100	88	82	82	
At or above Accelerated	100	47	45	0	
Number of students tested	14	17	11	11	
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The subgroup "Socio-Economic Disadvantaged Students" is not reporting scores for 2003-2004 because the number of students tested is less than 10.

Subject: Reading

Grade: 6 Test: Ohio Achievement Test/Ohio Proficiency

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					
At or above Proficient	98	98	98	89	95
At or above Accelerated	51	60	73	36	32
Number of students tested	43	57	52	47	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	0	0
Percent of students alternatively assessed	0	1	1	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or above Proficient	100	94	91	64	
At or above Accelerated	50	29	36	9	
Number of students tested	14	17	11	11	
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The subgroup "Socio-Economic Disadvantaged Students" is not reporting scores for 2003-2004 because the number of students tested is less than 10.

----- **END OF DOCUMENT** -----