

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Joni Kay Minton

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lynchburg-Clay Elementary School

(As it should appear in the official records)

School Mailing Address 6760 State Route 134

(If address is P.O. Box, also include street address.)

City Lynchburg State OH Zip Code+4 (9 digits total) 45142-9154

County Highland County State School Code Number* 139212

Telephone 937-364-9119 Fax 937-364-8119

Web site/URL http://www.lynochlay.k12.oh.us E-mail joni.minton@lclsd.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date

(Principal's Signature)

Name of Superintendent*Mr. Brett Justice

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail:

brett.justice@lynchclay.k12.oh.us

District Name Lynchburg-Clay Local School District Tel. 937-364-2338

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

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Stanley Markey

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 12 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	17	5	22
K	44	43	87
1	50	35	85
2	60	37	97
3	36	38	74
4	51	41	92
5	45	53	98
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	303	252	555

5. 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
 - 100 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 13%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	36
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	32
(3) Total of all transferred students [sum of rows (1) and (2)]	68
(4) Total number of students in the school as of October 1	538
(5) Total transferred students in row (3) divided by total students in row (4)	0.126
(6) Amount in row (5) multiplied by 100	13

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 49 %
 Total number students who qualify: 255

Information for Public Schools Only - Data Provided by the State

The state has reported that 52 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 22 %
120 Total number of students served

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>11</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>35</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>34</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>16</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	29
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: “At Lynchburg-Clay Elementary, we are responsible caring citizens, striving to become life-long learners.” This school-wide mission is aligned to the district mission to ensure students become community ambassadors and attempt further learning beyond the education they receive at Lynchburg-Clay.

PART III – SUMMARY

The Lynchburg-Clay Elementary is located in the rural community of Lynchburg, Ohio where students are “Responsible caring citizens striving to become life-long learners!”

Lynchburg-Clay Elementary School is located in Western Highland County within Appalachia. Unlike much of Appalachia, Highland County has few mountains, hills, or ridges; instead, it is dominated by family farms—75.3 percent of the county is classified as farmland—and dotted with small towns that harken back to the early 20th century. The community is a typical of most small towns in Ohio that it is homogenous with well over 95% of the community is Caucasian. Free and reduced numbers are well over 40% and the SWD are close to 15%. The area has many upsides to its location being near the Cincinnati area. As you drive through the region, you sense that this is a unique rural area where the ruggedness of Appalachia transitions to the sprawling farms of the Midwest. The school is the centerpiece of the community, offering area residents a sense of place, pride, and purpose.

Over the past fifteen years, Lynchburg-Clay Elementary has strived for continuous improvement by enhancing our building vision and mission to align with the goals set by our administration and community. Teachers in the building meet on a regular basis in Teacher-Based-Teams (TBTs) to discuss student progress and how to enhance instruction for students performing at all levels within the grade. In addition to TBTs, teachers also attend vertical team meetings to discuss proper alignment of standards between grades to ensure the spiraling of standards and promote a collaborative working environment among teachers of every grade level in the building. TBTs and vertical teams report their data to the Building Leadership Team (BLT). The members of the BLT are lead teachers, department chairs, and the building principal. The BLT monitors the TBTs by providing professional development and creating action plans aligned to the district goals.

The implementation of these teams is a factor that contributes to the success Lynchburg-Clay Elementary has had as a building in regards to student achievement. The communication promoted by these specific groups has allowed Lynchburg-Clay Elementary to create current goals for students that focus around engagement and exhibiting proficient growth on LEA formative, summative and state standardized assessments. Goals for administrators and teachers are to implement high quality instructional practices through tiered interventions, differentiation, and instructional strategies.

The Lynchburg-Clay Elementary has been rated Excellent by the Ohio Department Education, met all indicators, and received a letter grade of A on the Students with Disabilities and Annual Measurable Objectives components on the state report card. Lynchburg-Clay Elementary has also been recognized as a State School of Promise three times (2009-10, 2012-13, and 2013-14). These examples of excellence are the result of a building wide approach to support the whole child academically and socially.

A positive behavior initiative (PBA, Positive Behavior Assessment) has been at the forefront in maintaining student behavior and classroom management over the course of several years. This initiative along with the staff’s dedication to student learning outcomes has made Lynchburg Clay Elementary stalwart in the region as an example of success.

The foundation of what makes Lynchburg-Clay Elementary successful is the support from the local Board of Education, educational leaders and the commitment, compassion and dedication the teaching staff provides to students a daily basis. Teachers work closely with parents to ensure that each student’s needs are being met. The elementary has a full time social worker on staff to add parents in the event of issues arise academically or socially. Teachers work diligently to develop and maintain personal relationships with the families of the students they serve.

Lynchburg-Clay Elementary also has tremendous support from the community and parents which enhances the overall dedication to the achievement of Lynchburg-Clay Elementary students. Another way we measure our success is by looking at our parking lots on days when we invite the families and public into the

buildings. An overcrowded parking lot is a symbol of success. Our parents support their students and the teachers on staff.

Consistency and fidelity to the vision, goals, and process is the foundation on the building's success over the years. That combined with a dedicated staff and administration has made Lynchburg Clay Elementary one of the best schools in the State of Ohio.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

“Our students will be champions in the classroom and ambassadors for our community”. This along with a non-negotiable proficiency goal of ninety-five percent in reading and ninety percent in math has provided a realistic challenging goal for students and staff. The outlook within the building is to stay positive and identify the social and human capital opportunities that will enhance student learning. The success of the school, in large part, is due to the democratic leadership approach towards student learning. Several years ago the district developed an improvement plan (Ohio Improvement Plan) to encourage staff to talk about current issues facing the district and buildings. Grade levels are divided into teacher based teams that emphasize individual student needs. The process involves diagnosing areas of concern and providing remedies to improve learning outcomes.

Reading

The Building Leadership team identified Reading and Math as a primary focus area of improvement emphasizing with staff the crucial components of instructional strategies that aligned to Marzano’s, differentiation and tiered intervention. To support the goals of the instructional strategies, programs such as Accelerated Reader, myOn Reader, and Project More were implemented at grades Kindergarten through five.

Specific student needs are determined by a computer adaptive assessment titled Measures of Academic Progress. This program promotes data-driven decision making for teachers. MAP is rigorous and aligned with the Common Core standards for reading and language arts. MAP relies on accurate and comprehensive data to inform each child’s optimal learning path.

Math

The math curriculum implemented was aligned to the Ohio Academic Content Standards but with the adoption of the Common Core, alignment issues caused teachers to have to supplement lessons to meet the standards required to be addressed. Therefore, the Building Leadership team began working rigorously to locate an effective Math curriculum to support the achievement of the math goals. The drive was to adopt a math curriculum that was aligned to the new standards and utilized on-line digital texts that supported the next generation of assessments.

Teachers utilize collaboration, leveled reading, student-center learning project based activities, and co-teaching strategies that support critical thinking skills. Clear goals are set for students and the standards to be addressed for the day are displayed in the classroom as “I Can” statements. Students are encouraged to monitor their progress and personal goals for learning as well.

Science and Social Studies

The Science and Social Studies curriculum is currently aligned to the Ohio Academic content standards. Teachers create student engaging thematic units aligned to these standards integrating the four core areas during a day’s instruction. Grade levels meet to ensure curriculum is aligned to the Common Core. Science and Social Studies are integrated into the Reading and Math curriculum to meet the building’s goals and expectations.

Each grade level has access to technology through interactive notebooks, chrome book mobile labs, Smart Boards, and interactive boards. A current goal of the technology plan is a one to one device per student. At the beginning of the school year the administration implemented a technology curriculum aligned to the common core, the national technology standards, and the Partnership for Assessment of Readiness for College and Career (PARCC). This program has provided necessary expertise to support 21st Century Learning Skills and ensure students are responsible digital citizens who are prepared for using technology for college and career readiness.

Teachers in the building strive to create enriched lessons aligned to the individual needs of the students they serve by providing multiple ways to differentiate their instruction through a variety of supplemental programs beyond the core curriculum.

Lynchburg-Clay Elementary currently houses a state funded integrated preschool. The preschool teacher attends TBT meetings with the Kindergarten staff to ensure alignment of curriculum in teaching practices established by the Early Learning and Development Standards adopted by the Ohio Department of Education. The past KRAL data has shown one third of students entering Kindergarten are at an insufficient level of school readiness. Preschool students who have been identified with multiple disabilities, have shown substantial improvement in school readiness. The integrated preschool program provides an added layer of intervention for those students who are developmentally delayed in specific areas. It also provides a foundation to support the state mandated Third Grade Guarantee.

2. Other Curriculum Areas:

Lynchburg-Clay Elementary is a school housing preschool through fifth grade. Every child in grades Kindergarten through fifth grade is required to participate in art, PE, and music one time each week. In addition, preschool also has music and PE once per week. Music, art, and PE classes are forty-five minutes in length. In all these curricular areas teachers work to collaborate with classroom teachers throughout the year while also teaching the standards required for the specific subject area.

Examples of co-curricular work for music is that the music teacher conducts an examination of the scope and sequence of instruction taught by the classroom teachers yearly. The teacher analyzes the music curriculum and arranges curricular material to be taught in conjunction with the scope and sequence of the classroom units. The music teacher posts the curriculum connections document on a building share drive and emails that to the grade level teams to show the connections and adjustments in accordance to school curricular changes being made at the beginning of each year. The teacher also collaborates with the classroom teachers throughout the year to keep updated as to the progress of the classroom units in order to maintain the alignment. The music students meet state and national standards for the arts in music through child-centered, developmentally appropriate studies. Utilizing technology as a tool for learning includes: an interactive board, audio equipment, and a wide variety of musical instruments and manipulatives. All three learning modalities are used to address the music curriculum accommodating the complete range of learners. The children connect with classroom learning while addressing essential skills in the music setting enabling them to interact with the concepts across the curriculum.

Physical Education at the elementary level, offers opportunities to interact with peers in a social setting, gives students a chance to excel outside of academic areas in a physical way, and offers students kinesthetic learning. Physical Education is geared toward state standard objectives and assessments throughout the year provide feedback on growth toward specific goals. The PE curriculum is aligned to meet standards providing students with essential skills and knowledge of fitness, activity, sport, and healthy choices.

Elementary level visual arts provide an outlet for students to foster their creativity and learn artistic skills through hands on art projects, as well as the exploration of cultures, both near and far, through art history studies. These projects and studies incorporate aspects of the students' curriculum in other subjects taught by classroom teachers, such as Social Studies, Science, Math, Reading and Language Arts. The art teacher collaborates with classroom teachers to plan cross curricular activities throughout the school year. Lessons are taught incorporating multiple learning styles and are adapted to fit all student needs, from those below grade level to others who are gifted in the subject of visual arts because each class has a versatile group of learners.

3. Instructional Methods and Interventions:

No two students enter a classroom with identical abilities, experiences, and needs. Learning style, language proficiency, background knowledge, readiness to learn, and other factors can vary widely within a single class group. Regardless of their individual differences, however, students are expected to master the same concepts, principles, and skills.

Differentiation is the instructional method practiced allowing teachers to face this challenge by taking diverse student factors into account when planning and delivering instruction. Based on this practice, teachers collaborate to structure learning environments that address the variety of learning styles, interests, and abilities found within a classroom. Strategies incorporated into this approach include cooperative learning, peer tutoring, integration of technology, flexible grouping, specialized direct instruction and involvement of parents and community members. Within the learning environments, classroom teachers, interventions specialists, and instructional aides set goals to provide several learning options, or different paths to learning, which help students take in information and make sense of concepts and skills.

Students with special needs, receive on-going support from their Individualized Education Team. The team members collaborate and create specialized instruction and supports that make core standards attainable in the least restrictive environment. One on one tutoring, small group direct specialized instruction, and guided practice with visual supports and frequent feedback are the practices that the intervention teachers use for targeted instruction related to their IEP goals and objectives. Engaging iPads, interactive white boards, and various programs such as Accelerated Reader, myOn, Core 5, and Front Row are among the various technology supports that help students with disabilities access the curriculum.

Tiered intervention in flexible grouping provide differentiated instruction for all students in the areas of Reading and Math. Within small groups teachers are able to modify teaching and how they deliver the material based on the needs of the students in the group. By varying their pace, style, and materials, teachers and specialists directly teach the students with disabilities the skills they are lacking. Teachers utilize guided practice for the struggling students and provide new skills and enrichment for on level and above level students.

Students who are gifted or working above grade level expectations are encouraged to meet rigorous academic standards by receiving classroom accommodations that meet their individual needs. Teachers strive to create assignments that address complex tasks and encourage students to explore the content in greater depth.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The Ohio Achievement Assessment (OAA) was a criterion-referenced assessment given in the spring to grades three through five for Math and Reading. Fifth grade also administered a Science OAA assessment. Results are presented in five category levels of limited, basic, proficient, accelerated and advanced. While the advanced category demonstrates abilities of students above grade level performance, the basic category represents students who fall below mastery.

As OAA test scores indicate, Lynchburg-Clay Elementary is meeting students' needs as they move from grade three to four as evidenced by increased Math and Reading scores. As noted in the data, a weakness trend appears between grades four and five. As a building, issues are continually addressed and the performance gap is closing. Obtaining at least one year of learning growth and tracking students for growth progress is something strived for.

Serving the gifted population is a weakness. This area has been something TBT (Teacher Based Teams) and BLT (Building Level Teams) have been trying to address this year. These task forces are researching more opportunities to accelerate gifted students.

The demographics are a rural area with a high percentage of free and reduced lunches that increased with the loss of the area's largest employer (DHL) a few years ago. Despite the economic challenges to families and the school, the Lynchburg-Clay Elementary has overcome these financial hardships to earn an excellent rating from the Ohio Department of Education.

Both subgroups of students with disabilities and economically disadvantaged met criterion of passage of at least seventy-five percent with the exception of grade five Math.

As evidenced by the data chart, Math, Reading and Science OAA scores continued to increase even though the state raised the passing score from seventy-five percent to eighty percent. The dedication of the staff has earned the distinction of being a school of excellence.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Teacher based teams (TBT) and vertical subject-based team meetings enabled teachers to improve curriculum and teaching methods using best practices. Through TBT meetings, grade levels preschool through five meet to discuss students, curriculum, and instructional needs.

Nine weeks assessments, both summative and formative, are given quarterly to monitor student progress and to evaluate mastery of concepts. Teachers in grades one through five use STEPS to monitor student fluency and Accelerated Reader is used to measure student reading levels and help plan reading instruction in the classroom. All data is scrutinized to plan strategies for enrichment and intervention.

Northwest Evaluation Association Measures of Academic Reading Assessment (MAP) is given in the fall and spring to identify strengths and weaknesses with learning bands. Learning target goals are set for students based on collected data. Parents are notified of results through teacher created forms and bi-yearly conferences.

Analyzing the data allows to ascertain the direction of professional development and the use of best practices such as Response to Intervention (RIT). Academic plans are created for Kindergarten through third grade at-risk students using KRAL, Fall Reading OAA, and MAP data. Through the use of data, students are monitored to close achievement gaps. Parents are informed by a letter of their child's needs along with the intervention steps to address growth areas. Parents are encouraged to meet with teachers to establish a home-school connection.

Families are invited to award ceremonies celebrating students' academic achievements and improvements in the classroom. Throughout the year, students participate in building parades to celebrate honor roll, perfect attendance and top Accelerated Readers. Honor roll lists are published in the paper. The school website also displays successes of the students throughout the year.

Teachers, students and parents have worked commutatively to create a learning environment that has led us to be recognized as a school of excellence.

Part VI School Support

1. School Climate/Culture

The Lynchburg-Clay Elementary school is a small rural school. The staff and administration take pride in the accomplishments that take place with the students and community. Not only do the teachers take an active role in providing students with a positive learning environment, but the aides, custodians, cooks, and bus drivers do as well.

Students participate in quarterly parade of excellence that recognizes students for academic and behavioral accomplishments. In each general education classroom, teachers educate students on social emotional behaviors, anti-bullying and how to identify and manage diverse feelings and emotions.

Throughout the school year the staff and students participate in numerous fundraising activities that support local and national organizations. Some examples of this local contributions include; Highland County Special Olympics, Kamp Dovetail and Highland County Relay for Life. On a national level we support; American Heart Association through Jump Rope and Hoops for Heart, Autism Speaks and The Epilepsy Foundation. We also celebrate academic accomplishments, such being named a “School of Promise.”

Throughout the school year, the staff is supported by the Board of Education, the building administrator and PTO (Parent Teacher Organization). Some examples of the support are; notes of encouragement, items of appreciation, luncheons and dinners provided on special occasions and parent teacher conference nights.

The Lynchburg-Clay Elementary creates a positive environment for students and staff by participating in engaging and enjoyable activities throughout the academic year. During Right to Read Week and Red Ribbon Week teachers and students are surprised with a variety of decorations that correlate with the various themes for the week. Students and staff also dress accordingly for each theme to promote an engaging and enthusiastic learning environment. Dress down days include support for local charities which include the American Cancer Society and the American Heart Association.

Teachers and staff play an instrumental role in the education of every student at Lynchburg-Clay Elementary School. They continue to strive to keep students engaged and motivated for learning. These components are reinforced every morning with the reciting of the school-wide mission statement by each student and staff member.

2. Engaging Families and Community

After the economic transformation in 2008 and the closing of DHL in Wilmington, Ohio, our school realized that many school families were in distress financially. Lynchburg-Clay Elementary decided to create a fundraiser similar to the national “Empty Bowl” project. Students at the Lynchburg-Clay Elementary made bowls from clay and lead-free glazes. The bowls were sold for \$5 at the “Soup for the Soul” dinner on March 4, 2010. Many members from our community and members from the Lynchburg-Clay School Board of Education created “celebrity” bowls that were auctioned the evening of the dinner. Many local restaurants and businesses were very eager to get involved by donating to the cause. The goal was to raise \$1,000 to pay for a mobile food pantry to come to the school and feed over 200 Lynchburg-Clay families. The fundraiser exceeded expectations by raising \$7,400. Due to the success and contributions made, Lynchburg-Clay Elementary was able to have food distributions for the next two years for school families in need.

Lynchburg-Clay Elementary engages with students, families and community through a variety of endeavors throughout the school year. These engagements offer assistance in numerous ways, both academically and financially for those who reside in the district.

The school year begins with a program titled “Redifest”. The purpose of the program is to supply backpacks, school supplies, clothing and haircuts for students in need. Originating this program has

provided struggling parents in the community an outlet for support for their children in regards to school readiness.

During the holiday season Lynchburg-Clay Elementary offers Christmas Blessings for struggling families through private donations from staff, community and local churches. This program assists families by providing Christmas for students of families who are less fortunate in the elementary building.

Throughout the school year the Lynchburg-Clay Elementary school implements a reading intervention program for parents called Project More. This program provides guidance for parents in the area of Reading and Language Arts. Parents are invited into the building at which time they are trained on how to progress monitor their children in the area of Reading comprehension and a variety of reading skills that enhance student achievement.

Other activities include Grandparent's Day, Special Olympics, DARE, Music in our Schools, the Flying Pig Marathon, Jump Rope and Hoops for the Heart, and multiple fund raisers in support of our troops. All these activities have been instrumental to the success of the school.

3. Professional Development

In the fall of 2009, Lynchburg Clay Elementary started the Ohio Improvement Plan, a data driven decision making process that utilizes a series of needs assessments to determine what course of action was necessary in the area of professional development. The process focused on Dr. Doug Reeves (2011) work on school improvement. The research guided an approach of focus, monitoring, and efficacy related to student results. Schools with effective monitoring and focus had experienced significant gains in reading over three years compared to low focus schools (Reeves, 2011). A needs assessment was conducted as part of the process to determine the areas of priority. A plan was developed to support the professional development of the staff in the areas of identified in the needs assessment. Reading and Math were a focus on the initial plan and researched based pedagogy. The plan focused on differentiated instruction, tiered intervention, and Marzano's instructional strategies. Reeves argues that for any significant improvement to take place, a high level of implementation must happen, which he states is ninety percent of staff implementing with fidelity (Reeves, 2011).

Teachers used formative assessment to monitor student progress and guide the implementation of high quality instruction identified in the plan. Monitoring was conducted through walk-throughs and teacher based team meeting minutes. Over the course of the initial plan, implementation of said practices exceeded the goal of ninety percent each year, resulting in continuous gains in all areas of the curriculum.

Professional development activities were geared toward the specific areas identified in the plan. Teachers were trained in the areas of differentiation, and as an activity to encourage implementation each teacher was asked to create a differentiated lesson and demonstrate the results in a science fair type format. Each teacher presented their findings and provided insight as to what was successful and not successful. In addition to this, staff was invited to participate in a seminar with Dr. Robert Marzano on his work with instructional strategies.

Reeves, Douglas B (2011). Finding Your Leadership Focus: What Matters Most for Student Results.
Marzano, Robert J (2003). What Works in Schools: Translating Research into Action.

4. School Leadership

The leadership philosophy that lead to the success of the building and district stemmed from the superintendent and his approach of leading and guiding the administration and staff. The improvement plan was developed with the idea that the focus was to establish a vision that was easily identifiable to the community, staff, and students. The building principal focuses on developing personal relationships that support a team based approach towards leading the district and is the basis of the building's success. Her twelve years of leading the building has provided continuity in the building leadership. An effort has been

made to provide a level of congruence between the administrative team. The administration maintains a level of cohesiveness that supports the overall vision and goals of the building and district. Marzano (2003) states that administrators have an indirect influence on student achievement. This research has provided the basis for the administration leadership philosophy. The administration worked closely to identify student and staff needs to enhance the educational outcomes of every child. In addition to the district vision (Our students will be champions in the classroom and ambassadors for our community) an effort was made to maintain a positive school climate that supported staff in their day to day work. Administrators were visible in the classrooms and after hour activities to support the whole school program.

The leadership structure in the building and district provide the capacity for teachers to offer input on instructional strategies. The principal relies on teacher and staff input before making any recommendations to the district leadership team. Any decision regarding curriculum or instructional practices is vetted with the entire district leadership team. The practice has been to make the entire district one cohesive team. Teamwork is at the heart of what makes Lynchburg Clay Elementary successful. The sixty-six teachers and staff at the elementary are the most dedicated and professional educators in the country. The focus has and will always be our students.

Marzano, Robert J (2003). What Works in Schools: Translating Research into Action.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Ohio Achievement Assessment</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>American Institute of Research</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	89	90	88	91	80
accelerated and advanced	54	49	50	48	41
Number of students tested	95	78	86	91	85
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	89	85	87	93	76
accelerated and advanced	58	43	42	40	39
Number of students tested	45	40	38	40	33
2. Students receiving Special Education					
Proficient and above	91	100	75	100	0
accelerated and advanced	59	45	67	71	0
Number of students tested	22	11	12	17	0
3. 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
4. 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
5. 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
6. Asian 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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native 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
8. Native Hawaiian or other Pacific Islander 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
9. White Students					
Proficient and above	90	89	88	91	80
accelerated and advanced	53	47	49	48	42
Number of students tested	90	76	84	87	84
10. Two or More Races identified 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
11. Other 1: Other 1					
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
12. Other 2: Other 2					
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
13. Other 3: Other 3					
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: Due to numbers less than ten students and percentages less than one we were unable to report for specific ethnic groups other than white.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Ohio Achievement Assessment</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>American Institute of Research</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	93	91	94	86	73
accelerated and advanced	65	52	55	53	35
Number of students tested	80	88	96	85	118
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	90	87	92	86	62
accelerated and advanced	60	43	56	42	26
Number of students tested	42	46	48	36	53
2. Students receiving Special Education					
Proficient and above	100	86	94	100	77
accelerated and advanced	77	50	56	55	23
Number of students tested	13	14	18	11	13
3. 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
4. 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
5. 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
6. Asian 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
7. American Indian or Alaska Native Students					
Proficient and above	0	0	0	0	0
accelerated and advanced	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander 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
9. White Students					
Proficient and above	92	91	93	87	73
accelerated and advanced	64	51	53	55	36
Number of students tested	78	86	92	82	118
10. Two or More Races identified 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
11. Other 1: Other 1					
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
12. Other 2: Other 2					
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
13. Other 3: Other 3					
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: Due to numbers less than ten students and percentages less than one we were unable to report for specific ethnic groups other than white.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Ohio Achievement Assessment</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>American Institute of Research</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	88	86	61	69	73
accelerated and advanced	45	55	21	33	34
Number of students tested	91	86	81	110	105
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	87	87	54	58	66
accelerated and advanced	39	62	16	22	29
Number of students tested	46	39	37	50	38
2. Students receiving Special Education					
Proficient and above	100	100	0	72	0
accelerated and advanced	73	88	0	33	0
Number of students tested	15	16	0	18	0
3. 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
4. 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
5. 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
6. Asian 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
7. American Indian or Alaska Native Students					
Proficient and above	0	0	0	0	0
accelerated and advanced	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander 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
9. White Students					
Proficient and above	88	87	61	70	74
accelerated and advanced	44	55	21	33	35
Number of students tested	88	83	80	106	104
10. Two or More Races identified 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
11. Other 1: Other 1					
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
12. Other 2: Other 2					
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
13. Other 3: Other 3					
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: Due to numbers less than ten students and percentages less than one we were unable to report for specific ethnic groups other than white.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Ohio Achievement Assessment</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>American Institute of Research</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	93	90	93	97	82
accelerated and advanced	76	72	69	79	71
Number of students tested	95	78	86	91	85
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	96	85	89	95	82
accelerated and advanced	76	65	58	83	70
Number of students tested	45	40	38	40	33
2. Students receiving Special Education					
Proficient and above	95	100	92	100	0
accelerated and advanced	82	64	50	100	0
Number of students tested	22	11	12	17	0
3. 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
4. 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
5. 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
6. Asian 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
7. American Indian or Alaska Native Students					
Proficient and above	0	0	0	0	0
accelerated and advanced	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander 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
9. White Students					
Proficient and above	92	89	93	97	82
accelerated and advanced	76	71	68	78	70
Number of students tested	90	76	84	87	84
10. Two or More Races identified 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
11. Other 1: Other 1					
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
12. Other 2: Other 2					
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
13. Other 3: Other 3					
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: Due to numbers less than ten students and percentages less than one we were unable to report for specific ethnic groups other than white.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Ohio Achievement Assessment</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>American Institute of Research</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	94	98	97	95	93
accelerated and advanced	43	51	49	46	34
Number of students tested	80	88	96	85	118
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	95	96	96	94	89
accelerated and advanced	29	35	48	28	25
Number of students tested	42	46	48	36	53
2. Students receiving Special Education					
Proficient and above	77	93	100	100	92
accelerated and advanced	31	43	44	27	23
Number of students tested	13	14	18	11	13
3. 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
4. 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
5. 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
6. Asian 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
7. American Indian or Alaska Native Students					
Proficient and above	0	0	0	0	0
accelerated and advanced	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander 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
9. White Students					
Proficient and above	94	98	97	95	93
accelerated and advanced	42	51	48	46	34
Number of students tested	78	86	92	82	118
10. Two or More Races identified 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
11. Other 1: Other 1					
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
12. Other 2: Other 2					
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
13. Other 3: Other 3					
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: Due to numbers less than ten students and percentages less than one we were unable to report for specific ethnic groups other than white.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Ohio Achievement Assessment</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>American Institute of Research</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	90	94	77	87	88
accelerated and advanced	20	19	19	19	22
Number of students tested	91	86	81	110	105
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	85	95	68	82	89
accelerated and advanced	20	23	19	10	16
Number of students tested	46	39	37	50	38
2. Students receiving Special Education					
Proficient and above	100	94	0	78	0
accelerated and advanced	20	6	0	17	0
Number of students tested	15	16	0	18	0
3. 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
4. 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
5. 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
6. Asian 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
7. American Indian or Alaska Native Students					
Proficient and above	0	0	0	0	0
accelerated and advanced	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander 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
9. White Students					
Proficient and above	90	94	76	89	88
accelerated and advanced	18	19	19	18	22
Number of students tested	88	83	80	106	104
10. Two or More Races identified 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
11. Other 1: Other 1					
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
12. Other 2: Other 2					
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
13. Other 3: Other 3					
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: Due to numbers less than ten students and percentages less than one we were unable to report for specific ethnic groups other than white.