

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mrs. Claudia Ruihley

Official School Name: Western Elementary School

School Mailing Address:
385 West Main Street
Lexington, OH 44904-1269

County: Richland State School Code Number*: 049437

Telephone: (419) 884-2765 Fax: (419) 884-2221

Web site/URL: www.lexington.k12.oh.us E-mail: ruihley.claudia@lexington.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. J. Michael Ziegelhofer

District Name: Lexington Local School District Tel: (419) 884-2132

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. Robert Whitney

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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)
- | | |
|----------|-----------------------------------|
| 3 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| | K-12 schools |
| 5 | TOTAL |

2. District Per Pupil Expenditure: 8261

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. 9 Number of years the principal has been in her/his position 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	6			0
K	51	47	98	7			0
1	49	58	107	8			0
2	45	50	95	9			0
3	60	58	118	10			0
4			0	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							418

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 1 % Asian
 _____ 2 % Black or African American
 _____ 1 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 95 % White
 _____ 1 % 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: 6 %

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.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	23
(4)	Total number of students in the school as of October 1.	418
(5)	Total transferred students in row (3) divided by total students in row (4).	0.055
(6)	Amount in row (5) multiplied by 100.	5.502

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 5

Number of languages represented: 4

Specify languages:

Korean, Arabic, Chinese, and Portuguese

9. Students eligible for free/reduced-priced meals: 20 %

Total number students who qualify: 85

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: 13 %

Total Number of Students Served: 53

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>9</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>13</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>19</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>11</u>	<u>0</u>
Total number	<u>35</u>	<u>1</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 22 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	95%	94%	94%	95%
Teacher turnover rate	0%	0%	2%	0%	10%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The Teacher attendance rate was lower than 95% in 2005-2007 due to teacher maternity leaves and extended illnesses.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

PART III - SUMMARY

Lexington Local School District serves 2685 students in Richland County located in north central Ohio. Western Elementary is one of the two kindergarten through third grade elementary schools. We also house the district's two primary multiple-handicapped units that serve 13 students. Three students from these classes are wheel chair bound. Lexington is a community that is fortunate to be enriched with many institutions of higher learning and research, including North Central State College and The Ohio State University of Mansfield. Often, university students request our building for their field and student teaching experiences due to our excellent reputation in academics and behavior expectations.

Western Elementary strives to include parents and build a community within our school. Our PTO is a vital asset to our school. We are fortunate that our parents volunteer over 3,000 hours per year to assist in the success of each child. The PTO also provides our library with books, teachers with money to purchase supplies, our school with materials to supplement those purchased by the Board of Education, several Smart Boards, and provides educational assemblies. To help build our "School Community" Western Elementary hosts Family Literacy Nights, movie nights, book fairs, field days, ice cream socials, and Center of Science and Industry (COSI) Events. In addition teachers keep constant contact with families through parent/teacher communication folders, positive phone calls, and student data folders.

The staff at Western Elementary consists of 16 classroom teachers grades Kindergarten through Three, one targeted assisted Title I teacher, one Power Reading teacher, three intervention specialists, two part time guidance counselors, and ten educational aides. As a result of our dedication to children Western Elementary has earned an "Excellent" rating on the Ohio Report Card seven of the last eight years. Western Elementary was awarded the State Superintendent's Schools of Distinction Award for the 2005-6 school year. This award recognizes schools whose students, including students with disabilities, achieve high academic performance. Teachers frequently write grants for literacy materials and many have received Teacher Assisted Program Grants. To enhance learning and encourage motivation of the learner, each classroom has a Smart Boards and multiple computers.

Intense staff collaboration and data driven instruction make Western a unique and successful place to learn. Literacy and math instruction is segmented for students and includes built in differentiation. Using the Response to Intervention (RTI) model, students are universally assessed using the Aimsweb assessment program. Based on these results, students receive additional daily intervention and challenging instruction created to meet individual student needs. Before and after school tutoring is also available to those students who wish to participate.

Our building begins each day reciting our mission statement which is "Western Elementary: Where the Best Get Better". Students are often asked "Why are you here? (to learn) and Who is responsible for your learning? (I am)".

After attending conferences and receiving intensive training, our staff developed a school-wide quality improvement program for our building. Quality Improvement stresses the principle that the student is responsible for his/her learning and behavior. Students and classrooms set monthly goals to encourage academic excellence focusing on math and reading. Another component includes goal setting to encourage positive behavior and work habits. Students are recognized each month for achieving their goals.

Our staff, students and families continuously work together to consistently strive for academic excellence. This dedication to improving the educational excellence of all students of Western Elementary qualifies our school for the recognition as a No Child Left Behind/Blue Ribbon School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Ohio Achievement Tests are annual assessments that measure how well students have learned the Ohio Academic Content Standards taught in grades 3-8. The Ohio Achievement Tests are administered in Grade 3 at Western Elementary. Students are assessed in October and April in the area of Reading. Math skills are assessed during the April test period. The achievement tests ensure that teachers and parents know whether each student has learned the reading and Math skills necessary to be successful in the next grade level. The tests help identify specific areas of strength and those areas students may need support and practice. In Ohio's accountability system, the student results are divided into five levels-Basic, Limited, Proficient, Accelerated, and Advanced. Students who score in the Proficient, Accelerated or Advanced levels are considered to have mastered the Academic Content Standards for that grade level and subject area.

In order receive an Excellent rating on Ohio's State Report Card, Western Elementary must have at least 75% of the third grade students perform proficient or better in the areas of Math and Reading. These assessments are only a part of Ohio's accountability system. Western Elementary must also attain at least 93% attendance rate and meet Adequate Yearly Progress (AYP) in designated subgroups. An Excellent rating can also be obtained by earning at least 100 Performance Index points and meet AYP. Additional performance index points are earned when students score above proficient. We are extremely proud to have received an Excellent rating seven out of the past eight years. The Lexington Local School District received an Excellence with Distinction rating for the 2008-2009 school year.

Over the past five years, students at Western Elementary have increased their scores on the OAT, moving from 86.4% to 98.8% for students who were rated at or above proficient; from 53.4% to 80% for those who were rated as at or above accelerated; and 25% to 34.1% for students who were rated as advanced on the third grade Math assessment. Reading scores are equally impressive! In 2005, the percent of student who were at or above proficient was 93.2 and in 2009 it was 100%. For the same period those at or above accelerated moved from a 59.1% to an 88% and those who received an advanced rating went from 25% to 59%.

Information regarding Ohio's Achievement Tests can be found at <http://www.ode.state.us/>

Western Elementary has a small number of students with disabilities who participate in alternate assessment. The purpose of the Ohio Assessment and Accountability System is to provide *all* students with a challenging and appropriate academic program. The Ohio Achievement Test is not an appropriate tool to use to assess the performance of some students with disabilities so the teacher uses an Alternate Assessment for Students with Disabilities. These assessments consist of a collection of student work (called a Collection of Evidence) that is compiled and submitted as evidence of student performance. The goals for the student are aligned with Ohio's Academic Standard in the appropriate subjects tested in the grade of the student's. We are a K-3 building but some students with disabilities may be at 4th or 5th grade age. These students have multiple handicaps.

2. Using Assessment Results:

Teachers at Western Elementary use assessment data to plan instruction, intervention and enrichment for the students so that all may meet or exceed the Ohio Content Standards. Teachers in each grade level meet frequently to study assessment data that is collected through quarterly short-term assessments and checklists, Rigby running records, STAR results, and observations in Reading and Math. District wide assessments have been developed by grade level to assess student mastery of grade level indicators. We use this information for flexible grouping within the classroom and also for planning differentiation lessons. Based on the assessment

results students may be advanced to the next grade in a specific subject or receive extensive intervention and tutoring.

Our school has an Intervention Assistance Team (IAT) to aid teachers and parents when students are not demonstrating appropriate progress with the assistance provided. The team includes Resource Room teachers, our school Psychologist, a Reading specialist, the building Principal, classroom teachers and the student's parents. Assessment data is used to determine additional interventions and goals. For example the data may illustrate the student is not able to comprehend what he/she read. Suggestions such as specific websites or graphic organizers are offered for the teacher and parents to try. We then set a timeline to revisit student progress. The family is highly involved with this process to ensure the student is receiving appropriate assistance at home as well as at school.

After receiving the Ohio Achievement Test results, teachers analyze the data. They study item analysis, performance levels, and subgroup information to determine the strengths and areas of concern. They develop a plan to include interventions. Teachers in other grade levels are included in meetings if there is an area that is not being introduced or reinforced at an earlier grade level. An example of this is using vocabulary consistent with the vocabulary in the State standards and on the OAT. The second grade teachers may consistently use the phrase "draw a picture of.." but on the OAT students are asked to "illustrate" something. The second grade teacher would then include that term in their instruction.

3. Communicating Assessment Results:

Western Elementary communicates assessment results to parents, students, and the community. Parents have access to data electronically through Progress Book, a computer reporting system. Teachers input scores and parents may view these at any time. Lexington Local School District has a website as well. The Superintendent, each building principal, and each teacher has a web page to inform parents of upcoming events, assignments and current happenings. The district report card is proudly included on the Superintendent's web page. Parents who are relocating to our area visit our website when deciding where to live. The information displayed assists them in their decision of which school district is best for their child. They find the site to be very informative.

When the results of the Ohio Achievement Tests are available, the State of Ohio releases an annual report for each school building and district. The parents of each student receive a report of his/her performance. District results are posted on the Ohio Department of Education website so that the public can view and compare results. Local newspapers publish these results by district.

We communicate assessment results to students and parents through Progress reports and interim reports. The Progress reports have been aligned to the Ohio State Standards to ensure students are mastering the necessary grade level skills. Homework logs and personal parent contact keep parents informed of student performance. Parents are welcome and encouraged to volunteer in classrooms to be actively involved in our educational process. Orientation meetings prior to the beginning of the school year include information to assist parents in understanding assessment results.

Formal Parent/Teacher conferences are held twice a year. Attendance by parents is always over 90%. Students in second grade lead their fall parent conference. They share data with parents to inform parents of their progress. The data is displayed on the Smart Board and students narrate their progress. Attendance by parents at student lead conferences is usually 98%.

4. Sharing Success:

Western Elementary is always excited to share successes and also hear of the successes of other schools to improve our instruction and educational teaching techniques. The Mid-Ohio Educational Service Center

hosts bi-monthly Principal meetings where districts celebrate successes and collaborate on successful strategies and new programs throughout our area.

The teachers in our district meet bi-monthly during early dismissal time to share effective practices and to collaborate for improvement. While reviewing the grade level curriculum maps, teachers discuss instructional techniques that enhance student learning. At the building level, teachers collaborate to investigate and develop appropriate learning activities. Data is shared concerning student achievement to determine interventions and differentiation.

Through professional conferences teachers are given an opportunity to network with other districts. Information is exchanged so the dialogue can continue and best practices and effective teaching techniques can be shared and explored. At a recent conference teachers were able to share and receive information concerning RTI (Response to Intervention) strategies. We are at the beginning stages of implementing this program while other schools have had more experience with it in their districts. Both groups had different experiences to share.

Some of our teachers are currently, or have been recently, on staff at the Ohio State University Mansfield campus. They invite teachers from our building to lead panel discussions for students seeking a degree in elementary education. The panel is able to inform students of current practices and answer questions posed by future teachers. Education students request our building for their student teaching experience. Mentoring student teachers provides an opportunity for our teachers to share effective teaching strategies and best practices with these future teachers in an "excellent" school setting.

The newspaper also has pages set aside to feature current events and successes of the area schools. Western has been featured numerous times to share its successes. Our district and building web page is viewed by parents, community and interested parties. They will be proud to read that Western Elementary has earned the distinction of being a "Blue Ribbon" recipient.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Western Elementary is aligned to the Ohio Content Area Standards that have been adopted by the Lexington Local School Board of Education. Ohio's academic standards include benchmarks and indicators that enable the teachers to know what students should be able to achieve at every grade level and in each subject area. In order to ensure teachers are aware of what needs to be taught, our district developed curriculum maps to be used by every grade and in every subject. Exit skills were determined and assessments were developed to match the exit skill. These maps directly align with the State Standards and are coded in teacher's lesson plans as they are being taught. Each year district -wide grade level meetings are held to revisit the maps to edit and improve the contents. Meetings are also held between grade levels to ensure there are no gaps in instruction vertically.

Being a primary building, much of the curriculum focus is on Language Arts. All students are involved in at least 120 minutes of Language Arts daily. Western focuses on a balanced literacy approach. Daily language instruction encompasses phonemic awareness, phonics, vocabulary, comprehension, and fluency. While a basal reading program is available for support, teachers utilize sets of leveled trade books. Lessons developed match the mapped indicators and cross disciplines. Fiction and nonfiction materials and a wide range of genre are used for instruction. Each classroom is filled with the written word so that students are immersed in language. Websites are chosen to encourage reading. The Accelerated Reading program motivates students to read.

The writing process is an essential component of our literacy program. Students use rubrics to determine the success of their writing. Writing is integrated in all core subject areas. Teachers reinforce and monitor comprehension through writing. They use a variety of techniques such as graphic organizers to help students organize their thoughts.

After researching several Math programs, our district felt the Harcourt Brace Math series was best aligned to the Ohio State Standards. The program is designed to "spiral" instruction. Pre-tests are given for each concept and instruction is guided by the results. Teachers utilize manipulatives and concrete examples to assist learners in understanding concepts. Western feels the automaticity of Math facts is crucial to building math success so timed facts tests are given daily beginning the last term of first grade through third grade. Another focus is comprehension of "story" problems and writing responses to them. Teachers collaborate to determine effective techniques to address these areas of concern and develop a variety of methods to match the learning styles of students.

The social studies curriculum is built upon the understanding of self, family, school, community, and the world. Kindergarten focuses on the self and family and uses sources such as Weekly Reader to expose students to current events. Third graders study Richland County and tour our government offices. Trade books are used to support the curriculum.

The science curriculum is also standard based. Teachers use a hands on, inquiry based approach. Concepts are scaffolded. Students are encouraged to investigate, create, predict, infer, and problem solve. Teachers use Venn Diagrams, KWL charts, expository text and websites such as Brain Pop to assist comprehension. Students visit the Bird Sanctuary, the Columbus Zoo, Gorman Nature Center while COSI on Wheels, the Soil trailer and also speakers from the Gorman Nature Center come to our building.

Students at Western Elementary are provided with rich opportunities in the fine arts. Each grade level receives an hour of instruction in Music, Art and Physical Education per week. Students participate in brain gym

activities in P.E. and Music classes. Students participate in a program that encourages physical activity and are rewarded with a charm when they complete a goal. Each grade level presents a musical program for the parents and other students. Third graders honor our veterans every year on Veteran's Day with songs and readings. The Art teacher displays student work throughout our building. We have a kiln so students are exposed to pottery along with a plethora of other medium.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Western's reading curriculum is a balanced literacy approach that is aligned to the Ohio Academic Standards in English Language Arts. Western staff researched various reading programs and attended several professional development workshops to determine best practices in reading instruction. In order to meet the needs of each individual learner we chose to incorporate Four Blocks and Accelerated Reader into our "Balanced Literacy Program." The Four Blocks model, a researched based program, consists of Guided Reading, Self-Selected Reading, Writing, and Phonics. The Dolch Sight Word lists are another component of our reading instruction. Additionally, the Houghton Mifflin Reading Basal series, on-line A-Z subscriptions, and leveled trade books are used to enhance core curriculum in teaching reading and comprehension skills.

The Accelerated Reading program is utilized district wide. After taking the STAR, an on-line reading assessment, the independent reading level is determined for each student. After a self-selected, leveled book is read, students take a test for comprehension on the computer. The results provide the teacher and parents with additional information concerning student progress. Parents have responded positively to this comprehensive program and students are motivated to read.

Daily literacy instruction encompasses small group as well as whole group instruction. Small reading groups are determined by Rigby running record levels. Individual students receive one-on-one instruction with parent volunteers who have been trained by teachers. Western is fortunate to have reading support from a Title I teacher for our first grade students and a Power Reading teacher for our second and third grade students. Both use a systematic, research-based program that greatly benefit our students.

3. Additional Curriculum Area:

Technology is a major curriculum focus at Western Elementary. Each classroom has five computers to use as an educational tool throughout the day. Students receive instruction on the skills of using the computer through programs such as Jr. Typing. Student learn to navigate the web to enable them to research and investigate topics for reports. In addition, whole class instruction is available in the computer lab. The lab contains 25 student computers. A projection system has been installed for whole group instructional purposes in the lab. Students learn computer skills and easily follow teacher demonstrations on other programs that enhance the curriculum.

After receiving Smart Boards from the PTO and the Board of Education, teachers received extensive and continuous professional development in techniques and implementation of the Smart Board. Teachers use this interactive tool on a daily basis in math, science, language arts, and social studies. Teachers scan daily work for students to complete using the Smart Board. Students receive immediate feedback to their responses and this offers opportunities for correction and further understanding. Teachers use information gained from the lesson and responses of students to guide instruction.

In first grade, books, poems, songs, and plays are scanned into the Smart Board for shared reading instruction. Book Flix and Brain Pop are two websites that were purchased for use on the Smart Board. This instructional technique greatly motivates and challenges *all* students while providing the teacher with information to improve instruction.

Students also receive training on the use of the Smart Board by the classroom teacher. They are able to interact with lessons presented on the Smart Board. During Parent/ Teacher conferences, second grade students use the Smart Board to share academic data concerning their progress with their parents. These student-led conferences have increased parent participation with some classes experiencing 100 % parent involvement.

4. Instructional Methods:

A wide range of teaching techniques and strategies facilitates the success of students at Western Elementary. Teachers model and explain new concepts, use direct, guided instruction, receive feedback from students, allow independent practice and assess learning. To differentiate instruction and meet the needs of all students, students receive instruction in a whole group setting, at learning centers, in ability-leveled groups, in hands-on learning sites, from computer websites/programs, and in incentive based reading programs. This approach allows for the different learning styles of students. The core curriculum is integrated throughout all subjects.

Instruction is guided by district wide curriculum maps. Students are assessed and teachers determine effective strategies needed for achievement. Pre-test results provide teachers with information to guide differentiated instruction and determine flexible groups. Kindergarten students are instructed in small groups for reading using the Saxon Reading Program. All students in grades one and two are instructed through an intense primary literacy program for reading (Four Blocks). Within this program, students are grouped based on reading needs. In addition, a second tier of instruction which involves research based reading intervention is implemented for 30 minutes daily for struggling readers. Students who are reading at grade level are challenged in a whole group setting. Teachers in grade three use whole group instruction. Additionally, teachers and educational aides differentiate instruction during an intensive small group setting for 30 minutes daily. Instruction is modified to meet the needs of each student.

Our teachers strive to improve instructional practices and remain current with best teaching practices by attending professional development conferences, local in-service training, and college coursework. Our district provides monthly early dismissals and quarterly planning time for teacher collaboration.

5. Professional Development:

The Lexington Local School District provides a flexible professional development plan. Each teacher is allowed to pursue six (paid) hours of training for topics that they feel are pertinent to their needs. Throughout the school year teachers participate in staff development at both building and district levels. Topics are determined by building needs, are curriculum focused, and are prioritized by the staff and principal collaboratively. The use of technology, investigating websites to enhance instruction, differentiated instruction, Response to Intervention (RTI), data analysis using the Ohio Department of Education's Success Sight and investigation of Writing programs are a few examples of job embedded professional development that we have pursued recently.

Currently the first - third grade teachers are investigating Response to Intervention. After visiting schools already immersed in RTI and attending several Professional Development conferences, the Principal presented information to the staff. Teachers then participated in Professional Development presented by the Mid-Ohio Educational Service Center, attended meetings at off-site locations and had on-going building meetings to prepare for implementation.

Teachers attend grade level or concept oriented conferences. Teachers then collaborate to improve educational techniques and teaching strategies.

Technology use is a focus for our building and school district. We offer in-service opportunities for utilizing the Smart Board, integrating the use of the computer in classrooms, and investigating new websites among

others. Teachers have received training on identifying computer programs that align with the curriculum and state standards. This training is district generated and available during the school year as well as during the summer so that teachers can take advantage of this professional development .

6. School Leadership:

The philosophy of Western Elementary is that to be an excellent, effective school, there must be excellent, effective leadership. This begins with the principal and includes all staff. The principal is an advocate of educational excellence and learning by all students. She emphasizes the importance of high expectations of the learner. The principal attends Professional Development conferences to keep current on curriculum research and effective teaching strategies. She also attends meetings that focus on weak areas of instruction or curriculum. She facilitates meetings to share this information with staff. An example of this is our Quality Improvement initiative and Response to Intervention program. She explored both programs by attending conferences, encouraged staff to attend meeting, provided time for reflection and planning, arranged visits with schools already using these plans and assisted teachers to effectively implement these plans in the classroom.

The principal also encourages the teaching staff to take an active leadership role in the educational process. The emergence of the teacher's role as leader contributes to the success of the students. Teachers demonstrate leadership as they collaborate at staff and grade level meetings as well as during district curriculum meetings. At these meetings, teachers have an opportunity to demonstrate a new instructional technique, share information about a website or introduce a successful teaching tool to their colleagues. Teachers work closely with parents and demonstrate leadership skills in guiding and supporting parents in assisting their child with their daily schoolwork.

The positive professional relationship between the principal and teachers has a positive impact on the school community and plays a key role in implementing and sustaining the programs and processes necessary for Western Elementary to maintain academic excellence. Our Western Community Mission Statement is "Western Elementary: Where the Best Get Better". This statement serves all of Western Elementary.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Ohio Achievement Test

Edition/Publication Year: 2008-2009

Publisher: Ohio Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	Mar	Mar
SCHOOL SCORES					
At or above Proficient	99	98	98	97	86
% At or above advanced	34	35	31	37	25
Number of students tested	82	83	85	97	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
At or above Proficient	100	100	93	88	81
% At or above advanced	63	72	50	33	33
Number of students tested	16	18	14	24	21
2. African American Students					
At or above Proficient					
% At or above advanced					
Number of students tested					
3. Hispanic or Latino Students					
At or above Proficient					
% At or above advanced					
Number of students tested					
4. Special Education Students					
At or above Proficient		100		90	73
% At or above advanced		75		50	18
Number of students tested		16		10	11
5. Limited English Proficient Students					
At or above Proficient					
% At or above advanced					
Number of students tested					
6. Largest Other Subgroup					
At or above Proficient	99	98	98	97	73
% At or above advanced	34	35	30	35	25
Number of students tested	80	83	84	94	88

Notes: Students with Disabilities Subgroup had <10 students in 2009 and 2007 so no percentages were given. The state of Ohio reports five levels of performance on the Achievement tests.

Subject: Reading
Edition/Publication Year: 2008-2009

Grade: 3 Test: Ohio Achievement Test
Publisher: Ohio Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	94	95	93
At or above Advanceded	59	51	33	33	25
Number of students tested	83	84	86	97	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100	93	92	86
At or above Advanceded	56	50	29	17	10
Number of students tested	16	18	14	24	21
2. African American Students					
% Proficient plus % Advanced					
At or above Advanceded					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
At or above Advanceded					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		100		100	91
At or above Advanceded		56		50	18
Number of students tested		16		10	11
5. Limited English Proficient Students					
% Proficient plus % Advanced					
At or above Advanceded					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100	94	97	93
At or above Advanceded	59	51	32	33	25
Number of students tested	81	84	85	94	88

Notes:

Fewer than 10 students with disabilities were tested in 2009 and 2007 so no test results were available. Ohio Achievement tests have five levels of performance.