

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

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

Name of Principal: Mr. Todd Bandow

Official School Name: Putman Elementary School

School Mailing Address: 327 E. Baldwin Street
 Blanchester, OH 45107-1203

County: Clinton State School Code Number: 030916

Telephone: (937) 783-3523 E-mail: bandowt@blanchester.k12.oh.us

Fax: (937) 783-2990 Web URL: www.putmanelementary.shutterfly.com

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Brian Ruckel Superintendent e-mail: ruckelb@blanchester.k12.oh.us

District Name: Blanchester Local District Phone: (937) 783-3523

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. Jack Fisher

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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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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
 (per district designation) 2 Middle/Junior high schools
1 High schools
0 K-12 schools
4 Total schools in district
2. District per-pupil expenditure: 8672

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 3
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	17	11	28		6	0	0	0
K	75	53	128		7	0	0	0
1	81	69	150		8	0	0	0
2	65	53	118		9	0	0	0
3	68	52	120		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								544

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
97 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 7%

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.	16
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	37
(4)	Total number of students in the school as of October 1, 2009	544
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 45%
 Total number of students who qualify: 232

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: 15%
 Total number of students served: 79

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>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>42</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>5</u> Multiple Disabilities	<u>8</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>2</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>12</u>	<u>1</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>46</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

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	95%	96%	96%	95%	95%
Daily teacher attendance	94%	95%	91%	95%	93%
Teacher turnover rate	0%	0%	4%	0%	0%
High school graduation rate	%	%	%	%	%

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

During the 2007-2008 school year, Putman Elementary had three teachers that were out on maternity leave and two teachers that were out on extended medical leave due to surgeries.

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	_____ %
Total	_____ 0%

PART III - SUMMARY

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Putman Elementary is located in the village of Blanchester, Ohio and is the only elementary in the Blanchester Local School District. This rural district has students from four counties in southwest Ohio. The current school building was opened in 2002, joining students and staff from two Blanchester elementary schools, Putman Elementary and Jefferson Elementary. The combination of these two schools made it possible for elementary staff to collaborate and succeed in attaining high student achievement.

Blanchester is a close-knit community. Some families have been in Blanchester for generations, while others have recently moved to the area. The economic recession has affected Blanchester greatly, as many parents worked at the now-defunct DHL and ABX airlines in Wilmington, Ohio. Forty-five percent of students qualify for free or reduced lunch, and many parents are currently unemployed. At the same time, there is hope in Blanchester, as a new childcare center and a hair salon have recently opened, and a new church is being built near the high school. Blanchester also has a high level of open enrollment students, as families living outside the district are choosing to send their students to Blanchester Local Schools. This year, seventy-six students have enrolled at Putman Elementary from neighboring school districts, attributing to almost 14% of the student population.

The mission of Putman Elementary is to develop lifelong learners and successful, high character citizens. This is accomplished through a culture of high expectations and teamwork. Putman Elementary provides a safe and caring environment for its students, and encourages family involvement and community partnerships. Through staff collaboration, teachers and administrators monitor progress, differentiate instruction, and utilize technology and research-based teaching methods.

Putman students, teachers, and staff are proud to be “Wildcats,” the district mascot. Each student is encouraged to behave like a “Wildcat,” to get “caught being good” in order to earn a Wildcat card and prize, and to walk “Wildcat Way” in the hallway (hands behind backs, quiet, and respectful). At the end of morning and afternoon announcements, students and teachers say “And as always, Go Wildcats!” School pride is instilled in students daily.

The community is very supportive of our schools. Parents, grandparents, families, and community members attend school events, such as music programs, Family Fun Night, COW (Celebration of Writing) night, and basketball and soccer games. Parents volunteer weekly in classrooms and the Parent-Teacher Organization is active in supporting teachers and students through donations of classroom supplies, field trips, playground equipment, and materials for interactive SmartBoards.

Putman Elementary is seen as a center for the community. As a school, we feel it is critical to give back to our community. Students and staff participate in the district’s annual food drive during the holiday season. Putman Elementary is host to local Girl and Boy Scout meetings. Over 100 veterans of the Armed Forces attended Putman Elementary’s Veteran’s Day assembly and reception in 2010. More than 1200 people have attended the “Family Fun Night” event in previous years, and over 900 bowls of chili were served to attendees. Hundreds of grandparents take part in Grandparent’s Week in May, eating breakfast with their grandchildren and meeting their teachers. Putman Elementary is also environmentally conscientious, housing two large paper recycling bins in the parking lot for the school and community to use. These bins have been used frequently, and Putman Elementary won the paper recycling contest for Clinton County in December 2010.

Since the State of Ohio began the Local Report Card rating system, Putman Elementary has been rated Excellent every year. The school was honored with the Ohio School of Promise Award in 2008-2009 and again in 2009-2010. In 2008-2009, Putman Elementary was chosen to be an Ambassador School by the Success For All (SFA) Foundation, one of only six schools from the more than 11,000 SFA schools around the country and the world. Multiple principals, reading coordinators, and teachers have visited

Putman Elementary to examine our teachers in action. Putman Elementary was also named a “Cool School” by a local television station and was featured on the local news.

Putman Elementary has a caring, supportive, and cooperative staff that genuinely cares for all students. Teachers are dedicated to their students and careers, attending workshops and taking part in continuing education, often at their own expense, to better meet student needs. Those teachers who begin their career at Putman Elementary are lifelong members of the school, and teacher turnover rates are extremely low. The building principal is a former student of Putman Elementary and a graduate of Blanchester High School.

Kindergarten students enter Putman Elementary with the lowest average scores in the county on the State of Ohio’s kindergarten readiness assessment in the area of literacy (KRA-L); however, these same students exit Putman Elementary with the highest scores in the county on the State of Ohio’s third grade achievement test. Along with high academic expectations, Putman Elementary strives to mold well-rounded students, who will become well-rounded citizens. We are truly building a strong foundation for our future.

1. Assessment Results:

Putman Elementary administers the Ohio Achievement Test (OAT) to all students in Grade 3 as required by state law. Students take the reading portion of the OAT in October. In the spring, third graders take both the reading and math assessments. Student achievement is measured by five performance levels: limited, basic, proficient, accelerated, and advanced. Students must score proficient or higher to be considered as having a passing score on the OAT.

The five-year trend for Putman Elementary shows an overall improvement of scores. Third grade reading test results reveal an improvement from 85.5% to 94.9% proficiency over the past five years, nearly 10 percentage points. Within the Economically Disadvantaged subgroup, the percentage of students who were proficient or above rose from 78.9% in 2005-2006 to 89.5% in 2009-2010. Within the Students with Disabilities subgroup, reading proficiency rose almost 32 percentage points, from 58.1% in 2005-2006 to 90% in 2009-2010.

In addition, the percentages for students scoring advanced on the OAT reading assessment has increased from 40.7% to 48.3%. Within the Economically Disadvantaged subgroup, students scoring at or above accelerated increased from 54.4% in 2005-2006 to 64.9% in 2009-2010. Within the Students with Disabilities subgroup, at or above accelerated scores increased from 25.8% to 65%.

Third grade OAT math scores also show significant gains. Over the past five years, students scoring proficient or above in mathematics has steadily increased from 86.9% to 95.8%. The numbers of students achieving advanced on the OAT math assessment has increased from 24.8% in 2005-2006 to 36.4% in 2009-2010. Within the Economically Disadvantaged subgroup, proficient or above scores increased 14% from 77.2% to 91.2%. Students scoring at or above accelerated rose from 38.6% to 57.9% over the last five years. Within the Students with Disabilities subgroup, math proficiency scores rose over 22%, from 67.7% in 2005-2006 to 90% in 2009-2010. At or above accelerated scores within that subgroup increased dramatically, from 29% to 70%.

School accountability is reported on the Local Report Card (LRC). Every parent in Ohio receives an LRC from the school district in which they reside. The school report card shows the school's progress based on four performance measures: State Indicators, Performance Index, Adequate Yearly Progress (AYP), and Value-Added. The combination of these four measures determines the state's school ratings.

In order to meet a state indicator, at least 75% of students tested must score proficient or higher on the Ohio Achievement Test. The performance index reflects the achievement of students who are enrolled for the full academic year, which can be compared across years to show district achievement trends. 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. Value-Added represents the progress a school has made since the previous year.

In order to receive an Excellent rating on Ohio's State Report Card, Putman Elementary must have at least 75% of the third grade students perform proficient or better in the areas of Math and Reading. In addition, Putman Elementary must also have at least 93% attendance rate and meet Adequate Yearly Progress (AYP) in designated subgroups. We have proudly received an Excellent rating each year since the inception of the state report card. The Blanchester Local School District received an Excellent with Distinction rating, the state's top rating, for the 2009-2010 school year.

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's website: www.ode.state.oh.us.

2. Using Assessment Results:

All staff members utilize assessment data to analyze and improve student performance. During the first two weeks of each school year, the primary focus is getting to know students, and various assessments are given at each grade level. In third grade, the 4-Sight test is given to all third graders. This assessment was developed by Success For All and is normed to Ohio Achievement Test (OAT) with its results being within 96% accuracy of the spring OAT. Second grade students are administered the SRI (Student Reading Inventory), a computerized test which is a nationally normed and standardized assessment that analyzes student comprehension. In first grade, students are given the Reading Roots assessment, which tests word recognition, fluency, and reading comprehension. All of this assessment data is used to place students into leveled reading groups. These reading groups are changed and adjusted quarterly based on assessments in the areas of fluency, comprehension, word recognition, and phonetic awareness. First through third grade students are instructed at their reading level so that they can experience success and learn at the most appropriate rate based on their needs.

Throughout the year, teachers take classroom assessment data and quarterly assessment data (standardized and teacher-created) to continuously adjust instruction on an individualized basis. Twice a week for third grade and once per week for second grade, students participate in a thirty-minute enrichment group. These enrichment groups are built based on skill strengths or deficits, as determined by assessment data. This instruction is true enrichment for pupils scoring proficient or above on the most recent assessment. This enrichment time is remediation for students with certain skill deficits. Enrichment groups change quarterly based on evolving curriculum and student needs.

Finally, placement in tutoring (reading and math, grades 1-3) is based on assessment results. Students below grade level in reading participate in one-on-one reading tutoring with Title 1 paraprofessionals or in a small group, partner-based computerized phonics program. Students below grade level in mathematics take part in small group math tutoring. Tutoring takes place during “pull-out” time, a daily 20-minute session during which individualized instruction occurs (for example, speech therapy and guidance services are also provided during this time). In addition, Putman Elementary offers after school tutoring based on assessment data. After school tutoring takes place at the school as well as a local church.

3. Communicating Assessment Results:

Student performance is reported to parents, students, and the community in a variety of ways. At the beginning of each school year, parents and families are invited to an Open House night to meet with their child’s teacher. Teachers distribute information on grade level expectations at that time. Student performance is reported to parents on quarterly report cards and interims, as well as parent-teacher conference nights in the fall and spring. In addition, parents have access to an online grade book, called ProgressBook, where they can check their child’s grades at any time.

Students who are struggling to meet grade level expectations are referred to our Family Support Team (FST). FST members include the child’s homeroom teacher, reading teacher, another teacher at the same grade level, and the student’s parents. The team meets to discuss the child’s progress, to set a specific goal, and to discuss strategies on how to meet the specific goals set at the meeting. Follow-up meetings are held to evaluate the success of the discussed strategies, and learning strategies may be adjusted or a new goal may be set.

In the fall, third grade parents are invited to a meeting concerning the Ohio Achievement Test (OAT). Parents are taught how to read OAT data as well as 4-Sight results (a test our school gives quarterly which is normed to the spring OAT). Each quarter, parents receive a letter with the results of their child’s 4-Sight test. In December, our school receives the fall OAT results. These individual reports are hand-delivered to parents at the third grade winter music program. The reports are broken down by tested language arts content standards, and parents are informed as to how their child performed within four areas: acquisition of vocabulary, reading process, informational text, and literary text. Prior to the spring

administration of the OAT, another third grade parent meeting is held to answer any questions and to explain the test results (which includes reading and math) that parents will receive by mail over the summer.

Assessment results are shared with the community through the use of the Internet and area newspaper. The OAT test results are posted on district and school websites, and the local newspaper publishes our school's OAT results.

4. Sharing Lessons Learned:

Putman Elementary is an Ambassador School for Success For All (SFA), so we share successful strategies with numerous districts throughout the course of the year. This year, we have had multiple visitors from Princeton City Schools and Urbana City Schools. In previous years, we have had teachers and administrators from College Corner, Hillsboro, Ripley, Fayetteville, and Brown County ESC. Typically, these visitors are evaluating the SFA program or have recently begun implementation of the program. Our school is recommended as a model SFA school. Visitors speak with administration, observe classrooms in action, and speak with teachers on plan time. In addition, Success for All has used our data to norm their 4-Sight test for the rest of the state of Ohio in previous school years.

Putman staff members have led professional development trainings for other members in the district. Putman Elementary has assisted the intermediate building, which recently adopted the Success For All program, and our reading coordinator (who is now the intermediate principal) helped to lead SFA reading training. At an upcoming in-service, the assistant principal will be presenting a session about Google Documents to interested staff members across the district. In addition, two teachers will be holding a presentation about the Ohio Writing Project, and two other elementary teachers will present Smart Board training to teachers around the district. In previous years, a second grade teacher has gone to a neighboring district to conduct a Smart Board training session. Music, art, and physical education teachers collaborate at staff in-services among all buildings in the district.

Successful strategies are also shared at weekly principal meetings. Our building principal developed a form for walkthroughs, which has been adapted by the three other building principals for use in their buildings. In addition, the building principal has shared Putman's successes at Lions Club meetings, the Blanchester Chamber of Commerce, Boy Scout meetings, and local school board meetings.

1. Curriculum:

All core curriculum areas are taught based on the 2002 Ohio Academic Content Standards. Grade level and vertical teams have spent the previous nine years ensuring that our adopted textbooks and curriculum are aligned with these content standards. As the new Core Standards and new Ohio Academic Content Standards are phased in over the next three years, we will begin the alignment process again. Teachers also have placed emphasis on incorporating research-based strategies from Robert Marzano's book, *Classroom Instruction That Works*.

Language Arts instruction is provided by both the child's reading teacher and homeroom teacher in grades 1 through 3. As part of the Success For All reading curriculum, students are instructed in flexible, homogeneous groups based on reading level. Emphasis is placed on comprehension, fluency, vocabulary, and phonics. Students read leveled non-fiction and fiction texts and interact with a variety of picture books and chapter books. In kindergarten, reading instruction is provided in a self-contained classroom with an emphasis on concepts of print, phonemic awareness, and beginning phonics skills. Writing and communication are two other components of the Language Arts curriculum. Teachers use mini-lessons to introduce writing, and journals are utilized throughout the school. Students are expected to write and speak in complete sentences and to be effective communicators through speaking and listening.

Mathematics instruction is divided into five content standards: Number, number sense, and operations; measurement; geometry and spatial sense; patterns, functions, and algebra; and data analysis and probability. Our EveryDay Mathematics curriculum goes above and beyond the state content standards, and encourages students to learn through repeated practice and games. Math instruction also encourages students to make connections, discuss, explain their thinking, and explore concepts in a variety of settings, such as individual, with a partner, small group, or whole class. Instruction is enhanced through the use of SmartBoards in most classrooms.

Social Studies instruction is based on six content standards: history, economics, people in societies, geography, government, and citizenship rights and responsibilities. Science instruction is based on the three science disciplines: earth and space sciences, life sciences, and physical sciences. Social Studies and Science instruction is taught by the classroom teacher in a self-contained classroom setting. In kindergarten, this instruction is embedded into the Success For All kindergarten curriculum. In grades 1 through 3, textbooks (in Big Book format in first grade) are utilized; however, these are supplemented through the use of hands-on experiments, field trips, speakers, videos, and technology. Students frequently work with partners or in small groups.

The music teacher meets with students for an hour each week. She follows state standards for music and works to develop the whole child by integrating grade level content standards into music class. The music teacher follows the Orff approach to music, encouraging exploration, improvisation, imitation, and creation from all her students. Reading is incorporated through speech, rhyme, and the creation of rhythms. Math is integrated through the use of patterns and fractions with note values (i.e. eighth notes, quarter notes). The music teacher incorporates geography with map skills as students learn where particular songs originated. She also integrates science by teaching students about sound vibrations and pitch.

Putman Elementary's arts and crafts program is developed by a teacher and implemented by several talented paraprofessionals. Students receive arts and crafts instruction for an hour each week. During this time, students learn about artists, their backgrounds, various time periods, and art styles. Math is integrated through the exploration of symmetry, and science is incorporated through color mixing, resistance painting, and creating artwork from recycled items. Students have also created cards for service members and have learned about African American art.

The physical education teacher meets with students for 45 minutes per week. He follows the state physical education content standards and incorporates multiple academic content standards as well. Many activities are based on teaching the fundamentals of various sports. Counting, sequencing, patterns, and grouping is also integrated into the lessons. Students are taught good sportsmanship and work with partners and/or teams. The physical education teacher organizes the Jump Rope for Heart fundraiser annually, and discusses proper nutrition, exercising, and fitness with students regularly. Students use multiple manipulatives in physical education class, including scooters, balls, hoops, and a parachute.

2. Reading/English:

Putman Elementary is a “Success for All” school. We chose the Successful for All reading curriculum as it is a research-based curriculum that utilizes data to modify instruction on a continuous basis. Students are placed into reading classes based on an individual reading assessment given at the beginning of the school year and at the end of each quarter, utilizing flexible grouping. Students are then instructed at their reading level for ninety minutes each day.

The Success for All reading curriculum places high emphasis on foundational reading skills on a daily basis. Students learn phonics skills through a systematic approach beginning in kindergarten. Phonemes are introduced through mnemonic devices and phrases, which assist students in recalling the information. Phonemic awareness skills are built with activities called “Say-it-Fast” and “Break-it-Down” (blending and segmenting sounds). Students read a program-provided text, called a Shared Story, during the kindergarten and first grade portions of the program. Fluency is acquired through repeated reading of these texts, which students keep, building their library at home. Comprehension is gained through questioning on the Shared Stories, as well as through read-alouds from a variety of high quality picture books. In second and third grade, students read a multitude of stories ranging from basals to picture books to chapter books. Students respond to literature daily with written and verbal answers emphasizing comprehension skills. In addition, each quarter, students focus on a particular comprehension skill: questioning, summarizing, predicting, and clarifying. This is in addition to weekly reading goals.

Students who perform below grade level are placed into a reading class in which they are instructed at their current reading level. By teaching students at their reading level, pupils experience success and gain confidence in their reading abilities. Reading classes that are below grade level have smaller pupil-to-teacher ratios, and there is a paraprofessional in the class. In addition, each homeroom teacher can recommend two students to attend daily one-on-one reading tutoring with Title One Reading Intervention Specialists, based on reading data. Each homeroom teacher can also recommend four students to participate in “Team Alphie,” a computer program that builds a short-term learning plan for pairs of students, based on ability. Team Alphie is on a two-week learning cycle, during which students complete activities, are assessed, and instruction is adjusted. These tutoring programs take place during each teacher’s daily “pull-out” time, ensuring that students do not miss instruction in other content areas. In addition, second and third grade students who perform below grade-level or are identified as at-risk are invited to participate in after school tutoring. Using 4-Sight data for third graders and other data for second graders, an individual learning plan is developed for each student, utilizing Study Island (a computer program). Finally, off-site reading tutoring is offered at a local church with struggling students.

3. Mathematics:

Putman Elementary has adopted EveryDay Mathematics by Wright Group Publishing. This math curriculum is challenging, uses a spiraled approach, and encourages critical thinking. EveryDay Mathematics goes above and beyond what our state expects students to be able to do at each grade level, and these high expectations have helped us to perform extremely well on state testing. Our math program incorporates daily mental math exercises. In each lesson, a new topic is introduced and a previous topic is reinforced. Games and explorations where students can apply their mathematical knowledge are emphasized, and students have multiple opportunities for hands-on instruction with pattern blocks, Base-

10 blocks, rulers, calculators, coins, shape templates, clocks, and other manipulatives. Instruction is enhanced through the use of interactive SmartBoards in most classrooms.

Progress is monitored through the use of daily “Math Boxes,” in which students answer questions regarding material that may have just been learned or should be mastered. In addition, tests are given at the end of each unit, and teachers mark checklists on students’ strengths and weaknesses within each unit. These checklists enable teachers to analyze test data to determine which topics need to be re-emphasized and which topics have been mastered. Our administrators collect the checklists, analyze the data, and provide support in order to help all students succeed. This data is also used to determine which students receive daily math tutoring.

As students are instructed in heterogeneous groups for mathematics, students who struggle with mathematics are assisted through peer examples, modeling, and extra assistance from the teacher. In second and third grade, students with math goals on their IEPs work in small groups with an intervention specialist to ensure that they are receiving appropriate instruction. Each teacher can recommend three students who perform below grade-level to attend twenty-minute, daily small group math sessions. During these sessions, a highly qualified special education teacher or paraprofessional instructs students on topics which are being studied in class. They coordinate their tutoring plans with the areas in which students have the most difficulty. In addition, second and third grade students who perform below grade level are invited to after school tutoring at a local church, hosted by several retired teachers.

4. Additional Curriculum Area:

Our mission statement at Putman Elementary is to develop lifelong learners and successful, high character citizens through a culture of high expectations and teamwork. We will provide a safe and caring environment and encourage family involvement and community partnerships. Through staff collaboration, we will monitor progress, differentiate instruction, and continue the use of technology and research-based teaching methods.

One curriculum area that related to the essential skills and knowledge of our mission statement is social studies. At Putman Elementary, we fulfill our mission statement by providing our students with experiences involving our community. We develop respectful relationships with community members and expect our students to become courteous citizens as well. We understand the importance of collaboration and teamwork for success in the 21st century. In addition to the use of a social studies curriculum, our teachers provide multiple opportunities for students to interact with our community.

In kindergarten, students walk to the local supermarket when learning about economics. Students also meet local community members, such as a firefighter, a police officer, a hair stylist, a dentist, and a banker. In first grade, students walk to the library on a monthly or bi-monthly basis to check out books. They learn how the local library works and how to utilize the services of the librarian. In second grade, students participate in a field trip to the Clinton County fairgrounds where they learn about 4H, farming, livestock, and recycling. In third grade, students take an annual walking trip around the town. In addition, third grade students create a Wax Museum based on a biographical figure and present this during our annual Celebration of Writing night. Last year, the third graders hosted a job fair, where students paired applicants, based on occupational skills, to that required of current or potential job openings within the community. All students participate in the Veteran’s Day assembly, where local veterans are invited to our school for songs and readings. Students leave Putman Elementary at the end of third grade as high character citizens, with a sense of responsibility and respect for the community in which they live.

5. Instructional Methods:

Putman Elementary differentiates instruction in multiple ways. Students are not identified by socio-economic status, but are taught differently based on target skill strengths and deficits. These strengths and deficits are identified through quarterly and short cycle assessments, which monitor student progress and drive changes in instruction. To further differentiate instruction, students who perform below grade level

and/or are identified as at-risk receive one-on-one reading tutoring, small group math tutoring, or small group phonics-based computer instruction. Tutoring assignments are based on individual test scores. Putman Elementary also offers after-school tutoring both at school and at a local church in reading and mathematics.

Differentiated instruction is easily visible within our reading program. Reading instruction occurs in leveled reading groups, which are determined through individual reading assessments and teacher input. Within these reading groups and throughout the day, teachers differentiate instruction through the use of various grouping methods, including small group, whole class, and partnering. Students take part in cooperative learning by utilizing the techniques of “think-pair-share,” “team talk,” and “buddy buzz.” For example, before answering a question posed to the class, students are encouraged to think about the question, pair with their partner to discuss possible answers, and then raise their hand to share the answer with the class. This meets the diverse needs of students, as all students have the opportunity to discuss the answer rather than the teacher choosing one child to answer.

Teachers and instructional aides at Putman Elementary make use of various modes of learning to reach all students, including visual, auditory, and kinesthetic learning. The administrators visit classrooms regularly, conducting informal walkthroughs, and recording observation data regarding learning modes. The Building Leadership Team takes the administrators’ data to their respective grade level for reflection to ensure teachers employ different modes of learning. For example, this data includes the use of technology (such as Smart Boards and the mobile netbook lab), teacher-led instruction, student-led instruction, and small group learning.

At the third grade level, students set their own individual goal for the 4-Sight assessment. Incentives are given to students (in grades first through third) for academic gain and improvement on reading assessments with the “Wildcat Club.” Students who wish to be recognized as a member of the Wildcat Club must improve his or her reading scores to be considered. Prizes such as tee-shirts, water bottles, and medals are given to students who attain Wildcat Club membership.

6. Professional Development:

Putman Elementary and the Blanchester Local School District have a diverse professional development program. The school district has a yearly contract with Success For All (SFA), the developers of our reading curriculum, during which coordinators and trainers are invited to the school to present various sessions, observe teachers, and provide feedback. This professional development is customized to the needs of the school. For example, earlier this school year, teachers learned about “Member Center,” an SFA website on which assessment data can be entered, organized, and accessed to better understand each child and his or her reading progress.

Teachers have four full-day in-services as well as several two-hour early release days, during which a variety of topics have been addressed, including SmartBoard training for teachers with interactive whiteboards in their classrooms, presentations from the Ohio Writing Project, and anti-bullying training. In addition, several teachers have taken part in technology training sessions from Apple and Google. During SmartBoard trainings, teachers have shared websites that directly align with academic content standards, demonstrated lessons, and experimented with new technology tools such as document cameras and responders.

The Ohio Writing Project training sessions have been particularly valuable and highly requested. In the past two years, teachers have participated in sample writing lessons using mentor texts. Several teachers have used their own money to purchase the resource books and mentor texts recommended by the Ohio Writing Project, and multiple teachers have begun using the lessons and techniques taught in these sessions. In addition, two teachers took part in the four-week summer professional development program at Miami University, and other teachers have attended Ohio Writing Project seminars offered around southwest Ohio. The Ohio Writing Project is directly aligned with language arts academic content

standards, helping our youngest students learn how to improve their writing based on the six traits of writing.

During the Anti-Bullying training, teachers learned about the different kinds of bullies and victims, and the influence of bullying at school. Teachers also learned how to identify bullies and the best way to seat students so that bullies do not disrupt classroom instruction or prey on other students. Teachers learned how to help students handle bullying situations. The Apple and Google training has been instrumental in updating technology use and communication in our school. Google calendars are utilized to schedule Family Support Team meetings, and we are in the process of learning how to use Google Documents to share information among teachers, administration, and families.

All of these trainings have directly impacted student learning and achievement as teachers implement their new knowledge in their classrooms.

7. School Leadership:

Our leadership philosophy at Putman Elementary is that every employee is a stakeholder in our students' education, from the custodians and cafeteria workers to the teachers and principals. We are building the foundation for tomorrow's future through education. Our role in a child's life is one of the most significant roles, resulting in each student's individual success in this world. In order for all of our students to be successful, we have a system of collaboration and teamwork. This system has become a part of our school culture.

The leadership structure at Putman Elementary is truly a partnership between administration (Principal and Assistant Principal), teachers, paraprofessionals, and other staff members. Putman Elementary has a Building Leadership Team (BLT), consisting of one teacher from each grade level, a paraprofessional representative, and a "specials" teacher (this year, our music teacher is participating in the BLT.) These staff members have all accepted this additional leadership role. The BLT focuses on continuous improvement of the school, discussing issues that affect student achievement and how to best support our teachers. Conversations that begin at BLT continue at weekly grade level meetings. Discussions typically concern the evaluation of data and any instructional adjustments that are necessary, but may also include talks about school policies, grading procedures, and best teaching practices. BLT members act as liaisons between the teaching staff and the administration to aid communication and to promote a healthy school climate.

Our principals' roles at Putman Elementary are varied, and with the financial difficulties facing education, these roles have become vast. Our principals have become substitute custodians, teachers, and paraprofessionals, as well as serving as our school guidance counselor, ensuring that students have the best resources and facilities available to them. Our principals conduct impromptu walk-throughs as well as planned, professional evaluations, focused on student learning. They assist with personal and grade-level goal setting with regards to student achievement, run meetings to ensure successful integration of new technology and public relations with our community, and attend Family Support Team (FST) meetings with parents and teachers. In addition, our principals attend PTO meetings, and encourage parents to be involved in decision-making through the PTO. We are truly a team at Putman Elementary, and each and every staff member contributes to the success of our students.

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	Mar	Mar
SCHOOL SCORES					
At or Above Proficient	96	94	93	91	87
At or Above Accelerated	65	60	64	56	51
Number of students tested	118	154	122	128	145
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	0	2	2	3
Percent of students alternatively assessed	4	0	2	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient	91	93	89	91	77
At or Above Accelerated	58	54	58	46	39
Number of students tested	57	69	36	56	57
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	90	81	77	70	68
At or Above Accelerated	70	42	41	39	29
Number of students tested	20	26	22	23	31
5. English Language Learner Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
6. White, Non-Hispanic					
At or Above Proficient	96	95	93	91	87
At or Above Accelerated	67	60	65	56	51
Number of students tested	112	151	120	124	145
NOTES: The State of Ohio has five levels of performance: limited, basic, proficient, accelerated, and advanced.					

110H5

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	Mar	Mar
SCHOOL SCORES					
At or Above Proficient	95	91	89	88	86
At or Above Accelerated	77	77	73	73	65
Number of students tested	118	154	122	128	145
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	0	2	2	3
Percent of students alternatively assessed	4	0	2	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient	90	90	83	82	79
At or Above Accelerated	65	70	64	68	54
Number of students tested	57	69	36	56	57
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	90	85	68	65	58
At or Above Accelerated	65	54	50	39	26
Number of students tested	20	26	22	23	31
5. English Language Learner Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
6. White, Non-Hispanic					
At or Above Proficient	96	91	89	87	86
At or Above Accelerated	79	78	74	73	65
Number of students tested	112	151	120	124	145
NOTES: The State of Ohio has five levels of performance: limited, basic, proficient, accelerated, and advanced.					

11OH5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	Mar	Mar
SCHOOL SCORES					
At or Above Proficient	96	94	93	91	87
At or Above Accelerated	65	60	64	56	51
Number of students tested	118	154	122	128	145
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	0	2	2	3
Percent of students alternatively assessed	3	0	2	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient	91	93	89	91	77
At or Above Accelerated	58	54	58	46	39
Number of students tested	57	69	36	56	57
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	90	81	77	70	68
At or Above Accelerated	70	42	41	39	29
Number of students tested	20	26	22	23	31
5. English Language Learner Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
6. White, Non-Hispanic					
At or Above Proficient	96	95	93	91	87
At or Above Accelerated	67	60	65	56	51
Number of students tested	112	151	120	124	145
NOTES: The State of Ohio has five levels of performance: limited, basic, proficient, accelerated, and advanced.					

11OH5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	Mar	Mar
SCHOOL SCORES					
At or Above Proficient	95	91	89	88	86
At or Above Accelerated	77	77	73	73	65
Number of students tested	118	154	122	128	145
Percent of total students tested	100	100	100	100	100
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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	90	85	68	65	58
At or Above Accelerated	65	54	50	39	26
Number of students tested	20	26	22	23	31
5. English Language Learner Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
6. White, Non-Hispanic					
At or Above Proficient	96	91	89	87	86
At or Above Accelerated	79	78	74	73	65
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