

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools):                                          
(Check all that apply, if any)    Charter            Title 1            Magnet            Choice

Name of Principal: Mrs. Peggy Phillips

Official School Name: Kings Mills Elementary School

School Mailing Address:    1780 King Ave  
   PO Box 912  
   Kings Mills, OH 45034-1720

Telephone: (513) 398-8050    E-mail: pPhillips@kingslocal.net  
Fax: (513) 398-4869    Web URL: http://www.kingslocal.net/Kings\_Schools/Kings\_Mills\_Elementary/default.aspx

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. Valerie Browning    Superintendent e-mail: vbrowning@kingslocal.net

District Name: Kings Local    District Phone: (513) 398-8050

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Todd Overturf

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

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11OH12

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

110H12

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 3 Elementary schools  
 (per district designation) 2 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
6 Total schools in district
2. District per-pupil expenditure: 10545

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	0	0	0
K	53	47	100		<b>7</b>	0	0	0
1	50	42	92		<b>8</b>	0	0	0
2	48	47	95		<b>9</b>	0	0	0
3	51	50	101		<b>10</b>	0	0	0
4	47	55	102		<b>11</b>	0	0	0
5	0	0	0		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								490

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
1 % Black or African American  
5 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
88 % White  
4 % 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 2009-2010 school year: 11%

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, 2009 until the end of the school year.	26
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	26
(3)	Total of all transferred students [sum of rows (1) and (2)].	52
(4)	Total number of students in the school as of October 1, 2009	490
(5)	Total transferred students in row (3) divided by total students in row (4).	0.11
(6)	Amount in row (5) multiplied by 100.	11

8. Percent limited English proficient students in the school: 4%

Total number of limited English proficient students in the school: 22

Number of languages represented, not including English: 7

Specify languages:

Arabic, Chinese, Russian, Spanish, Telugu, Turkish, and Vietnamese.

9. Percent of students eligible for free/reduced-priced meals: 11%  
 Total number of students who qualify: 56

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%  
 Total number of students served: 52

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>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>6</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>1</u>
Classroom teachers	<u>20</u>	<u>1</u>
Special resource teachers/specialists	<u>10</u>	<u>5</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>5</u>	<u>5</u>
Total number	<u>45</u>	<u>12</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: 24:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	96%	95%	95%	95%
Teacher turnover rate	11%	8%	11%	5%	5%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	_____ <b>0%</b>

Kings Mills Elementary, located in Southwest Ohio, is one of three elementary buildings in the Kings Local School District. We serve 490 students in full-day kindergarten through the fourth grade. Our centralized location within the Kings community allows our school to house the elementary multiple disability units as well as the kindergarten half day option for the district. The Ohio Department of Education began rating individual schools in 2002-2003 and we are proud that Kings Mills Elementary has received an “Excellent” rating every year. In 2006-2007 we received the "State Superintendent’s Schools of Distinction" award and in 2009-2010 the rating of “Excellent with Distinction”. The staff, students, and families of Kings Mills Elementary School believe and support our schools’ motto – “Kings Means Excellence and Success”. We attribute our success to a dedicated staff, rigorous expectations, consistently high levels of student achievement, and committed families who are partners involved in all aspects of our school.

Our teachers bring enthusiasm for learning and set high expectations for students. They work collaboratively in grade level teams and with our intervention specialists to ensure that they provide a variety of strategies for students to be successful in all academic subjects. Teachers create their lessons based on the Ohio Academic Content Standards and the individual needs of the students in their classrooms. Through formal and informal methods of assessment, they are able to tailor their instruction based on student learning. The data collected is used to drive instruction and enables teachers to more accurately target the specific needs of their students.

Teachers have embraced and fully implemented new initiatives in literacy and mathematics in order to serve our students with research based best practices. Our building has four teachers who act as content coordinators with two specializing in literacy and two specializing in mathematics. These content coordinators are also peer coaches who work with our staff on a weekly basis during grade level meetings and/or early release Professional Development Wednesdays.

We strive to inspire our students to achieve excellence and success in all aspects of life. Our school’s Positive Behavior Support (PBS) program teaches students to be Responsible, Respectful, and Safe at all times. At the beginning of each year, our PBS team organizes and conducts lessons for grade levels to set the expectation of excellent behavior in areas such as the restroom, playground, cafeteria, hallways, and so forth. Students and staff are involved in the lessons and are reminded of the behavior expectations with signs that are placed throughout the building. It is a collaborative effort by our staff, students, parents and community to support positive behavior and encourage students to support each other.

Kings Mills Elementary has proudly established a tradition of parent and community involvement. Our Parent Teacher Organization provides numerous volunteers for classrooms, educational assemblies, science days, family fun nights, and after school enrichment activities. They also support WKME, our school's closed circuit student produced weekly news broadcast. Looking at the whole child and the desire to teach lifelong exercise as a healthy habit, the PTO began the Mileage Club where students are encouraged and rewarded to walk/run a portion of their recess time. The PTO hosts a Fall Walk-a-Thon through our community which also encourages healthy lifestyle choices.

We believe in helping children develop a caring nature through service and environmental consciousness. Students participate in various activities for Veteran’s Day, facilitate a food and clothing drive for our local community “free store”, and host fund raisers for the Ronald McDonald House, and Cancer, Heart, and Diabetes Associations. Our students are actively involved in our recycling program as well as our “Kings Knights Turn Off Lights” energy efficiency program.

Kings Mills Elementary is worthy of Blue Ribbon status because we provide a safe, welcoming environment for all stakeholders where everyone feels valued. Our staff sets high expectations knowing that all students can achieve. We are committed to success. The Kings Mills Elementary school song ends with “KME is the place to be!” and our students, staff, families, and community believe it!

### 1. Assessment Results:

The Ohio Achievement Assessments (OAA) for grades 3-8 are required tests that measure student progress toward the end-of-year Ohio Academic Standards in mathematics, reading, science, social studies, and writing. The standards describe what children should know and be able to do by the end of each grade level. The Ohio Achievement Assessments in grades 3-8 help ensure that all students have learned the expected standards thus students will be on track for continued success beyond their current grade. The overall student score for each assessment is divided into five levels: Basic, Limited, Proficient, Accelerated, and Advanced. A score of 400 or higher (proficient, accelerated, or advanced) meets the established standard while a score of 399 or lower (basic and limited) does not. Additional information about the Ohio Achievement Assessments can be found at <http://www.ode.state.oh.us>.

Kings Mills Elementary has made continuous growth over the past five years. In 2005-2006, 91.3% of the third grade students scored at or above proficient in reading while in 2009-2010, 96% of the third grade students scored at or above proficient in reading. The third grade students with disabilities subgroup increased in reading from 66.7% to 80%.

Fourth grade students made similar growth. In 2005-2006, 92.4% of the fourth grade students scored at or above proficient in reading, while in 2009-2010, 96.1% of the fourth grade students scored at or above proficient in reading. The fourth grade students with disabilities subgroup in reading increased from 46.7% to 75%.

The improvement in mathematics was even more dramatic. For 2005-2006, 89.3% of the third grade students scored at or above proficient, while in 2009-2010, 96% of the third grade students scored at or above proficient. The third grade students with disabilities subgroup in mathematics increased from 66.7% to 93.3%.

Again we saw similar growth with our fourth grade students. In 2005-2006, 83.0% of the fourth grade students scored at or above proficient in mathematics, while in 2009-2010, 95.1% of the fourth grade students scored at or above proficient in mathematics. The fourth grade students with disabilities subgroup in mathematics increased from 33.3% to 87.5%.

The trends also show an increase in the percent of children scoring at the accelerated and advanced levels. For example, in third grade mathematics the percentage of students scoring at or above accelerated rose from 57.3 % in 2005-2006 to 70.7% in 2009-2010; and in fourth grade mathematics the percent of students scoring at or above accelerated rose from 50.9 % in 2005-2006 to 73.8% in 2009-2010.

The individual student assessment reports from the Ohio Achievement Assessment help teachers identify specific areas of strength and those areas where additional practice and support may be needed. Teachers use this information to identify students that would benefit from our “Start Early And Soar” (S.E.A.S.) summer school program. Secondly the assessment results are part of the information the student’s next year teacher receives. This information allows the teachers time to examine student past performance and then make instructional decisions that are flexible and effective.

Kings Mills Elementary staff members analyze formative and summative data to determine if the most appropriate accommodations and modifications are in place to make certain that all students have the support necessary to be successful. Early intervention by classroom teachers and specialists has played a large role in boosting student success. The entire staff is committed to doing whatever it takes to help our students be successful as we continue to close the achievement gap in reading. In the area of reading, teachers have received training on several research based intervention programs such as: Leveled Literacy

Interventions, Gradual Release of Responsibility, Sound Partners, DIBELS, 6 +1 Writing Traits, Guided Reading, Developmental Spelling Assessment, and Six Minute Reads. Our after school YES program (Youth Education Success) enables at-risk students to practice and hone their skills in reading and mathematics with the support of older peers from the junior high and high school. The steady rise in the number of students scoring proficient or above is the result of data driven decision making, progress monitoring, tiered model of supports, school-wide weekly professional development, and quarterly “touching bases” meetings where we focus on the needs of students to ensure their success. The teachers are engaged in job-embedded learning as part of our routine practices for increasing student success.

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

Kings Mills Elementary uses assessment results to guide instruction, intervention and extension activities to meet the needs of our students. The data also allows us to determine effectiveness of instructional strategies and materials; making changes as necessary. Teachers use the first days of the school year to assess all children. The new data they compile, plus looking at the data already on file, ensures that students receive the tiered instruction to move forward to the next level and beyond. Teachers use the Kindergarten Readiness Assessment—Literacy (KRA-L), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Guided Reading/running records, Developmental Math Assessments (DMA), Developmental Spelling Assessment (DSA), the State Screeners for Ohio, grade level common assessments, and other teacher created formative assessments.

Teachers have been trained to analyze the data to identify trends for their class and then drill deeper to see the strengths and weaknesses of each student. We use a Response to Intervention process that draws on data and team planning to determine tiers of support for each at-risk student. If the core curriculum and classroom instruction is not sufficient to ensure a student’s success, decisions regarding changes in the tier of support are based on analysis of classroom Tier 1 interventions.

The Response to Intervention Team makes use of quarterly “touching-base” meetings where classroom teachers share how each student is doing. Data from formative and summative assessments along with anecdotal records are kept on each student. This longitudinal data provides useful trend data to ensure that each student’s growth trajectory is moving in an upward path. Students who are not making the desired progress are placed on the next tier. The team, which includes the teacher, discusses which additional researched-based interventions best address that student’s need for additional support. If deemed necessary for providing more intensive support to ensure a student’s growth, the data collected to this point can be used as the starting point for a multi-factored evaluation for special education services. The touching bases meetings allow us to proactively intervene and provide the needed academic or behavioral intervention support.

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

Kings Mills Elementary communicates assessments results to teachers, parents, students, and the community. Our district and school websites contain pertinent information and provide our stakeholders and visitors with information about our academic successes. During our PTO meetings, the principal shares information about our school’s progress. This is followed by rich discussions that lead to deeper understanding of assessments and what the scores mean. We provide specific grade level information “A Standards Guide for Families” and a “Child Development Pamphlet Series” during our fall grade level parent meetings. The weekly school-wide and individual classroom newsletters provide information about our school report card as well as strategies and activities for home use to encourage students to achieve their full potential.

In mid August, the administrators, teachers, PTO members and support staff hold a New Family Orientation, Welcome Back Day, Ice Cream Social, and Parent/Principal Coffee. During these sessions an overview of our school’s academic and behavior expectations is shared. The development of the “whole child” is stressed. We share our rigorous expectations and help parents understand the extremely important role they play on the Kings Mills Elementary team. One valuable outcome of these sessions is

the ongoing two-way communication that starts prior to the first day of school and continues throughout the year.

During Ohio Achievement Assessment weeks, families are urged to support the importance of testing by sending healthy, well-rested students to school. Once the students arrive our PTO provides a nutritious “breakfast for brains” on each of our testing days.

Individual student assessment results are shared in several different ways such as: parent/teacher conferences, letter home to parents, e-mail, notes, phone calls, and formal and informal drop-in meetings with an individual teacher, principal or a team. We also make use of our electronic reporting system “Progress Book”. Parents may log on to check their child’s grades, scores, and progress toward mastery of grade level indicators, essential skills, and standards.

#### **4. Sharing Lessons Learned:**

The Ohio Achievement Assessment results reported in newspapers, websites and district publications illustrate that Kings Mills Elementary is successfully educating our students. This success is enhanced by collaborate sharing both within our district and with those outside of our district. Throughout the year, teachers from all three elementary schools in the district meet in grade level and cross grade level teams to discuss what works well and what needs revision. Teachers make sure that the sequence of lessons within our curriculum maps are designed appropriately so students gain the knowledge, skills, and understanding necessary for them to be successful.

Kings Mills Elementary teachers meet in grade level teams to help each other refine and improve effective practices and their implementation. An important part of each meeting is analyzing the formative assessment data. This allows teachers to see what the students already know in order to determine the essential skills necessary to maximize their continual growth towards mastery of the content standards.

Professional development opportunities are scheduled weekly where all teachers discuss data, research based instructional strategies, and positive behavior supports that promote high achievement for all students. Besides these weekly meetings our staff also has the opportunity for professional growth throughout the year by attending workshops and seminars offered by the Center for Regional Educational Services (CRES). While attending these sessions, teachers are asked to share with other schools what is working in our building. For example, we are in the middle of implementing our positive behavior support program while other schools or districts are either more or less experienced. All groups have different experiences to share. We value the feedback from other districts and strive to share our experiences in the hopes that it will be helpful to them. Many staff members have presented at regional, district and school professional development sessions. Educators from other districts visit Kings Mills Elementary to observe the effective practices implemented by our teachers.

Lastly, we collaborate with Miami University, The University of Cincinnati, Xavier University, Northern Kentucky University and the College of Mount St. Joseph, in the placement of student teachers and student observers. Classroom teachers guide the college students, sharing their experience, knowledge, and reflection on teaching and learning in the classroom. In addition, we provide field experiences for the Kings High School students who are members of the Future Teachers Club. We are proud to report that Kings Mills Elementary employs three (3) Kings Graduates on our teaching staff.

Kings Mills Elementary is always excited to share successes and also network with other schools to improve instruction and educational teaching techniques.

## 1. Curriculum:

At Kings Mills Elementary, we utilize the Ohio Academic Content Standards as the foundation for our core curriculum. Teachers follow these state standards and the Board adopted curriculum as the basis for their instruction. We pay special attention to the benchmarks and indicators within the content standards to monitor student progress and determine what all students should know and be able to do. Each new initiative or program that is introduced by the district or by the school has been researched by teachers, administrators, and curriculum directors with these rigorous content standards in mind. Supplemental materials and resources are provided to ensure that all standards are met and high expectations for student achievement are attained. Teachers carefully follow curriculum maps throughout the school year to guide and pace their instruction for all content areas.

The Reading and Language Arts instruction at Kings Mills Elementary is delivered with a "gradual release of responsibility" model. Teachers engage students in a variety of methods such as read aloud/think aloud, shared reading, guided reading, independent reading, and word work. We have created a leveled book room that is available for teacher use. Writing is a critical part of Reading and Language Arts instruction. Through the "gradual release of responsibility" model, our students participate in modeled writing, shared writing, guided writing, and independent writing. All classroom activities and lessons are aligned with the Ohio Academic Content Standards for Language Arts and represent the literacy skills necessary for successful progression across grade levels. Teachers monitor students using traditional and authentic assessments to ensure that all indicators are met and that student growth occurs.

In the area of Mathematics, our teachers use the Investigations program to teach the Ohio Academic Content Standards. Prior to implementation, teachers participated in a year of training to become skilled in using the program. Each grade level across the district also worked to map and prepare each unit within Investigations to ensure consistency among all classrooms. After careful analysis, teachers found that some indicators were not fully addressed in the program. Supplemental lessons and materials have been created and provided to teachers so that they meet all indicators and standards in the classroom. Math content coordinators provide on-going training and support to guide instruction. Investigations is closely aligned with the content standards and has a strong emphasis on number sense, hands-on learning activities, operational sense, and the development of a variety of problem solving strategies. Students learn mathematical concepts through exploration, discovery, problem solving, and real life applications.

Students at Kings Mills Elementary receive specific instruction based on the Ohio Academic Content Standards for Science and Social Studies, however these social sciences are also integrated into other content areas. Teachers work to weave these concepts into literacy and mathematics in an effort to make the learning more applicable and meaningful to students. Our science lab is available for teachers to conduct experiments or inquiry lessons. The leveled book room also provides fiction and non-fiction titles that are used to teach concepts in the social sciences. Student learning and comprehension is enhanced by opportunities for meaningful experiences such as the 4<sup>th</sup> grade wax museum, the 3<sup>rd</sup> grade community service project, grade level gardens, Crystal Clear Science, and Cincinnati Zoo School visits.

The Fine Arts specialists align the Ohio Academic Content Standards to their specific core curriculum areas by communicating regularly with grade level teachers to incorporate themes and classroom learning into their lessons and activities. Students at Kings Mills Elementary attend Art, Library, Music, and Physical Education classes for 210 minutes per week. The Fine Arts specialists work collaboratively with staff to provide field days, grade level music programs, and family fine arts nights. Our strong Fine Arts programs at Kings Mills Elementary help students to appreciate various cultures and societies while developing an enhanced capacity for creative and critical thinking as well as problem solving skills that span all academic areas and life experiences.

## **2. Reading/English:**

The reading curriculum at Kings Mills Elementary is a research-based literacy framework that provides scaffolding to students as they become independent readers and writers. The mastery of early literacy skills is essential for future academic success. Through a "gradual release of responsibility" model, students progress from learning early literacy skills with much support to eventually becoming completely independent readers and writers. This approach to literacy instruction was chosen because of the close alignment to state standards and the findings from the National Reading Panel report that studied the importance of phonemic awareness, fluency, guided and independent reading. Additionally, this method of instruction allows teachers to create the necessary individualized instruction in order to meet the needs of all students.

Foundational reading skills are acquired in a variety of ways. Read Aloud/Think Aloud modeling by the teacher introduces strategies used by good readers. Students perform oral readings of texts and poetry to promote fluency using methods that include echo reading, partner reading, choral reading, and reader's theater. Guided Reading groups use leveled books to work on comprehension and reading strategies. Teachers focus on comprehension strategies such as connections (self, text, world), visualization, questioning, inferring, determining importance, and synthesizing.

Teachers use data collected from DIBELS, the Development Spelling Assessment, and running records to form homogeneous flexible groups for individualized instruction. In these groups, the teacher leads word work activities that facilitate phonics, spelling, and vocabulary instruction. Students are able to fluidly move among these groups throughout the school year based on data that shows progress or the need for extra support.

Writing instruction is a key component in the development of early literacy skills. During Guided Writing, students learn to write using the 6 +1 traits of writing. The teacher works with students to develop ideas, word choice, organization, sentence fluency, voice, conventions, and presentation.

Independently, students apply the six traits to daily journal writing as well as responses to literature, reports, letters, and narratives.

Students are closely monitored to ensure academic growth. When data shows that modifications and accommodations made by the classroom teacher aren't successful, we meet as an intervention team to brainstorm and create a plan for that student. Reading intervention support is provided to those who are working below grade level. Our intervention specialists also work with small groups or individual students to improve specific skill sets.

## **3. Mathematics:**

At Kings Mills Elementary, math instruction is divided into: number/number sense, patterns, geometry, operations, functions and algebra, spatial sense, data analysis, measurement, and probability. Teachers also focus on math reasoning and constructing viable arguments as we move towards National Standards in math. After much research, the Investigations program was adopted by our district because it strongly correlates to the Ohio Academic Content Standards for Mathematics and utilizes a common math vocabulary that extends from kindergarten to fourth grade. The Investigations program supports our literacy initiative in that students are encouraged to explain their thinking both orally and in writing. Teachers facilitate discussion and collaborative problem solving among students during small and large group instruction to guide them towards a deeper understanding. The sharing of strategies and mathematical thought processes enables students to explore other methods for solving problems and finding answers. It also supports students in becoming more mathematically efficient and in determining a method that is meaningful to them.

The software provided in the Investigations program is a useful tool for extending and deepening student understanding. Additional software, Education City and Number Worlds, is utilized in kindergarten through fourth grade. Both programs are designed to enhance learning of core concepts while ensuring

that student are working and succeeding at their instructional level. Additionally, the Everyday Counts Calendar Math program is used in kindergarten through fourth grade to further supplement the content standards and encourages students to make connections between mathematics and their everyday lives.

The activities and lessons in Investigations allow for differentiated instruction. Teachers use these resources for re-teaching those who struggle with concepts and also to accelerate learning for those who are more proficient in a particular area. To ensure student learning and growth, teachers meet to evaluate sets of student work. This combined with common assessments and unit quick check guides instruction. In grades kindergarten through second, the Diagnostic Math Assessment is administered three times per year to further drive instruction and monitor student learning.

Given that parents are partners in education, Math Curriculum Nights are offered where families are invited to learn about our programs, learn what and how their child is learning, and ask questions. At the beginning of each new unit, parents receive information that explains what students will be learning so they can support the new knowledge at home. Support and resources are available to parents on our district website.

#### **4. Additional Curriculum Area:**

At Kings Mills Elementary, we believe that quality science instruction is the basis for essential skill development. By applying appropriate scientific knowledge and principles, students are prepared to make professional and personal decisions. The teachers at Kings Mills Elementary use an inquiry approach to science instruction that incorporates the Ohio Academic Content Standards for Science into experiments, observations, conservation efforts, and scientific investigations. Teachers work to help students gain an understanding of the nature, development, and principles of science while also helping them make connections between physical, life, Earth, and space sciences.

This year we had an exciting opportunity for our teachers to receive STEM training (science, technology, engineering, and math) through the Warren County Educational Service Center. In conjunction, our students participated in the LEGO S.T.E.M. program where they worked in pairs to design a car. They tested their cars and made modifications to make them go faster. Students at all grade levels, kindergarten through fourth grade, participated in this program addressing the science indicators of design process and problem solving.

To make science meaningful for our young learners, we create opportunities for them to “do” the science and be active participants in their learning. Teachers use our leveled book room to find nonfiction science books related to the standards they are teaching. Technology is incorporated through our Promethean Boards. Teachers engage students in interactive science lessons with Promethean Planet and Active Expressions handheld student response devices. Guest speakers are invited to individual classrooms and/or grade levels to enhance science instruction. Each year, a local meteorologist visits our second and fourth grades to teach students about weather. Crystal Clear Science visits classrooms throughout the year to present more abstract concepts such as sound and light, in turn making the material more relatable for our students. The Warren County Water and Soil Department comes to our school to conduct hands on lessons about animals and conservation, and they also bring the soil trailer for students to walk through and experience the layers of soil. Our teachers utilize the KME Nature Trail for outdoor science experiences such as observations of seasonal changes, animals, plants, camouflage, adaptations, and so forth.

#### **5. Instructional Methods:**

In order to meet the diverse needs of our students at Kings Mills Elementary, our teachers regularly evaluate each child’s progress and determine the appropriate instructional strategies needed for success. Literacy and math skills are routinely assessed throughout the year using both standardized and formative assessments. Data provided from these assessments allow us to place children in homogeneous small groups to provide additional intervention support or further enrichment. Time is set aside each day for

additional intervention support as a part of our Response to Intervention initiative, where research-based intervention programs are utilized by the staff.

Our Reading and Language Arts curriculum uses guided reading and guided writing to address students at their individual instructional levels. Children can be grouped for placement in guided groups to target specific skill levels. Teachers also meet daily with homogeneous flexible spelling groups to provide phonics, spelling and vocabulary instruction tailored to the student's developmental level.

The Investigations math program provides a multisensory approach to math with hands-on activities, games and manipulatives. Supplemental activities allow for differentiated instruction in providing resources for re-teaching or accelerated learning for students who are more proficient in a particular math skill. Additional software programs are used for extending and deepening student understanding. Number Worlds, an intensive intervention curriculum, is provided for those students who have weak foundational math skills.

We are proud of our leveled book room which is a rich resource for teachers in providing fiction and nonfiction books that correlate with core subjects. Each classroom also contains a well stocked leveled library which provides literacy materials to meet each child's reading level and to foster a culturally responsive classroom.

Fourth grade students, who have met the district's criteria for gifted in reading and language arts, receive daily instruction from the gifted resource teacher. The students work at an accelerated pace and obtain enriched instruction through literacy circles, author's studies, and higher level books.

Our school provides support through our ELL teacher who collaborates with classroom teachers to support the language acquisition skills of our limited English proficient students. At risk students receive additional supports both within the classroom and in small group settings. The intervention specialists work closely with teachers to make appropriate accommodations and modifications for students. Collaboration is the key to our success. By using data and capitalizing on the strengths of all staff, Kings Mills Elementary is able to differentiate instruction to meet the needs of all students.

## **6. Professional Development:**

To promote a high quality teaching staff, the District provides one hour of weekly professional development, at which time ongoing support and training for the math, literacy and writing initiatives are provided. Kings Mills Elementary has teachers functioning as content coordinators in Literacy and Math, who are available during weekly grade level common plan time. This time is built into our regular school day and allows for further collaboration and sharing of ideas. In addition, the district's curriculum directors frequently visit the classrooms to model techniques, problem solve and provide feedback to the teachers. This vertical and horizontal collaboration and dissemination of information benefits the cohesiveness and quality of what is being taught to our students.

Adopting new curriculum not only involves alignment with the State's academic standards, but training of staff for reliable implementation. This training occurs over a period of time allowing teachers to introduce, develop, and practice each initiative. For example: teachers were trained in new methods employed by the Investigations math program for one year prior to implementation. Intensive training was provided for our literacy initiative, with continued monthly professional development. All teachers have been trained in the use of the Promethean Boards which are used in each classroom. This training was leveled to meet the needs of each teacher depending on his/her technology skill level.

Attending professional development opportunities at the local, regional, state, and national level enables our teachers to bring back ideas and initiatives. Some of these have resulted in building-wide systems change with positive results for our students, for example: Positive Behavior Supports, Response to Intervention, and DIBELS. First year teachers are provided with a mentor who offers support and knowledge necessary for a successful entry year.

Designated time for internal staff development is incorporated into our school calendar. Our nursing and guidance departments provide staff in-services on topics pertinent to the support, understanding, and development of our students and staff. The intervention staff shares information on interventions to support our at-risk students. They also train the staff on DIBELS and the 3 tier approach of Response to Intervention.

Recognizing that behavior management is vital to student learning, this year our district and our building have embraced an anti-bullying initiative. Speakers have shared their expertise with our staff as well as parents and the community.

Students benefit from the depth of staff training and ongoing staff development resulting in a strong academic base with continual support to facilitate growth. The professional development afforded our staff has enriched our curriculum, our teaching, and our environment and our students are the ones who prosper from this rich array of resources.

## **7. School Leadership:**

Leadership at Kings Mills Elementary is the cornerstone for creating, nurturing and continuing a culture and climate that values the essence of our school learning community. Any decision made can be prefaced by asking, “What is best for the students and their continued growth?”. Leadership plays an integral role in shaping and defining our vision at Kings Mills Elementary, which is highly responsive to students and adults.

By being an advocate for the success of all students, our principal, Mrs. Phillips, is the steward of the vision within the school learning community. She skillfully engages staff, parents, and students in creating and maintaining an environment which is focused on teaching and learning, yet remaining responsive to the needs of people. The evolution of a community or team of learners is a constant vision for both students and adults.

Teachers are encouraged to assume leadership roles. A team of teachers and Mrs. Stovall, assistant principal, work to improve the overall school environment by creating a successful positive behavior support system. During the first few days of school all students experience what it means to be respectful, responsible, and safe in and around our school.

Four classroom teachers serve as our content coordinators, two in the area of literacy and two in mathematics. The content coordinators work closely with the assistant superintendent, principal and the curriculum specialists to provide support to all our teachers. Through their leadership we have refined our literacy and mathematical practices through a cyclical process of dialogue, collaboration, on-going professional development, and program/student evaluation.

Our teachers are leaders as they collaborate during grade level meetings to craft policies, curricular and instructional goals. It is typical to see teachers sharing their expertise with others by discussing and reflecting on best instructional strategies that will increase student achievement.

During quarterly touching-base sessions, parent/teacher conferences, and intervention meetings, the classroom teachers take on a leadership role. They share instructional and behavioral data on students and lead the development of improvement, enrichment, and intervention plans. The success of our instructional leadership is due to the sharing of responsibility by the staff and the administrators which leaves no doubt that meeting the needs of all students is Kings Mills Elementary School’s first priority.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
<b>SCHOOL SCORES</b>					
% At or Above Proficient	96	99	93	97	89
% Accelerated and Advanced	71	72	57	69	57
Number of students tested	99	102	91	91	103
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	3	4	4	0
Percent of students alternatively assessed	6	3	4	4	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% At or Above Proficient			100		
% Accelerated and Advanced			40		
Number of students tested			10		
<b>2. African American Students</b>					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% At or Above Proficient	93	100	93	85	67
% Accelerated and Advanced	40	36	40	25	33
Number of students tested	15	14	15	20	15
<b>5. English Language Learner Students</b>					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
<b>6. White, Non-Hispanic</b>					
% At or Above Proficient	97	100	94	98	92
% Accelerated and Advanced	44	40	26	46	46
Number of students tested	90	95	84	81	94
<b>NOTES:</b>					

11OH12

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
<b>SCHOOL SCORES</b>					
% At or Above Proficient	96	92	96	95	91
% Accelerated and Advanced	93	81	88	84	85
Number of students tested	99	102	91	91	103
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	3	4	4	0
Percent of students alternatively assessed	6	3	4	4	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% At or Above Proficient			90		
% Accelerated and Advanced			20		
Number of students tested			10		
<b>2. African American Students</b>					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% At or Above Proficient	80	71	87	75	67
% Accelerated and Advanced	40	36	13	20	40
Number of students tested	15	14	15	20	15
<b>5. English Language Learner Students</b>					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
<b>6. White, Non-Hispanic</b>					
% At or Above Proficient	96	94	95	95	94
% Accelerated and Advanced	71	57	45	65	60
Number of students tested	90	95	84	81	94
<b>NOTES:</b>					

11OH12

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
<b>SCHOOL SCORES</b>					
% At or Above Proficient	95	96	91	95	83
% Accelerated and Advanced	74	77	62	62	51
Number of students tested	103	92	101	108	106
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	4	1	0	1
Percent of students alternatively assessed	3	4	1	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% At or Above Proficient		100			
% Accelerated and Advanced		9			
Number of students tested		11			
<b>2. African American Students</b>					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% At or Above Proficient	88	80	67	83	33
% Accelerated and Advanced	19	27	0	0	0
Number of students tested	16	15	18	18	15
<b>5. English Language Learner Students</b>					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
<b>6. Whites, Non-Hispanic</b>					
% At or Above Proficient	95	95	96	95	83
% Accelerated and Advanced	45	37	34	44	22
Number of students tested	96	86	90	101	96
<b>NOTES:</b>					

11OH12

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
<b>SCHOOL SCORES</b>					
% At or Above Proficient	96	98	97	95	92
% Accelerated and Advanced	62	70	48	68	52
Number of students tested	103	92	101	108	105
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	3	4	1	0	1
Percent of students alternatively assessed	3	4	1	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
<b>2. African American Students</b>					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% At or Above Proficient	75	87	89	78	47
% Accelerated and Advanced	19	20	6	6	0
Number of students tested	16	15	18	18	15
<b>5. English Language Learner Students</b>					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
<b>6. White, Non-Hispanic</b>					
% At or Above Proficient	96	98	99	96	93
% Accelerated and Advanced	13	69	51	21	13
Number of students tested	96	22	12	101	96
<b>NOTES:</b>					

11OH12

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
<b>SCHOOL SCORES</b>					
% At or Above Proficient	96	97	92	96	86
% Accelerated and Advanced	72	74	60	65	54
Number of students tested	202	194	192	199	209
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	9	7	5	4	1
Percent of students alternatively assessed	5	4	3	2	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% At or Above Proficient	100	93	94		67
% Accelerated and Advanced	47	60	63		17
Number of students tested	15	11	16		12
<b>2. African American Students</b>					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% At or Above Proficient	90	90	79	84	50
% Accelerated and Advanced	52	69	30	32	23
Number of students tested	31	29	33	38	30
<b>5. English Language Learner Students</b>					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
<b>6. White, Non-Hispanic</b>					
% At or Above Proficient	96	98	95	96	87
% Accelerated and Advanced	75	75	62	69	57
Number of students tested	186	181	174	182	190
<b>NOTES:</b>					

11OH12

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
<b>SCHOOL SCORES</b>					
% At or Above Proficient	96	95	96	95	92
% Accelerated and Advanced	77	76	67	75	69
Number of students tested	202	194	192	199	208
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	9	7	5	4	1
Percent of students alternatively assessed	5	4	3	2	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% At or Above Proficient	93	93	94		75
% Accelerated and Advanced	73	60	44		42
Number of students tested	15	11	16		12
<b>2. African American Students</b>					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% At or Above Proficient	77	79	88	76	57
% Accelerated and Advanced	65	45	39	34	30
Number of students tested	31	29	33	38	30
<b>5. English Language Learner Students</b>					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
<b>6. White, Non-Hispanic</b>					
% At or Above Proficient	96	96	97	96	93
% Accelerated and Advanced	79	76	69	77	71
Number of students tested	186	181	174	182	190
<b>NOTES:</b>					

11OH12