

PART I - ELIGIBILITY CERTIFICATION

12OH6

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12OH6

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 1 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
 1 High schools
 0 K-12 schools
 3 Total schools in district
2. District per-pupil expenditure: 5215

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2011 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	20	20	40		6	0	0	0
K	35	28	63		7	0	0	0
1	27	32	59		8	0	0	0
2	31	28	59		9	0	0	0
3	36	26	62		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								283

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
99 % 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 2010-2011 school year: 13%

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, 2010 until the end of the school year.	18
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	20
(3)	Total of all transferred students [sum of rows (1) and (2)].	38
(4)	Total number of students in the school as of October 1, 2010	285
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 44%

Total number of students who qualify: 111

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: 28%

Total number of students served: 36

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>4</u>
Total number	<u>24</u>	<u>4</u>

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

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	94%	95%	95%	95%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

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Jefferson Elementary is located in the village of Shadyside, Ohio along the Ohio River, resting at the foothills of Appalachia. We are the only elementary school in the Shadyside Local School District. We house two Preschool units and three classrooms per grade level of Kindergarten through Third Grade. Our average class size is twenty-two students and our total enrollment is 283 pupils.

Shadyside is a very close-knit community. There are generations of families that continue to raise their children in Shadyside. The village is composed of mostly retirees and blue collar working people. They carry the "Tiger Pride" deep in their hearts and show it through their continual support for the district. We have an Alumni Marching Band with living members going back to graduates of the 1940's. In recent years we have also gained and lost transitional families who have moved in and out of the community due to economic recession. The changes in the decline of local plants, deregulation, and the closing of a major electric plant have caused many challenges for our district. Financial strife has negatively affected our businesses, individuals, and ultimately our district. Our students now come from generational and diverse demographics but are equal and alike in their education. Adamant that all children can learn, our staff strives to ensure that each child reaches his/her fullest potential.

Our mission at Jefferson Elementary is to develop lifelong successful learners. We strive to help each student as our society continually changes. We work together as a team to educate while we promote a safe, challenging, respectful, and supportive environment. We have a strong partnership with parents and community members. Parents and grandparents volunteer in the classrooms on a weekly schedule helping students to read in small groups and with one-on-one instruction while acting as positive role models in literacy. Parents, grandparents, families, and community members attend many school events including music programs, academic programs, athletic programs, and fundraiser programs. We have had to open up our dress rehearsals to an audience so that we ensure that all those interested get a chance to enjoy our musical presentations.

Our staff and students of Jefferson Elementary take pride in every accomplishment attained. Every nine weeks our students are recognized for individual academic success when achieving either Honor Roll, Principal's List and/or Perfect Attendance. On average, 45% of our students are recipients. Our guidance counselor, principal and teachers present those students with certificates and small awards for their accomplishments at grade level ceremonies. Local businesses donate gift certificates to accompany awards. Those honored are also recognized on our school website.

We are most proud of our success in student achievement and passing on positive, productive, life-long learners. We set a high standard of excellence (you must attain 94% to receive an A) and strive for the highest level of achievement. The result is that Jefferson Elementary has been recognized by the Ohio Department of Education as a "School of Promise" or a "School of Excellence" for the past five years. The recognition banners hang proudly in our main hallway.

Secondly, we are proud of the positive character development our students exhibit. Jefferson Elementary believes in giving back to the community. Throughout the year we hold food drives around holidays so that our local food bank will be well stocked. We have an annual drive for the local animal shelter where students bring in animal food and animal care products. Each year the third grade students volunteer to participate in the St. Jude's Children's Research Math-a-thon program. Students complete a math booklet of problems at various levels of difficulty and collect either flat donations or an amount of money for each problem completed. In the past, our donations averaged over \$1000 annually. Also, when the last two national disasters occurred, we gathered loose change and donated the total collected to involved charities.

Jefferson Elementary is no longer one of the best kept secrets in the state. We are led by a principal with vision and staffed by dedicated teachers that nurture the child and expand young minds. We have learned to collaborate, plan, and align lessons to state standards. We see a future that is bright for our children, the school, and the community. Attaining the National Blue Ribbon award would surely verify all the hard work and determination that our staff and students expend every day.

1. Assessment Results:

A. Jefferson Elementary administers the Ohio Achievement Assessment (OAA) to all students in Grade 3 as required by state law. Students take the reading assessment in October. In April, third graders take both the reading and math assessments. The highest reading score of each student (either fall or spring testing) is used for reporting. 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 OAA.

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. This 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 our school's ratings by the state.

In order to meet a state indicator, at least 75% of students tested must score proficient or higher on the OAA. The performance index reflects the achievement levels of students who are enrolled for the full academic year. Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores and the weights decrease for each performance level. Performance Index scores range from 80 to 120 points. Comparing Performance Index across years shows school achievement trends. 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. Value Added is recorded at grade four, therefore will not be included for Jefferson Elementary since it is a K-3 building. In other criteria, a 93% attendance rate is required.

B. In examining performance trends at Jefferson Elementary it is important to note that the number of students per grade level is relatively low in comparison to elementary schools in the county and across the state. Therefore, each student's score counts heavily when determining the overall OAA score for third grade. This fact makes it even more remarkable when examining Jefferson Elementary's five year trend data. Over a five year period, Jefferson Elementary has posted Performance Index scores over 100, 100% of school indicators have been met, and Adequate Yearly Progress has been met for all students as well as all measured sub groups. Jefferson Elementary has qualified for the School of Promise, as well as, ranked an excellent building every year for the last five years.

Though the five year trend for Jefferson Elementary demonstrates a consistent trend of excellence, the data for SY 2009-2010 showed a significant change in Math scores. The categories, % At or Above Accelerated and % Advanced decreased more than 20 % from previous years. The teachers, principal, and curriculum coordinator from the Education Service Center collaborated to analyze the test question data, identified the weak student response areas, and developed plans to address those weak areas during lesson development and presentation throughout the following school year. Math scores in the above two areas increased more than 28% and 10% respectively. During the 2010-2011 school year, the Performance Index was 108.2 which made us the highest ranked public elementary school in Belmont County, Ohio and placed us within the top 5% of elementary public schools within the state.

In reviewing the five year trend of Jefferson Elementary, third grade reading testing results show a range from a low of 86% to a high of 98% over the last five years. In all five years Jefferson Elementary has met the Adequate Yearly Progress (AYP) for all students as well as all measured subgroups. The economically disadvantaged subgroup rose from 88% in 2006-07 to 96% in 2010-11. The students' reading proficiency scores, within the disability subgroup, went from an 85% in 2006-07 to 90% in test year 2010-11. In addition, the students scoring above accelerated has increased from 66% to 75%.

Within the economically disadvantaged subgroup, students scoring at or above accelerated rose from 45% to 68% . Within the students with disabilities subgroup, scores at or above accelerated increased from 62% to 70%.

Our third grade OAA math scores also demonstrate a consistent trend. Over the past five years students scoring proficient and above have ranged from 88% to 99%. The number of students achieving at or above accelerated on the Math OAA assessment has a range from 32% to 69%. Within the economically disadvantaged subgroup, students scoring at or above proficient have ranged from a low of 78% to a high of 97%. Within the students with disabilities subgroup, students scoring at or above proficient has ranged from a low of 75% to a high of 100%.

Because Jefferson Elementary had at least 75% of its third grade students perform proficient or better in the areas of Math and Reading, we proudly received a rating of "School of Excellence" each of the past five years.

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

2. Using Assessment Results:

All of our staff members utilize assessment data to analyze and improve student performance. Results from the previous spring Ohio Achievement Assessment are shared with staff over the summer in order to give us time to recognize patterns of strengths and weaknesses based on the overall student test performance of the third grade class. We look at the OAA results, breaking them down into specific sub groups of areas and focus on the percentage of students above proficiency verses below proficiency. Our teachers then use this data to differentiate lesson planning in order to address those subgroups. The third and fourth grade teachers meet in August to connect learning from the elementary building to the middle school. There is discussion on the assessment results and student performance. This allows the fourth grade teachers to better assess their incoming students in order to begin to meet their academic needs early on. The OAA results for each student are sent to parents in the fall. We attach a letter of encouragement to contact the principal or classroom teacher with any questions pertaining to their child's performance.

At the beginning of each school year, we administer a Star Reading and a Star Math computerized test, a nationally normed and standardized assessment. These diagnostic tests help us gather a baseline data for each student and to plan interventions for students who are low in reading and/or math skills. Our Title 1 teacher meets with each classroom teacher to discuss student performance and to determine who will benefit from her services. Depending upon the intervention plan, she can meet with our qualifying students outside of the classroom in small groups or inside the classroom during scheduled Reading or Math times. Star Reading and Star Math tests are taken two more times by our students during the school year to track individual, measurable growth and progress. That tracking helps us to adjust teaching, implement intervention, change Title 1 placement if necessary, and sharing results with parents when meeting with them to discuss their child's academic performance.

Students who show accelerated results in either Reading or Math on the computerized tests and in the classroom curriculum have the opportunity to work in enrichment groups. Our enrichment groups are built on strengths as determined by the assessment and class data. Those accelerated students can work with teachers of a higher grade level. Math students can be advanced to the next grade level and participate in that class during Math period.

Assessment results show that overall, Jefferson students need improvement in short and extended response answers. Students showed some weakness on the 2 point and 4 point responses. Grade level teachers meet during common planning time to develop and focus classroom tests to include 2.0 and 4.0

responses and to develop student friendly rubrics for grading. Students are taught techniques on how to write 2.0 and 4.0 point response answers. Assessment results indicate that test vocabulary may confuse the students. Therefore, common shared academic vocabulary is emphasized starting in Kindergarten. Classroom instruction includes vocabulary similar to the standards that will eventually appear on the state test. Each teacher is given a test/standards vocabulary list to integrate into their daily lessons.

Staff uses assessment data results to develop learning targets that are developed and displayed in the classrooms. These are statements of intended learning based on the standards. Learning targets are in kid friendly language and are specific to the lesson for the day and directly connected to assessment. Posting learning targets helps our students keep informed about exactly what it is that they are supposed to be learning in class each day. During principal walk-throughs the principal will refer to the learning targets and ask for student input to explain what the learning target means or to give an example for it.

3. Sharing Lessons Learned:

Data from tests and strategies for instructions are shared with the ECOESC districts via the ESOESC Data Facilitator. Annually, the ESC Data Facilitator reviews and prepares data packets for Shadyside and surrounding counties. Professional Development in Shadyside, as well as neighboring districts, is developed using the results from the OAA (Ohio Achievement Assessment). Shadyside's strategies are shared with the District Leadership Team (DLT) and professional development is planned around trend studies, content standards/curriculum alignment reviews, as well as, professional development on short and extended responses.

The Regional Value-Added Leader was brought in to do training with the elementary staff, as well as the rest of the district. The teachers were instructed in how to connect the data trends with curricular trends in reading and in math at the K-3 levels. The Revised Standards Professional Development Workshops are being provided through the ECOESC. All teachers and specialists of PreK-3 grades have attended. Teachers are now trained to begin the transition to the Common Core/ Ohio Revised Standards. Team meetings will be on-going and teachers will be supported as they work to create and modify lessons and activities to best match the rigorous expectations found within the new standards.

In previous years, we have had teachers and administrators from surrounding school districts visit Jefferson Elementary to view our successful Everyday Math Program, due to the consistently high scores posted across multiple school years. During staff in-services, Jefferson Elementary teachers have led teacher teams to work on locating pertinent websites that will be used for lesson enhancements in reading and in math. Teachers share successful strategies during common planning time and on in-service days. Professional Development is planned via the DLT in response to data trend analysis and stakeholder survey responses. The details of the professional development are then made operational via the BLT (Building Leadership Teams) and the TBT (Teacher Based Teams). Jefferson Elementary has had numerous successes over the years. Although many lessons have been learned, the most important is that a continual quest to meet the unique needs of every child must stay at the forefront of everything that we plan.

4. Engaging Families and Communities:

Each August, students, parents, and family members of Jefferson Elementary are invited to attend our Annual Open House before the first day of school. We make it an engaging and relaxing evening where our teachers begin to establish a positive relationship with their students' families. We consider communication vital when connecting with the school family, and have established an automated Parent Broadcasting System via telephone that communicates important announcements and event notification to parents and staff. Our Jefferson School website allows parents to log on to check their child's academic progress, email staff and access our school's events calendar. Every month each teacher chooses two students from different classrooms and calls their families to share something positive about their

children. Our staff invites parents to attend Parent/Teacher Conferences that are held three evenings a school year.

For students who struggle academically and/or behaviorally, an Intervention Assistance Plan is developed. This is a team structure where parents are included in collaborative decision-making with teachers and staff. Our team meets to set up specific goals for the student and to discuss strategies on how to meet the goals. Follow up meetings are held to evaluate the success of the strategies and to determine if they have been successful and if new goals for student success need to be set.

Jefferson Elementary partners with the Student Services of Belmont County to tap into their wealth of resources available to the public. Annually, they provide free children's books and door prizes for a collaborative family event of Book Bingo which reinforces our vision of increasing family shared literacy. As attendance doubled from last year's event so did the number of books distributed.

Four times each year, we invite school families to participate in a grade level party. Volunteers lead student groups in organized activities at stations set up in our gym. Our goal is to provide positive interaction between adults and children that will strengthen relationships.

Jefferson promotes a shared music appreciation among its students and community. Our village opens the annual Winter Holiday with our Jefferson students leading holiday carols around the "Lighting of the Town Tree" located in the center of town. In appreciation, village businesses provide treats at the city building for our students after the singing. Many of our students and music teacher a voluntarily visit and sing to residents of our community nursing home at least once a year.

1. Curriculum:

All core curriculum areas that we teach are currently based on the 2002 Ohio Academic Content Standards that align with the OAA Tests. However, we are working on realignment with Ohio's revised Common Core Standards that will be implemented in SY 2013-14. Our teachers are currently receiving professional development on phasing in the new standards while aligning them to our newly adopted textbooks.

Language Arts instruction is provided by our individual grade-level teachers. We integrate all areas of language arts including reading, grammar, spelling and writing. Emphasis is placed on comprehension, vocabulary development, fluency, phonics, and fiction and non-fiction writing. Students learn early on how to write short answer and extended response answers to questions as that skill can carry over into all academic areas.

Mathematics instruction revolves around the following content standards: number sense and operations; measurement, geometry and spatial sense; patterns, functions, and algebra; and data analysis and probability. Our test data has shown us that the Everyday Mathematics program we currently use challenges the students to excel beyond current Math standards. We ensure that all lessons taught create a spiral effect in our program so students are constantly revisiting all math areas and each area is built upon at each grade level. Everyday Math provides assessment tools that we use for formative and summative assessments. We plan instruction based on data gathered from these assessments also.

Science and Social Studies are taught by regular classroom teachers. Our current science instruction is based on the three science disciplines of earth and space, life, and physical sciences. Our lessons are developed using instructional materials from the Science Curriculum program as well as additional information from other texts, websites, and technologies. We believe a hands-on approach allows our students to experience the scientific method and develop skills in inquiry, problem solving, and critical thinking.

Our Social Studies program encompasses all standards including history, economics, people in societies, geography, government and citizenship rights and responsibilities. Lessons are taught through nonfictional text as well as with use of the internet, field trips, guest speakers, and other sources of technology.

The children here participate in music class twice a week. Our only music teacher integrates all elements of music. She brings a heightened awareness of different world cultures to her classroom and teaches our students the music evolving from all over the world. Students explore string instruments, woodwinds and brass, percussion, and keyboards. Often her instruction is parallel to a content area being taught in the regular classrooms. Each grade level presents one music program a year for our school, families, and the public.

Three years ago our elementary physical education teacher helped procure a PEP grant that was awarded to our whole district. Jefferson Elementary has benefited immensely from the PEP grant funds. Our students now use multitudes of physical education equipment, including a rock climbing wall. Our teacher meets with students twice a week for thirty minutes lessons based on the "Sparks" program. The goals of her lessons are to develop and refine our students' fine and gross motor skills, learn and practice cardiovascular activities, and educate them on good health and nutrition.

Jefferson Elementary currently has four Smart Boards and a new mobile computer lab of fifteen laptops. The Smart Boards are used interactively with the teachers and students in the third grade classrooms and in the music room. The staff is eager to use the laptop computer lab to aid in students developing keyboarding skills, gathering sound research information to write reports, and to allow students to explore, analyze, and investigate all the possibilities of academic information found on the internet.

2. Reading/English:

Jefferson's reading curriculum provides a solid foundation based on a phonetic approach to instruction, including sight words, stories, hands on activities and writing. Jefferson Elementary district adopted Houghton Mifflin Reading Series; teacher teams chose this series due to the fact that it was research based, it correlates to the Ohio Academic Content Standards for Reading, it's embedded with the phonetic approach and encompasses both fictional and informational text. The curriculum allows for weekly formative assessments in which teachers use data to differentiate their instruction and flexibly group their children.

Students in grade one through three are diagnostically assessed using STAR Reading three times a year. Teacher teams review the data and students are flexibly grouped based on strengths and weaknesses. If a student has surpassed his/her grade level requirements they are advanced to the next grade level for enrichment targeting their specific needs.

Students who perform below grade level receive interventions that target their weak areas in reading. This occurs through title services, team teaching time and dedicated volunteers who help with small group instruction.

Students participate in the Accelerated Reading Program which is a scientifically based research program. This program allows students to choose reading titles that are appropriate for their reading ability. The teacher is the deciding force when a child chooses reading text from the library. Once the student completes the story they take a computerized quiz. There are four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook Quizzes. If they pass the quiz they may move on to another book. For most students, this is a self motivating process. Most classrooms have incentives for students who read and pass the quizzes. The teachers have found that the student's reading ability advances as well as their self confidence with reading and choosing appropriate books.

Writing is an essential part of the Jefferson Elementary's reading program. The students work on the writing process and punctuation. They develop their writing skills on creating a main idea or topic sentence, supporting details, increasing vocabulary to move forward beyond the basic vocabulary, awareness of correct spelling and that the writing is legible and easy to read. Teachers tap into the students creativity and help them develop out of the box thinking. Often, teachers and students develop a classroom rubric for writing together so that students are aware of the difference between beginning writing to exemplary writing.

3. Mathematics:

After much research, Jefferson Elementary district adopted the Everyday Mathematics curriculum over seven years ago. This is a very challenging curriculum that strongly encourages critical thinking. Everyday Math is an ongoing comprehensive curriculum that uses concrete, real life examples, repeated exposure to mathematical concepts and skills, has frequent practice of basic computation skills and has multiple methods of problem-solving strategies. It correlates to the Ohio Academic Content Standards for Mathematics and utilizes a common math vocabulary that extends from kindergarten to third grade. The overall program has a spiral effect where the students are constantly revisiting math concepts and problem strategies in order to strengthen their math and problem solving skills.

The program provides assessment tools that can be used for both formative and summative assessments. A quick weekly assessment teachers often use is based on the math box pages from the student's math journal. This is a series of six different math concepts that have been previously introduced to the student to assess their progress and determine if the student is having math success.

The program provides multitudes of hands on manipulatives, classroom charts illustrating math concepts, math games, and other resources that help meet the specific learning styles of all the students. Students in grade one through three are diagnostically assessed using START Math three times a year. Teacher teams review the data and students are flexibly grouped based on strengths and weaknesses. If a student has surpassed his/her grade level requirements they are advanced to the next grade level for mathematics.

Each third grade class has a smart board and we have one in a general area where there is access for all classroom teacher and students. Our goal is to have a Smart Board in each classroom as our finances allow. The smart board has allowed teachers to implement activities and discussions which help the students become active participants.

The students are instructed in heterogeneous groups for mathematics. Students who struggle are assisted by the development of an intervention assistance plan developed by input from both the teacher and parents. All teachers work to meet the diverse needs of their students within each class.

4. Additional Curriculum Area:

One of our curriculum areas that related to the essential skills and knowledge of our mission statement is physical education. In school year 2008-2009, Shadyside schools was awarded a three year PEP grant, a federal grant offered by the Office of Safe and Drug Free Schools. With obesity on the rise and the solid research showing how healthy active life styles increase academic performance, this program was a definite asset to our school.

The curriculum chosen for the program offers a standards-based, data driven curriculum called SPARK. SPARK is designed to be more inclusive, active, and fun than traditional PE classes, and is proven to work with both physical education specialists and classroom teachers. This curriculum encourages active participation for the entire time that the students are in the gym at a moderate-to-vigorous physical activity level.

Indoor climbing is part of the "New PE" and for that reason we installed a rock-climbing wall. This dynamic activity captivates all learners — even those not typically interested in physical activity. Climbing provides opportunities to build physical, cognitive, social and emotional skills. The traverse wall allows students the opportunity to simulate rock climbing without the danger of being high off the ground. The wall came with cross-curricular activities and ideas to be used by classroom teachers as well as physical education instructors.

Another program that stemmed from the grant is the JAMmin' minute program from the Jam School Program. This is a teacher led one-minute fitness routine that includes 5 very simple exercises that kids can do while either standing at their desk or sitting in a chair. A CD of music is also provided so that the activities are completed with music. This is a great activity to provide brain breaks which improves performance through more energy and refocusing.

High school students attended a training to become advocates for nutrition and healthy living. They provided lessons to the elementary students on the importance of good eating habits and physical activity. They taught the younger students to read nutrition labels and gave them information to share with their parents. The students participated in a taste eating contest where they could try different types of fruits and vegetables. The music teacher incorporated a nutritional program that was performed by third grade students. The student body and their families were invited to attend.

5. Instructional Methods:

Jefferson Elementary believes that Differentiated Instruction is the key in successful education. In the Fall, the teachers assess data from spring multi-criteria assessments as well as the KRAL, OAA results, and short cycle assessments. The classroom instruction is driven by the data collected and students needs are addressed and met based on the data. Teachers develop highly engaging lessons that make use of various modes of learning to reach all students, including visual, auditory and kinesthetic learning. Teachers create one or two kid friendly learning targets each week and display them in the room where students can visually refer to them. This gives students a focus on the academic goals and expectations for the week. Common planning is built into the schedule for grade-level teams to meet weekly. Instructional goals and data assessment are discussed and reviewed. Teachers map out academic goals and often bring new ideas, engaging websites or smart board activities to share.

Differentiated instruction is visible with our reading and math program. Students who perform below grade level and/or are identified as at-risk receive one on one or group instruction from the Title 1 teacher or work with community volunteers who come in weekly to help with classroom instruction. Some students who are reading below level come to the office on a weekly basis to read to the principal. This gives the student a chance to shine and feel successful. Math instruction is spiral based and involves many hands on activities that allows the students to solve problems in more than one way. Jefferson Elementary has a Junior First and Junior Second grade that is part of the regular classrooms. Students' work is based on their own learning levels. This gives these students an opportunity to fill in the learning gaps and feel successful. Advanced students in reading have enrichment time with a teacher at the next grade level. Advanced students in math have the opportunity to participate in the next grade math program.

The principal visits classrooms regularly, conducting informal walkthroughs and sharing observations with the teacher. This is an opportunity for the principal to interact with the students, asking higher level questioning, refer to the learning targets and to jot ideas or clarifications that can later be discussed with the teacher. We believe that all children can learn and make every effort to be available for the students to feel success.

6. Professional Development:

Professional Development has been framed around the Content Standards as well as the OAA Test Data Analysis. The District voluntarily moved into the Ohio Improvement Process(OIP) in December of 2009 lead by the ECOESC Curriculum Coordinator. This Ohio Improvement Process allowed all stake holders to analyze and invest in growth strategies for the District.

The District Leadership Team (DLT) meets monthly to assess the implementation of the district goals that have been established through the OIP and continue to bring input from individual buildings pertaining to these goals. Building Instructional Teams(BLT) meet periodically as part of the Professional Development Program to determine curriculum issues and intervention strategies. These teams meet with the Building Principal to make changes to schedules or instruction according to the needs of the students.

Professional Development planning included the review trend data over the past 5 years, including content standards in Math and Reading, and discussions of Standards Alignment. The ECOESC has also provided professional development through our Data Facilitator, as a part of the OIP process. The DLT met with the ESC Data Facilitator and Curriculum Coordinator to review and make annual recommendations for PD for the District. The annual recommendations were discussed during a waiver day for professional development for all staff. The discussion included Shadyside's test trends, performance index trends, Shadyside short responses, Special Education AYP and State Test Vocabulary. Each building then developed goals from the strengths and weaknesses that were found through the

discussion of the test trend data. These goals are being carried through in the development of teacher instruction.

Professional Development has also focused on innovative technology. Staff has been trained in the use of Smart Boards. A year ago, the honors high school Science courses implemented the use of the iPad for student use throughout the courses. The student success rate has been great and the DLT is now looking at increasing the number of students using the iPad, including the middle school and eventually the elementary. Future professional development is planned to help transition staff to the use iPad technology.

During the 2011-2012 school year, PD has focused on the “revised content standards rollout.” The ECOESC has provided one day professional development for each grade level to discuss the implementation of the Ohio Common Core Standards. These meetings incorporate many schools which allows for discussion of trends happening throughout the county.

7. School Leadership:

When thinking of leadership at Jefferson Elementary the quote “It takes a village to raise a child” comes to mind. Jefferson Elementary is a school family where the principal, staff, parents and community are stakeholders to assist all children to reach their highest academic potential. Every staff member plays a vital role in modeling exemplary leadership in the decision making process of what happens at the school.

The principal and staff believe that positive relationships are the guiding force for any school culture. Jefferson Elementary is successful because staff nurtures good relationships, connectedness with students and positive relationships with parents and community members.

The principal’s role at Jefferson Elementary has changed due to the financial difficulties facing education. The principal’s responsibilities include the Special Education Coordinator and Food Service Coordinator as well as the day to day responsibilities that occur among students and staff.

Communication is vital in helping connect the expectations of the principal with the staff and the students. At the beginning of each week the principal develops and disperses an update to all staff members. This includes important events for the week, paperwork needed to be turned in, student assessments that need reported, special visitors that might be coming, upcoming testing and any other information that will keep the communication bridge open.

In a district that practices site-based management, the principal has orchestrated this process by coordinating many interest groups that help with the decision making process. Jefferson Elementary has a Liaison Committee of four teachers and the principal. The principal chooses two members and the staff votes on two members. It is a problem-solving group that addresses issues raised by staff members at the building level. The group works as a team, brainstorming ideas and developing solutions. The solutions are then shared with staff and implemented into practice.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Ohio Assessment Test

Edition/Publication Year: 2011 Publisher: ODE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient and Above	96	88	90	96	99
% Accelerated and Advanced	60	32	55	61	69
Number of students tested	57	74	60	56	70
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				1	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient and Above	96	78	83	91	97
% Accelerated and Advanced	48	26	41	43	64
Number of students tested	25	27	29	23	33
2. African American Students					
% Proficient and Above					
% Accelerated and Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient and Above					
% Accelerated and Advanced					
Number of students tested					
4. Special Education Students					
% Proficient and Above	80	75	79	94	100
% Accelerated and Advanced	30	25	29	44	69
Number of students tested	10	20	14	16	13
5. English Language Learner Students					
% Proficient and Above					
% Accelerated and Advanced					
Number of students tested					
6.					
% Proficient and Above					
% Accelerated and Advanced					
Number of students tested					
NOTES:					

12OH6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Ohio Assessment Test

Edition/Publication Year: 2011 Publisher: ODE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient and Above	98	86	88	91	94
% Accelerated and Advanced	75	61	75	82	66
Number of students tested	57	74	60	56	70
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				1	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient and Above	96	78	90	83	88
% Accelerated and Advanced	68	48	72	78	45
Number of students tested	25	27	29	23	33
2. African American Students					
% Proficient and Above					
% Accelerated and Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient and Above					
% Accelerated and Advanced					
Number of students tested					
4. Special Education Students					
% Proficient and Above	90	85	93	81	85
% Accelerated and Advanced	70	60	79	75	62
Number of students tested	10	20	14	16	13
5. English Language Learner Students					
% Proficient and Above					
% Accelerated and Advanced					
Number of students tested					
6.					
% Proficient and Above					
% Accelerated and Advanced					
Number of students tested					
NOTES:					

12OH6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% Proficient and Above	96	88	90	96	99
% Accelerated and Advanced	60	32	55	61	69
Number of students tested	57	74	60	56	70
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient and Above	96	78	83	91	97
% Accelerated and Advanced	48	26	41	43	64
Number of students tested	25	27	29	23	33
2. African American Students					
% Proficient and Above	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient and Above	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient and Above	80	75	79	94	100
% Accelerated and Advanced	30	25	29	44	69
Number of students tested	10	20	14	16	13
5. English Language Learner Students					
% Proficient and Above	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
% Proficient and Above	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12OH6

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% Proficient and Above	98	86	88	91	94
% Accelerated and Advanced	75	61	75	82	66
Number of students tested	57	74	60	56	70
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient and Above	96	78	90	83	88
% Accelerated and Advanced	68	48	72	78	45
Number of students tested	25	27	29	23	33
2. African American Students					
% Proficient and Above	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient and Above	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient and Above	90	85	93	81	85
% Accelerated and Advanced	70	60	79	75	62
Number of students tested	10	20	14	16	13
5. English Language Learner Students					
% Proficient and Above	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
% Proficient and Above	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12OH6