

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: Mr. Matt Plybon

Official School Name: Whittier Elementary School

School Mailing Address:
1212 Tenth Street NE
Massillon, OH 44646-4499

County: Stark State School Code Number*: 041178

Telephone: (330) 830-3904 Fax: (330) 830-6592

Web site/URL: www.massillon.sparcc.org E-mail: mplybon@massillon.sparcc.org

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*: Mrs. Lisa Carmichael

District Name: Massillon City School District Tel: (330) 830-3900

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. Tom Seesan

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)
- | | |
|----------|-----------------------------------|
| 6 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| 0 | K-12 schools |
| 8 | TOTAL |

2. District Per Pupil Expenditure: 10593

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. 5 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	0	0	6			0
K	44	49	93	7			0
1	45	38	83	8			0
2	38	33	71	9			0
3	40	34	74	10			0
4	39	31	70	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							391

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
9 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
82 % White
8 % 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: 19 %

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.	29
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	42
(3)	Total of all transferred students [sum of rows (1) and (2)].	71
(4)	Total number of students in the school as of October 1.	373
(5)	Total transferred students in row (3) divided by total students in row (4).	0.190
(6)	Amount in row (5) multiplied by 100.	19.035

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

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 64 %

Total number students who qualify: 252

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: 6 %

Total Number of Students Served: 24

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</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>3</u>	<u>3</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>4</u>	<u>3</u>
Total number	<u>29</u>	<u>6</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 21 :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%	96%	97%	92%
Teacher turnover rate	5%	5%	11%	5%	10%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

No drop out rate listed because school is grades Kindergarten through fourth grade.

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

Whittier Elementary is a K-4 building located in Massillon, Ohio. The Massillon City School District is comprised of six elementary schools, one middle school and one high school. The district serves approximately 4300 students pre-K through 12th grade. Massillon is an urban school system with about half of its families qualifying for free and reduced lunch. Whittier Elementary is a neighborhood school, constructed in 1939. The age of the physical building is quickly forgotten when one witnesses the energy inside its walls.

The mission of Whittier Elementary is to provide a quality education in a positive learning environment through the partnership of staff, students, parents, and community. In order to achieve this we provide relevant educational programs that foster critical thinking. We recognize the unique learning styles of our diverse student body and provide for those differences. All adults at Whittier are committed to providing a safe, nurturing environment for students. Character Education is ongoing and integrated into everything we do. We do not leave any of this to chance; we are committed to an ongoing evaluation process and continually update our efforts to ensure a quality education for all students.

Whittier Elementary has an active parents' group that supports students, families, and staff in a countless number of ways. WAGS (Whittier Action Group for Students) sponsors monthly activities that bring families together for both fun and learning, such as Science and Math Night where parents and children participate in hands-on/take-home projects. One of the most popular activities is the traditional spaghetti dinner which is open to the entire community. Teachers and grade four students act as servers for the event. In addition to these activities, WAGS supports teachers with funds to purchase supplies for projects. They have also supplied the school with playground equipment that is enjoyed by students and neighborhood children.

Recognizing our students' accomplishments is important. All students at Whittier are expected to achieve and take responsibility for their actions. Our Blue Card Program provides incentives for students to do both. At the end of each month, grade levels meet with the principal, a representative from WAGS, and grade level teachers. At this meeting students receive rewards for demonstrating good behavior. After receiving rewards, students listen to the principal speak about setting goals for the next month. The pep talk encourages students to do their best and achieve their goals. Other recognition programs include birthday announcements, student of the month for individual classes, and Kindness is Contagious awards.

Staff and students interact with the community through various programs. Even though the overall socio-economic status of our students is low, they are high on helping others. Each year students raise funds for the Heart Association by participating in Jump Rope for Heart. They support the United Way and the Salvation Army jug collection. This year for the first time, students participated in the American Red Cross Pint Size Heroes project. The response from parents and the community was heartwarming. The event was such an overwhelming success that we intend to establish the event as a new tradition.

Whittier has journeyed from Continuous Improvement to Excellent over the past five years. We are proud to be the recipient of the State Superintendent of Instruction's "School of Promise" award. Solid routines have been put in place and a spirit of cooperation prevails. Our numbers have risen in terms of success shown by economically disadvantaged students. This has happened because students accept the opportunities that are offered to them. Many come to school early to participate in Success Academy; many stay after school to participate in the 21st Century program; and still others attend Lunch Bunch to get the help they need. Student cooperation is a critical component of our success.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Whittier Elementary administers the Ohio Achievement Test (OAT) to all students in Grade 3 and Grade 4 as required by state law. Grade 3 students are assessed twice in Reading. The first assessment is in October. In April Grade 3 and Grade 4 students are assessed in Reading and Math. These assessments measure students' success in meeting the Ohio Academic Content Standards. Performance levels are designated as Limited, Basic, Proficient, Accelerated, and Advanced. Students must score proficient or higher to be considered as having a passing score.

At least 75% of students must perform at the proficient or above level in each subject for a school to receive a designation of Excellent. As part of Ohio's accountability system, a "Performance Index Score" is calculated using a weighted score that takes into account each student's level of performance on all subjects and grades tested. Performance Index scores range from 80 to 120 points. Adequate Yearly Progress (AYP) is a measure of a school's progress on federally set goals. A final measure in the accountability system is Value-Added. Value-Added represents the progress a school has made since the last school year.

Whittier Elementary has received the designation of Excellent for two of the last three years. The school's effectiveness is reflected in the increase in the passage rate scores over the past five years. Our five year journey has seen fourth grade math scores rise from 67.2% to 91.8% and reading scores rise from 76.1% to 85.2%. Third grade reading scores rose from 84% to 92.5% and math scores rose from 88.2% to 94%. As we moved from good intentions to a more organized approach, with a curriculum and teaching methods based on scientifically based research, we became more successful.

Whittier Elementary met Adequate Yearly Progress for the subgroup Economically Disadvantaged. Over 60% of our students are in this group. During the 2008-2009 school year, in Grade 4, 90% of this subgroup was at or above proficient in Math. Five years ago only 58% were deemed proficient. Similar growth was seen in Reading. The Grade 3 Economically Disadvantaged subgroup scored 93% at or above proficient in both Reading and Math. The number of students in this subgroup has been steadily growing over the past years.

Although Whittier Elementary does not have the required number of students to make up a subgroup for students with disabilities; 71.4% of these students were proficient or above in Mathematics. This was a 13% increase from the previous year. We have shown steady growth in passage rates for students with disabilities.

Last year Whittier achieved its highest "Performance Index Score" of 101.2. Five years ago our "Performance Index Score" was 89.5. Our score was helped by the high number of students scoring Accelerated and Advanced, and the fact that we achieved above expected growth in Mathematics for Value-Added. Whittier has met Adequate Yearly Progress in all required for the past five years.

Information on our state assessment system, a summary of our achievement data, and building report cards can be found on the Ohio Department of Education website: www.ode.state.oh.us.

2. **Using Assessment Results:**

Data collected from the various assessments administered to students is one of the cornerstones of our instruction. The results of the third and fourth grade Ohio Achievement Tests are analyzed by the district data specialist and distributed to all schools for planning purposes. At Whittier we look for trends, giving special attention to subgroup information that might indicate areas for improvement. Results are also used as a partial

indicator of which students fit best with the various “extra help” programs that are in place at Whittier, such as Project MORE, Success Academy, and the 21st Century After-school Program.

In addition to the Ohio Achievement Test for third and fourth grade, Kindergarten students are required by state law to take the Kindergarten Reading Readiness Assessment of Literacy (KRAL). Results are used to guide instruction and placement for small group instruction. When students are in first grade they are given the Ohio Diagnostic Short Screen test in reading to determine if the students' reading skills are in line with their ability level. The Developmental Reading Assessment is given in second grade to determine reading levels, fluency, and comprehension. Second grade also administers the Inview Test of Cognitive Skills (TCS) and Terra Nova reading, writing, math, science, and social studies tests. In addition to using these tests for planning and student intervention, the results are used for placement in the multi-age gifted class as designated by the State of Ohio.

All grade levels participate in quarterly common assessments. This testing measures student progress toward attaining state standards. Grade level teachers compare results during common planning time and make any needed adjustments to group and individual instruction.

Academic data collected on students is combined with input from classroom teachers, parents, psychologist, and speech pathologist to identify students that need to be referred to the intervention assistance team for special review.

3. Communicating Assessment Results:

Student performance is communicated in various ways to various parties. At each grade level students keep folders that enable them to review their progress. At the start of third and fourth grade the student and teacher, in a collaborative review process, discuss the previous year's test results and discuss what should be recorded on his/her goal card for the year ahead. Throughout the year, students confer with teachers one-on-one to review and monitor their own progress. When students become more aware of their progress, they tend to become more interested in their learning.

Parents/guardians receive four mid-term reports, four report cards, and attend two scheduled conferences each year. Parents may request conferences at any time throughout the year, and additional conferences are scheduled as needed. Results of the standardized tests for individual students are sent to parents/guardians. In addition, they receive evaluation data about their child's school, and the district. These documents also contain information on interpreting the test results. The performance data is summarized for parents in the form of comparison graphs. The community is informed through reports published in local newspapers and on the district website (massillon.sparcc.org) which provides links to the State Department of Education's reports. On the state website parents/guardians and community members can make comparisons of Massillon's results to other similar districts. The state website also provides links for those who want to further support their child's learning.

Annually, the Director of Curriculum makes an extensive presentation on the results of the year's achievement testing to the Massillon City Board of Education. This presentation includes a review of both building report cards and the district report card. The information contained in this presentation is the start of the planning for the following school year.

In addition to these more formal communication tools, the school sends periodic newsletter and each teacher sends information via class newsletters.

4. **Sharing Success:**

Whittier Elementary has an open door policy. We are open for observation by parents, college student, other schools, and anyone else with an interest. Teachers have the opportunity to share with other schools in the district both at grade level, and mixed level meetings. Groups of teachers experiencing success and possessing specialized knowledge in certain areas, conduct in-service training for other teachers. This is part of the school's job embedded professional development. Various committees meet to share and plan in specific curriculum areas.

Whittier Elementary serves five area colleges for field experiences, students teaching, and general observations. Classroom teachers work with college professors to plan and implement these experiences. Our teachers guide the college students, sharing their knowledge gained from personal experience in the classroom. College students occasionally return and help in our programs by tutoring students. In addition, we provide field experiences for the high school students who are members of the Future Teachers Club.

Our school was instrumental in supporting the start up Success Academies that are in place at all elementary schools in the district. Success Academy is a before and after school intervention program. Small group instruction is provided in special needs areas. After a strong program was established at Whittier Elementary, other schools requested our assistance in establishing their programs. We shared everything from paperwork to philosophies and formats for instruction. Success Academy has played a vital role in student success at Whittier Elementary.

Several teachers from Whittier were the first to get on board with two new web-based programs offered by the district for Math and Reading intervention. Teachers attended in-servicing on their own time to learn the programs. Teachers found both programs to be useful and encouraged others to give their students the opportunity to use the programs. Trained teachers supported other teachers as they joined the program and shared knowledge that had been gained during in-service training.

Whittier is fortunate to have these opportunities to share our success with others because in doing so, we are constantly reviewing and solidifying our own practices.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our curriculum is based on academic content standards established by The State of Ohio in math, English language arts, science, and social studies. These standards adhere closely to national standards. Teachers are provided documents that guide instruction through benchmarks and indicators that establish what students should know and be able to do at various stages of their education. Each year the third and fourth grade students at Whittier are given achievement tests based on these standards.

Everyday Math is a rigorous math program that goes above and beyond the minimum set by Ohio's standards. Students learn math in powerful ways that will serve them in real life because the concepts and problems are put into real-world applications. An example is the "World Tour" which combines math learning in relationship to map reading. Concepts are continually reviewed in a spiral manner. The program offers many opportunities to adjust for students' needs. Each lesson provides specific suggestions for accommodations. In addition to this, third and fourth grade are piloting an on-line program called ALEKS. This program provides individualized learning and assessment with standards-based content.

All teachers at Whittier have been trained in the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Whittier embraces a balanced literacy approach which requires teachers to have a strong understanding of the skills students need to be successful. Classroom instruction is guided by scientifically based research on the five areas mentioned. Writing and language arts are integrated with reading and all other subject areas. Students write daily, using the writing process. The Collins writing approach is used throughout the district. Student writing folders are maintained at every level across the district.

A hands-on approach is used to ensure students master standards in the areas of life science, physical science, and earth science. All classrooms use Science Companion kits which serve several purposes. This program helps students learn science content; provides students with opportunities to practice scientific inquiry; and develops students' ability to practice scientific ways of knowing. In addition, one Kindergarten and one fourth grade class partner for special science activities that reinforce the science skills of the fourth graders as they teach their science buddies content that satisfies kindergarten standards.

Like all other content areas, social studies curriculum is driven by the Ohio Content Standards. It is aimed at students gaining the necessary skills and knowledge to be useful citizens. Our program is aimed at helping students make informed decisions by learning from the past and applying it to the future. We expect our students to be problem solvers in the real world and be able to evaluate the vast amounts of information that is so easily accessed in the "information age". Simulations and "real life" projects, such as creating companies that make and sell a product, bring social studies to life for students as they learn content.

Students at Whittier are fortunate to have instruction in the fine arts, physical education, and computer. Music is taught by a specialist every week and students receive special art instruction every other week. Every year, each grade level puts on a performance that is attended by parents and other members of the community. Student art work is displayed throughout the school and in a public art display. Various groups come to the school for performances and students attend performance outside of school each year. In addition to weekly physical education, students participate in a swimming program. A computer teacher visits on-site to instruct students in grades K-2 using laptops. Third and fourth grades travel to a computer lab for technology education every other week. Here, students learn skills that enhance computer use in the classroom. Part of the graduation program involves a power point presentation of what students enjoyed about their final year at Whittier.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Our reading curriculum at Whittier Elementary is based on the Ohio Content Area Academic Standards. Scientific research is the foundation of our instructional practice. It guides teachers at Whittier Elementary in meeting students' needs. Kindergarten students are assessed as soon as they arrive at Whittier. Baseline information begins with KRAL (Kindergarten Reading and Literacy Assessment). Various assessments are given at each level to continue to obtain information about students' needs in reading. At the K-2 level essential skills are taught with trade books and the Breakthrough to Literacy program. The computer based program includes big books, writing, vocabulary, and take-me-home book components. This program serves the needs of all students as they are placed at a level in the program based on their particular needs. Students can move up or down levels throughout the year as needed. In addition to teaching the five essential components of reading instruction, there is an additional emphasis on higher level thinking and responding to literature. Students are also placed in flexible guided reading groups.

Grades three and four use leveled trade books as the basis for instruction of essential skill. Assessments determine independent and instructional levels that aid in students choosing "just right" books. Fiction and nonfiction read-alouds are used for modeling what a good reader thinks about while reading. Writing is integrated into the reading program. The Reading Plus web-based computer program is used to increase silent reading rates and monitor comprehension. Students find the reward system of this program motivating and many access the program from home or the library. Flexible grouping allows teachers to deliver instruction that is meaningful to students in the most efficient manner.

Classroom instruction is also supported by Project MORE, and the 100 Book Challenge. Project MORE is a one-on-one tutoring program staffed by volunteers from the community. The 100 Book Challenge is a reading program focused on developing reading fluency. Students are challenged to read 100, fifteen minute periods. The 100 Book challenge is used in Whittier's 21st Century After School Program.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

3. Additional Curriculum Area:

Math will always be a part of students' lives, whether it involves money, measurement, estimation, or problem solving. The title of the math program used at Whittier Elementary says it all -- Everyday Math. It is not enough to learn to just "do math." Our goal is to create students that can think mathematically and we believe all students can learn to do this. Times are changing and we must prepare students for the world they live in. Ultimately, they must be ready for the workplace. Demands for using, understanding, and applying mathematics are increasing. Our Math curriculum not only teaches students basics, but also provides real-world problems and applications..

Teacher training in Everyday Mathematics is ongoing. When the program was adopted teachers were trained in the new methods employed by Everyday Math. Follow up continues with a representative attending county meetings and bringing the information back to the building. Interaction, support, and collaboration among teachers are evident. In addition, parents/guardians receive information at the start of each unit that explains what students will be learning and provides answers to problems and questions students will encounter. The home-school connection in math is maintained through homelinks. These are work pages that reinforce skills that are being taught.

Everyday Math was adopted six years ago. This change in curriculum and mathematics instruction has been a driving force for Whittier's improved performance in math. Teachers are better prepared to teach math and students are learning more. This is especially noted in the rise of fourth grade scores for the economically

disadvantaged. Five years ago only 58% of the students in this group were at or above proficient. This past year 90% were at or above proficient. In addition 52% were accelerated.

In addition to Everyday Math, the third and fourth grades have the ALEKS program to supplement classroom instruction. Students can access this on-line program from school, home or the library. With this program teachers customize learning content, homework assignments, and assessments to suit the needs of each individual student.

4. Instructional Methods:

Our belief is that all students can learn. Holding this belief means that we recognize the diversity among our students and we make every attempt to meet those diverse needs. Through a cycle of assessment, planning, and teaching, students' needs are identified. A variety of instructional methods are then employed by teachers to address those needs. Both teacher-centered and learner-centered approaches are used to differentiate instruction. It is common to see teachers giving demonstrations or modeling, guiding students as they practice a skill, or engaging students in independent practice. Scaffolding is flexible and used at all learning levels in both small group and whole group settings. Learning centers with student choice are also used by teachers at all levels as another means of differentiating. This student centered method allows teachers to guide and facilitate the learning from remedial through advanced work.

At times students work cooperatively, grouped by similar interests or comparable needs. Graphic organizers of various sorts are employed at all levels to deliver instruction. This is especially helpful with students who are struggling. Students find information is easier to grasp and understand when something concrete is used to organize the learning. It is also very useful with gifted students working on more complex ideas.

The on-line computer programs utilized at the third and fourth grade level provide differentiated learning and practice in Math and Reading. Furthermore, these programs generate teacher reports that group students having similar difficulties or strengths. These groupings can be as specific as an individual skill such as making inferences. Teachers then give these small groups the specialized attention they need to be successful.

Teachers also partner with specialist in gifted, small group instruction, and guidance. Having these additional resources available furthers our ability to provide for the wide range of needs at Whittier.

5. Professional Development:

At Whittier Elementary we are constantly and continually reviewing our practices to make sure our decision making process results in a high quality educational product. Therefore, our professional development is directly linked to district and building goals which are based on the standards set forth by the state of Ohio.

Through professional development, our teachers deepen their knowledge of subject matter and broaden their understanding of the teaching and learning process based on scientifically based research. A good example is the ongoing teacher training in the five essential components of reading instruction. This training was developed by the Reading First-Ohio Center for Professional Development and Technical Assistance in Effective Reading Instruction. It is funded by the US Department of Education, *No Child Left Behind Act*, and the Ohio Department of Education. Every K-4 teacher in the district will have participated in this professional development by the end of the 2009-2010 school year. In order to make Whittier's writing program more child-centered, all teachers were recently trained on Collins Writing, developed by Dr. John Collins of the Center for Effective Communication. Teachers went through an initial two day training session. Follow up sessions continue periodically.

Teachers share their professional development needs through a survey instrument. Based on these surveys, building and district-level decision makers provide both mandatory and optional professional development opportunities.

6. School Leadership:

Strong leadership is essential to creating a dynamic learning environment. At Whittier Elementary we view leadership in a broad sense. Everyone takes a leadership role in some way with the principal as the central figure directing teaching and learning. As a former teacher himself, he has a deep understanding of what is needed at the classroom level for success. Trained in the principles of Baldrige Leadership, Mr. Plybon manages, implements, and leads Whittier's school-wide improvement. He keeps teachers focused through observation and evaluation. He knows the styles and personalities of the staff which allows him to match students with particular needs with the teacher that can best support those needs. Teachers' efforts are supported and their time and emotional well being are protected from outside intrusions.

The Whittier Elementary Building Leadership Team (BLT) focuses on the continuous improvement of our school. It is lead by the principal with several teachers taking additional leadership roles, acting as liaisons between the BLT and other grade level teachers. These leadership positions are vital to the current goals of improving Whittier's climate and increasing student performance in math and reading. These areas of concentration were chosen from the larger district decision framework for improving our schools.

Teachers lead committees both at Whittier and in a wider scope at the district level. Currently, five teachers are serving on the district's reading committee. In addition to this, some individual grade levels are meeting voluntarily with the curriculum director to discuss grade level issues and make grade level decisions in all subject areas. Teachers represent the school at various district programs and initiatives such as the Collins Writing Program and Mathedemics. Mathedemics is a county wide scaffold math practice program. The initial development of common assessments for the district was lead by a teacher from Whittier Elementary. All of these expanded leadership roles, taken by teachers at Whittier Elementary, ultimately contribute to the overall success of our students.

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: 2008-2009

Publisher: Ohio Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At or Above Proficient	94	79	92	91	88
% At or Above Accelerated	57	40	48	44	49
Number of students tested	67	62	63	55	76
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% At or Above Proficient	93	79	86	95	83
% At or Above Accelerated	43	41	53	38	47
Number of students tested	30	29	36	21	30
2. African American Students					
% At or Above Proficient					
% At or Above Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
% At or Above Proficient					
% At or Above Accelerated					
Number of students tested					
4. Special Education Students					
% At or Above Proficient					
% At or Above Accelerated					
Number of students tested					
5. Limited English Proficient Students					
% At or Above Proficient					
% At or Above Accelerated					
Number of students tested					
6. Largest Other Subgroup					
% At or Above Proficient					
% At or Above Accelerated					
Number of students tested					

Notes:

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	Mar	Mar	Mar	Mar
SCHOOL SCORES					
& at or above Proficient %	93	71	84	84	84
% At or Above Accelerated	72	55	67	55	55
Number of students tested	67	62	63	55	76
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
& at or above Proficient %	93	72	75	81	80
% At or Above Accelerated	60	52	58	48	66
Number of students tested	30	29	36	21	30
2. African American Students					
& at or above Proficient %					
% At or Above Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
& at or above Proficient %					
% At or Above Accelerated					
Number of students tested					
4. Special Education Students					
& at or above Proficient %					
% At or Above Accelerated					
Number of students tested					
5. Limited English Proficient Students					
& at or above Proficient %					
% At or Above Accelerated					
Number of students tested					
6. Largest Other Subgroup					
& at or above Proficient %					
% At or Above Accelerated					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2008-2009

Grade: 4 Test: Ohio Achievement Test
Publisher: Ohio Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At or Above Proficient	92	80	81	78	67
% At or Above Accelerated	46	26	40	29	28
Number of students tested	61	66	53	76	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% At or Above Proficient	90	74	75	76	58
% At or Above Accelerated	52	14	21	36	19
Number of students tested	31	35	28	25	26
2. African American Students					
% At or Above Proficient					
% At or Above Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
% At or Above Proficient					
% At or Above Accelerated					
Number of students tested					
4. Special Education Students					
% At or Above Proficient					
% At or Above Accelerated					
Number of students tested					
5. Limited English Proficient Students					
% At or Above Proficient					
% At or Above Accelerated					
Number of students tested					
6. Largest Other Subgroup					
% At or Above Proficient					
% At or Above Accelerated					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2008-2009

Grade: 4 Test: Ohio Achievement Test
Publisher: Ohio Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% at or above Proficient	91	79	91	76	76
% at or Above Accelerated	84	15	40	21	34
Number of students tested	58	66	53	76	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% at or above Proficient	90	77	86	68	65
% at or Above Accelerated	39	11	43	28	16
Number of students tested	31	35	28	25	26
2. African American Students					
% at or above Proficient					
% at or Above Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
% at or above Proficient					
% at or Above Accelerated					
Number of students tested					
4. Special Education Students					
% at or above Proficient					
% at or Above Accelerated					
Number of students tested					
5. Limited English Proficient Students					
% at or above Proficient					
% at or Above Accelerated					
Number of students tested					
6. Largest Other Subgroup					
% at or above Proficient					
% at or Above Accelerated					
Number of students tested					

Notes:

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