

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 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 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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

1. Number of schools in the district 1 Elementary schools (includes K-8)
 1 Middle/Junior high schools
 1 High schools
 0 K-12 schools
 3 Total schools in district
2. District per-pupil expenditure: 9122

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 17
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	60	32	92
1	33	38	71
2	33	43	76
3	41	41	82
4	50	49	99
5	0	0	0
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 in Applying School:			420

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
98 % 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 2011-2012 school year: 2%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1, 2011	420
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

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: 40%

Total number of students who qualify: 167

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%

Total number of students served: 43

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>3</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>3</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>4</u>
Total number	<u>22</u>	<u>9</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:

23:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	95%	96%	95%	96%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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

Springfield Elementary, located in southeastern Mahoning County, is a rural educational institution that houses approximately 430 students in grades Kindergarten through four. Springfield is nestled in an agricultural setting with few, local, business-based companies. There are 16 classroom teachers, three specialists, one Intervention Specialist, one Title I Reading teacher, as well as, an MD teacher and CD teacher from county units. Approximately 40% of those students qualify for the federal free or reduced breakfast/lunch program. The first thing visitors recognize when they enter the building is the positive climate. This energetic environment that reflects the attitude from the top down has shaped the school culture and is attributed to the dramatic improvement in student achievement.

At Springfield Elementary, success for all students is driven by setting high expectations, working in a collaborative setting, developing good rapport, and empowering teachers in order to develop passionate, motivated individuals. There is a strong connection between community and school with parents referring to teachers as “family”. A family atmosphere is evident daily, including parents and volunteers, to ensure that the children receive experiences of an exemplary learning environment. All children, regardless of ability, are treated fairly and compassionately. There is more than just academics that goes on during the school year. Students are taught to be independent thinkers, self-sufficient, and encouraged to assume responsibilities. The principal and lead teachers are instrumental in providing the instructional direction for the staff while providing autonomy for them to nurture their unique styles.

Springfield Elementary focuses on a curriculum that meets the needs of all the students. Based on the new Ohio Learning Standards, which incorporate the Common Core Standards, teachers are driven by the belief that all students will be able to learn in ways that are developmentally appropriate, research based, and instructionally sound. The students are expected to take their learning beyond the knowledge level to the application and synthesis level. Establishing high expectations throughout the school building involves everyone from the custodian, cafeteria workers, secretary, nurse, principal and teachers. Assessment drives instruction, feedback is given immediately, and reinforcement is provided as needed to complete the instructional cycle and standards-based curriculum. The teacher present lessons geared for students to engage their multiple intelligences to acquire new knowledge and skills, challenging them to formulate and present complex ideas. Springfield Elementary follows state and district standards while grade-level planning teams review the curriculum and instructional objectives each week to ensure that all teachers address the standards consistently. Teachers regularly discuss ways to meet the needs of students and work cooperatively to ensure that students are in the best learning environment. Teachers look forward to coming to their classrooms each morning for the positive surroundings and genuine care that is reciprocated between all staff members. Each day holds a new beginning to another learning experience for students and teachers alike. Since the lessons are designed to reach the students as individuals, there is no cookie-cutter approach to teaching any subject, thereby, calling on teachers to be newly creative, and to find ways to help all students grasp the academic material. Working on the premise that every child can learn, teachers diligently diagnose the levels and needs of all students and develop creative solutions to address each concern.

Technology is a strong theme throughout the school as every classroom is equipped with a SmartBoard, LCD projector, and document reader, as well as, five computers. There is a state-of-the-art computer lab and a traveling cart of iPads. Embracing technology permits Springfield Elementary classrooms to be full of engaging, hands-on learning opportunities as students journey on virtual tours around the world and outer space, listen to historic speeches, witness science experiments, research various topics, and much more. Teachers attempt to integrate technology into all subject matter - reading, math, language arts, social studies, science, art and music.

One of the unconventional approaches implemented to improve academics was an exercise and breakfast

program that has acquired state and national recognition. At the beginning of each day, all students are led by their respective teacher in a physical activity routine lasting between 10-15 minutes before going to the cafeteria to pick up a free breakfast. This experimental project returned quick dividends. Immediately after instituting this practice there were 40% fewer nurse visits from the previous year, discipline referrals dropped 12%, student attendance improved, and all state assessments reflected a significant growth. This concept of participating in regular physical activity while consuming nutritional meals enhanced more areas than was anticipated. This program has garnered much attention thanks to a video that was produced by PH1 television from the Ohio Department of Health. Springfield Elementary is attempting to promote healthy lifestyles, as well as, helping fight the national health epidemic of obesity while reinforcing strong academic growth for all students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The performance levels for the Ohio Achievement Assessments for Springfield Elementary have been consistently positive for the past several years. Within the past five years, Springfield Elementary has been designated either Excellent (three years), or Excellent with Distinction (two years) on the Ohio Department of Education's Report Card. The scores reflect consistency in Reading and Mathematics with both content areas scoring in a range of 92% to 99% over the previous five years. The Performance Index, calculating the number of students scoring in the five ranges of Limited, Basic, Proficient, Accelerated, and Advanced, has also been quite impressive with scores ranging from 105.0 to 108.3 over that same time period. Adequate Yearly Progress has been met each year during this time as well, and the Value Added component demonstrated growth on a consistent basis. It is common for two thirds of the students to score in the Accelerated and Advanced ranges while only a couple of students fall below the Proficient mark. These high levels of performance have become the expected standard for the annual assessments at Springfield Elementary.

B. The data listed in the earlier tables reflect a strong, consistent group of scores for this small rural school. A noticeable feature when looking at the data is that 100 percent of the students were tested each year in both grade levels. Taking a closer look at each table, the 3rd Grade Reading never fluctuates more than three percentage points from year to year. The class sizes varied a bit more with 101 students taking the assessments during the 2008-2009 year, with a low of 73 students taking the achievement tests during the year of 2009-2010. Continuing to look at that grade level and subject, the subgroup scores showed a little more discrepancy in the earlier years. During the 2007-2008 school year only 68% of the students in the Socio-Economic Disadvantaged students passed the assessment. However, there was a big improvement of 17 percentage points the following year and by the 2009-2010 school year, students scored at the 93% mark. That level has been maintained with a 92% being achieved this past year. With the Students with Disabilities subgroup, there are not enough students to statistically compare with the general population. There have been group sizes of six to ten students during this time period and the scores have ranged from a low of 63% passing the reading test to a high of 100% percent passing the test.

With the 3rd Grade Math assessment the pattern is quite similar to what was exhibited in the Reading area. The scores for the general population ranged from 94% to 97% while two thirds again scored in the upper ranges. The Socio-Economic Disadvantaged subgroup fared quite well in this subject with scores ranging from an 86% in 2007-2008 to a 100% achieved in the 2010-2011 school year. The Students with Disabilities also fared well with the 2009-2010 school year having the low score of 66%, an 86% for the 2007-2008 year, and the other three years at a perfect 100%.

Reviewing the 4th Grade Reading assessments, the scores are quite similar to that of the 3rd Grade groups. The results indicate that in this grade level as well, 100% of the students were tested each year and the scores were once again ranging between a 92% passage rate for a low to a 98% passage rate for the high. The class sizes varied between 76 students in the 2010-2011 school year to 103 in the 2009-2010 school year. A closer look at the subgroups will show that the Socio-Economic Disadvantaged group, during the 2007-2008 school year, had the largest gap as compared to the general population. However, the gap closed during the next four years with the difference in the 2011-2012 school year only being two percent. As with the Student with Disabilities, the scores ranged from a 67% to 100% in the 4th Grade Reading area. Again, as mentioned in the 3rd Grade section, there is the factor of having such a limited number of students that statistically does not make it easy to compare to the general population. The 67% in the 2010-2011 school year was achieved by a subgroup of only six students. This required only two students to fall below the proficient mark to arrive at this respective score.

In the 4th Grade Math data table, the scores ranged from 92% to 99%, for a fairly consistent passage rate for the general population. In the Socio-Economic Disadvantaged group, the scores were the most consistent of the subgroups, with scores ranging from an 83% to 100% of students meeting the indicator. The largest gap was during the 2007-2008 school year with an 11 point spread. As with the Reading, during the 2011-2012 school year the gap was only two percent. This close point difference was not achieved nearly as well with the Students with Disability subgroup. In the 2010-2011 school year only two students out of six met the proficient mark but in the 2008-2009 school year eight out of eight met the proficient indicator.

In the most recent year's data, the only gap larger than 10% was between the general population and the Students with Disabilities, which was at 12%. Since there were only six students in the SWD subgroup, it is difficult to compare the results since only one student failed to reach the state indicator. Springfield Elementary works very hard each year to make sure all students show growth and all students that require additional support receive the respective remediation to address their individual needs.

2. Using Assessment Results:

At Springfield Local Elementary School a variety of assessments are used to gauge the needs of students, as well as measure student growth. Both formative and summative assessments are used to drive instruction.

Reading is assessed in many ways. The data generated from these assessments allow teachers to develop lessons that are designed to meet the immediate needs of their students. 3 Minute Read Assessments are administered three times per school year. This assessment measures students' fluency, word recognition, and comprehension. Scores from each assessment are tracked throughout the school year, and used to determine students' strengths and weaknesses. Teachers use these results to determine areas of intervention and extension. Accelerated Reader is a computer program that is used to assess student growth on an individual basis. These results along with the results of teacher administered Running Records help teachers determine the current reading levels of all students. These results are then used to develop flexible reading groups that are designed to meet the needs to the students.

Reading Contracts are an example of an informal reading assessment that is completed in the classrooms. Each student is given a contract along with a piece of literature. It is up to the student to read to themselves, read with a friend, read to an adult, answer comprehension questions, and ask their own questions about the story. Ultimately, it is up to the student to decide if the book they were given was too easy, just right, or too hard. Students are encouraged to take ownership of their own learning. Teachers conference with students after they have completed their contract and, based on their opinion of the difficulty of the book, students are directed to challenge themselves with higher leveled books or choose books that are more appropriate for their current reading level.

Raz Kids is an online program that is designed for individual students. Teachers set up accounts for each child in their classroom based on their current reading level. Students have the opportunity to read through a variety of books, as well as take quizzes to assess comprehension. Teachers use the data generated from this program to determine a student's comprehension at their instructional or independent level. Based on this data, teachers can develop flexible groups to cover specific comprehension strategies, reevaluate the current reading level of the student, or identify strategies that should be introduced during whole-group instruction.

Assessments in math are given both formally and informally. Math Magician is an online program that assesses math abilities. Students practice addition, subtraction, multiplication, and division through timed repetition. Once a student has mastered a certain skill they receive an award, and move on. The information generated by this program allows the teacher to determine a student's math fluency. Based on this information, the teacher designs center activities and independent practice opportunities based on student need.

Math Investigations provides many opportunities for observational assessments. During each lesson, students are actively involved in constructing mathematical meaning in small groups and with partners. Teachers are given the opportunity to observe and listen to students as they discuss their understandings with one another. Through these observations, teachers are able to identify the misconceptions that are shared by the group and address these in whole group instruction. Teachers are also able to identify areas of weakness that need be reinforced either individually or within a small group. Finally, teachers are able to identify the students who have mastered a concept and use this information to develop extension activities so that all students are learning at their highest potential.

There are times that a small group of students struggle with a skill even after the reviews mentioned. These students are provided opportunities for tutoring within the school to focus on concepts in addition to the time that is already spent in the classroom. This added instruction allows students to have more time working on particular skills and has shown to help them with understanding and even mastery.

Data is also used as the foundation of the Response to Intervention Process. Students who are consistently struggling with concepts are referred to the Intervention Assistance Team. This team, comprised of teachers, administrators and specialists, collaborate to identify specific strategies that can be used to help a particular student become more successful. The student is monitored through formal and informal assessments. Data is collected and the team is reconvened to discuss the progress. Depending on the progress that is being made, students may continue with the strategies suggested or additional testing may be requested. All decisions made about a student and the curriculums they will be involved in are based on evidence gathered from multiple sources.

The data that is gathered is shared with parents to inform them of the students' progress. Data is interpreted into parent-friendly language so that families are able to understand the individual strengths and weaknesses of their students. Parents are seen as partners in their child's education and are encouraged to ask questions about any information that is gathered. The purposes of various assessments are explained to families so that they can begin to understand how each individual assessment works as one piece of a larger picture. Based on the data presented, strategies are discussed with families that can be used outside school as a way to reinforce or extend their child's knowledge.

3. Sharing Lessons Learned:

It is the belief of Springfield Elementary that collaboration is a foundation for improving education. The staff is encouraged to share the successful strategies that have been implemented with other fellow educators within the school, the county, the state and nationally.

Teachers from Springfield Elementary have been selected to attend various meetings at the county level. During these meetings they have shared ideas and strategies with other teacher leaders. Springfield Elementary is welcoming to other teachers around the county who request the opportunity to visit and observe successful strategies being implemented with students. Teachers have observed the Springfield Elementary staff implement 4-Blocks as a balanced approach to reading along with the implementation of Guided Reading and running records as a means of determining individual reading levels. Comprehension strategies have been demonstrated to teachers outside the district in an effort to spread the professional development provided beyond the school walls.

Springfield Elementary has implemented programs that have been linked to increased student achievement. The implementation of Smart Boards in every classroom has encouraged students to become more engaged through interactive learning. Teachers from other districts often come to learn more about the incorporation of this technology into a child-centered classroom. Also, the breakfast and nutrition program is shared with other districts in the county as a way to promote nutrition and an active life style. Other districts are invited to see how the program operates in the school and gain ideas for starting such an initiative in their own buildings.

Springfield Elementary has also had the opportunity to share their success in other areas of the state. A team of educators were asked to present at the Capital Conference on their various reading initiatives. Providing information on the success of the reading strategies implemented by the staff allows other districts to develop an understanding of possible avenues they may take to improve the reading achievement of their own students. Also, Springfield Elementary was asked to speak at the Ohio Department of Health Conference on their physical activity and nutrition program. During this conference it was expressed that proper nutrition and exercise is vital to the education of the whole child. Data has shown that by implementing such programs in schools, students have greater attendance, which in turn translates to greater achievement.

4. Engaging Families and Communities:

Schools are only highly successful when a principal and the teachers realize the value of engaging families and community in ways that will contribute to student learning. Springfield Elementary provides opportunities for families and the community to become involved in many ways.

Through our extremely supportive P.T.O. (parent teacher organization), we are able to host a variety of family oriented activities such as Family Movie Night, End of the Year Carnival, Santa's Workshop, and classroom parties. Our P.T.O. also supplies 100% of the transportation costs for all school field trips. They are responsible for raising money for playground improvement, and help to provide for families in need by extending monetary gifts and school supplies. Over the past several years, they have generously helped to equip every classroom with a SmartBoard to enhance our technology for every student.

Springfield Elementary School has also developed and implemented a Parent Partner program in 1996 to actively engage parents in the classroom. Through this partnership, parents are able to assist classroom teachers in daily learning activities, as well as assisting at recess and in the cafeteria. As a result of parent involvement, students have better school attendance, test scores, study habits, increased motivation and self-esteem. Springfield Elementary averages about 100-150 volunteers per year. On a weekly basis, 50-75 parents are committed to the success of this program. This partnership has developed a foundation of mutual respect and trust connecting parent engagement strategies to student learning. Effective parent partners help to develop positive partnerships between parents and school staff. As a result, many long term relationships have been formed. Families also feel empowered as connected members of the school community. Positive parental attitudes towards our school contribute to the personal growth and academic success of each student.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Springfield Elementary focuses on curriculum designed to meet the needs of students from kindergarten to fourth grade. The staff believes that all students can learn in ways that are developmentally appropriate, researched based and instructionally sound. Teachers are the primary curriculum developers and work to establish high expectations and create a family climate that includes parents and volunteers. Best practices are researched and incorporated into developmentally appropriate learning experiences. Teachers collaborate to develop a shared understanding of what students should know, understand, and be able to do while reflecting on lessons, assessments, and instruction. Assessment informs instruction, feedback is given immediately and reinforcement is provided as needed to complete the instructional cycle and standards based curriculum.

Springfield Elementary believes that English Language Arts is the force behind all learning. Leveled reading books are available to students K-4 and are used for Guided Reading groups inspired by Fountas and Pinnel, Sharon Taberski, Patricia Cunningham, The Two Sisters and Tim Rasinski. Every classroom has access to more than one thousand books that capture the students' interests and increase independent reading. Both fiction and informational books are available at levels intended to increase reading fluency, comprehension and vocabulary. Writing experiences are research driven and developed along with reading success. I-Ready, a computer-based program, provides a multimodal way for students to read fiction and informational text at an appropriate instructional level. Data is generated for the teacher that drives future classroom instruction.

In Mathematics, manipulatives and hands on activities drive the instructional experiences at each grade level. Everyday Math and Math Investigations provide authentic learning situations that involve critical thinking skills, inquiry and a constructivist approach to learning. I-Ready hones in on math skills and applying mathematical knowledge to real life situations.

Science and Social Studies are integrated through literature. Informational literature is available for each standard and is leveled to meet the reading ability of students. Inquiry based lessons are implemented using materials found in SCITT kits. Students participate in hands-on, minds-on activities designed to reach the cognitive demands of Ohio's Learning Standards. Connections between home and school are fostered through the implementation of SCITT activities. Social Studies Alive and Junior Achievement programs foster partnerships with families as they teach lessons in kindergarten through fourth grade. Scholastic News and Time for Kids are resources that help teachers reach the standards at each grade level and incorporate information text.

Springfield Elementary takes pride in the music program, which incorporates rhythm and movement to make connections to academic learning as well as to develop an appreciation for music as an art. A partnership between the school and the Parent Teacher Organization provides for after school art programs and field trips, as well as bringing a range of programs to the building. The Springfield High School Choir and Orchestra display their talents and give the elementary students a taste of the joys yet to come in their educational journey.

The physical education program incorporates academic content along with the physical education standards. Differentiation is evident through the development of individualized centers created for students faced with physical challenges. Programs such as Jump Rope for Heart, Junior Olympics Breakfast Program allow students to develop an appreciation of the importance of living a healthy, active life. Students are encouraged to participate in the Health Fair Day organized by the school nurse as a way to promoting physical activity.

Technology is an effective part of every classroom. There are six computers in each classroom along with a computer lab that classes visit. A smart board enhances the learning in every classroom. Programs such as BrainPop Jr. and Discovery Education are used by all grade levels as a way to learn multiple disciplines. Technology is seen as a vehicle to increase success in all content areas.

2. Reading/English:

Springfield Local Elementary has created a balanced literacy program using guided reading, shared reading, read alouds and interactive writing. Guided Reading; Good First Teaching for all Children by Gay Su Pinnell and Irene Fountas is used as a model for the literacy program through the use of leveled books. A bookroom houses leveled books to provide classroom reading materials for teachers and students. Content specific baskets contain cross-curricular subjects to integrate into the program. Additionally, methods are used from The Teacher's Guide to the Four Blocks by Cunningham, et al. This gives the classrooms a multilevel framework to incorporate daily guided reading (whole group and small group), self-selected reading, writing and phonemic awareness and phonics instruction.

Additional strategies are incorporated from On Solid Ground: Creating a Literacy Environment in Your K-3 Classroom and Comprehension from the Ground Up both written by Sharon Taberski who provided an in-service for staff. Through this training, the staff has implemented many strategies such as choosing books to promote thinking and discussion and providing children with an active role in their reading, that help children understand texts. Children work independently on their reading and comprehension skills while the teacher provides instruction to small groups or individual students based on their instructional needs.

Strategies are also used from The Daily 5: Fostering Literacy Independence in the Elementary Grades and The CAFÉ Book: Engaging All Students in Literary Assessment and Instruction by Boushey and Moser. The Daily 5 is a student-driven management structure designed to fully engage students in reading and writing. The children learn principled reading habits based on trust, choice, sense of community, a sense of urgency and building stamina. This structure allows teachers to conference with children assess their reading, give them explicit instructions of what to work on and how to work on the strategy and set goals. Teachers form small skills groups of children who have similar needs and determine whole group instruction lessons when many children are having difficulty with a skill or strategy or they are ready for new strategies to support their reading. Within these flexible groups teachers focus on the skills students need and take running records to assess fluency, decoding and comprehension. Through the use of various reading assessments, teachers are able to find the children's strengths and weaknesses and provide intervention or acceleration based on the child's need. By implementing a balanced literacy program, students are supported at their current level which leads to gains in reading skills and comprehension. The use of a balanced reading program has led to students to make connections, draw inferences and monitor their own understanding.

3. Mathematics:

Mathematics at Springfield Elementary is a hands-on, minds-on approach while incorporating technology and interactive strategies. The focus is on foundational mathematical skills while expanding the students' depth of knowledge.

Calendar Math provides fifteen to twenty minutes of supplemental math instruction each day. It revolves around an interactive Smartboard containing a calendar and other math tools that change throughout the year such as clocks, counters and graphs. Students and their teachers use current data from the various elements on the Smartboard to get a new angle on mathematical relationships. Students analyze, perceive patterns, explore mathematical concepts and communicate their thinking skills.

We utilize the Smart Exchange and the Internet to find resources to enhance math lessons. In order to

encourage a connection between the home and school, the teachers have developed their own websites to include sites that reinforce the math skills that are being taught.

Springfield Elementary implements Math Investigations. This constructivist curriculum teaches math concepts using manipulatives to solve mathematical problems. These strategies can also be implemented at home through the use of everyday items.

A problem-based approach in mathematics is used in the upper grade levels. The teachers develop lessons and activities that focus on relating mathematics to real life. Math concepts and skills are not taught in isolation. Problems are designed that require students to analyze and apply a number of math concepts allowing for connections to be made across the mathematics standards. In addition to this, we use an interdisciplinary approach and tie mathematics to science.

As students are developing and mastering each math skill, teachers at Springfield Elementary monitor their progress closely to identify students who are performing above and below the expectations. Teachers use this information to differentiate lessons and projects so each student can be successful with the content being taught. Tiered assignments put into place enrichment projects for kids who show indications of early success. These assignments also aid struggling students by providing them with a project or activity that has a differing level of complexity.

4. Additional Curriculum Area:

Springfield Elementary understands the positive correlation between exercises, which lead to more brain activity, which in turn, creates better test scores in the classroom.

The students' day starts out by having access to a free breakfast every morning before classes begin. The free breakfast program helps students start their metabolism and jump start their brain activity. After breakfast the children go through a morning exercise routine. Some classes go to the gymnasium and work on cardio-respiratory endurance while others stay in the classroom and work on their muscular strength. This is a great, fun way to start out the day for the students' while getting them ready to do their best in the classroom.

The exercise program then transitions into the kids' physical education program which they have class two days a week for thirty minutes. The class is based on the National Standards for Physical Education and teaches a variety of movement patterns and skills for game play. Students apply skills that are necessary to be successful in sports if they choose to participate, but the major point of physical education curriculum here at Springfield Elementary, is teaching a love for movement for an entire lifetime and doing so in a respectable manner.

Springfield Elementary partners with the American Heart Association in our annual "Jump Rope for Heart" program where the kids raise money throughout the community to help children, like them, with special hearts. Children will not only learn empathy for others, but they themselves develop an appreciation for the benefits of exercising and getting healthier by jumping rope in physical education class at the same time!

Another way for students at Springfield Elementary to develop life-long, healthy habits is their participation in the Junior Olympics event that takes place at the end of the year. This event allows students to apply the skills and patterns they have learned throughout the year. This all-day event allows students to develop their confidence and celebrate their successes by signing up for specific events that interest them. Students put their skills to the test while having fun and competing in a positive, encouraging environment.

5. Instructional Methods:

At Springfield Elementary, the staff and administration understand the importance of providing developmentally appropriate differentiated instruction to meet the various needs of a diverse group of learners. In our regular education classrooms, teachers provide a variety of whole group, small group and individual instructional methods. These methods include instruction that is purposeful, varied, and combine a variety of modalities to reach all types of learners. On any given day teachers may incorporate direct instruction, presentations, classroom discussions, instructional games, mini lessons, partner or paired peer learning, individual student conferences and technology. Each classroom is equipped with a Smart Board that allows teachers to use interactive and informational presentations. Students also have access to a classroom set of I Pads that are equipped with a variety of educational applications.

Two intervention specialists are utilized to provide services to special education students in grades kindergarten to four. Students, who are identified by the RTI process, are provided small group instruction in an alternate setting as well as the opportunity to participate in the inclusive setting and least restrictive environment. The intervention specialists provide co-teaching services in which all regular classroom students have the opportunity to have two math instructors in their classroom each day. SLES also has a Title I teacher designated specifically for reading instruction for students in Kindergarten and First Grade. The use of a diverse parental partner group, which is scheduled on a weekly basis, provides opportunities to practice any skill(s) that an individual or small group of students may be lacking in.

The Intervention Assistance Team (IAT) meets monthly as part of the RTI process and allows classroom teachers to brainstorm ideas that may help underachieving students in their classrooms to become more successful. The IAT team is comprised of regular education teachers, special education teachers, school psychologist, speech therapist, and special education coordinator who bring their expertise to the problem-solving process. Data is collected over time for each student referred to the IAT team so that their progress can be measured and adjustments to their program made as needed.

Springfield Elementary is founded on teamwork and collaboration. All staff members work together, sharing individual experiences and diverse knowledge base to provide services to students with a variety of diverse learning needs.

6. Professional Development:

The professional development approach at Springfield Elementary is three-fold. First, many teachers attend outside professional development opportunities. These include countywide in-services, literacy conferences, technology workshops, and teacher leadership programs. Secondly, experts in the education field are frequently invited to present professional development sessions to our staff. Recent examples include, Nell Duke, Sharon Taberski, and Tim Rasinski. Finally, many teachers in the building have taken it upon themselves to lead colleagues in professional development training. These sessions are based on the current needs of the teachers and students. Author studies, SmartBoard training, and computer programs have been covered at these teacher-led sessions. The three approaches have impacted the teachers' and administrators' capacities within their given positions. These professional development opportunities have allowed the staff to remain current with the standards, practices, and methods in the field of education. The improved capacities, from these sessions, directly impact the success of students and their overall achievement.

The philosophy at Springfield Elementary holds that reading is the fundamental foundation for lifelong learning. Therefore, many of the professional development activities that are provided to staff enrich literacy education as they are applied to the academic standards. For example, Nell Duke provided training to Springfield Elementary that encompassed utilizing informational text in the classroom. In small grade-level groups, Sharon Taberski discussed comprehension strategies. Tim Rasinski helped drive home the importance of fluency and its impact on comprehension. Springfield Elementary provides research based professional development that is current and developed with the goal of improving achievement.

Professional development opportunities have a positive impact on student achievement and school improvement. The professional development experiences have provided teachers with many new ideas for motivating students. This motivation has led to consistently high test scores on Ohio Achievement Assessments. Teachers have also applied the strategies discussed in professional development sessions to promote growth among diverse learners. Through collaborative efforts of the teachers and administrators school improvement at Springfield Elementary is at an all-time high.

7. School Leadership:

At Springfield Elementary, the principal leads a building of 38 staff members, including teachers, tutors, support staff, aides, cooks, custodian, and secretary. The principal advocates a collaborative and transformational leadership approach. The current principal has been in this capacity for 17 years and has demonstrated his commitment to excellence in student achievement and understands that to foster this philosophy, teachers need to play an integral role in helping to lead the school. The teachers are expected to participate in decision-making for the school, establishing mutual support systems, collaborating in curriculum mapping, mentoring inexperienced staff, selecting instructional material, designing technology integration, and developing assessment tools, just to name a few responsibilities. The principal has developed strong positive relationships with all of the staff members and nurtures these relationships to enhance the educational setting, thereby creating an environment of cooperation for given tasks. Teacher leaders working with the principal to initiate the building of Common Core Teams to design a comprehensive curriculum guide in order to focus on the individual standards reflect a recent example of this style. Through this collaborative process the principal is able to involve all stakeholders in the decisions while fostering trust and teamwork as a whole. This style ensures that staff members buy into the decisions and long-term vision because they are directly involved with creating them. There is a trust that all staff members will make viable contributions towards performance growth if given the relevant information.

Another example of this staff collaboration is the development of a new reading approach for all grade levels to address achievement concerns. The principal announced that the school was in need of a consistent approach that could be implemented across the grade levels. Several teachers volunteered to research various models to determine what would work best for the students at Springfield Elementary. After meeting with the principal and reviewing the studied models, the teachers combined best practices from multiple designs that best suited the needs of the children. The principal agreed with the results and empowered these teacher leaders to provide the professional development for the entire teaching staff and implement this approach.

These professional relationships go beyond the scope of a typical work environment and have brought the staff closer together on a personal level. The staff then feels less like professional colleagues and more like friends that are there for each other. These close relationships make for better communication and the principal is able to mold the values and goals into a common vision while empowering the staff to achieve said vision.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2012 Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	97	96	95	96	94
Advanced	32	18	29	20	31
Number of students tested	95	73	78	101	89
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	5	1
Percent of students alternatively assessed	1	0	0	5	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	92	100	90	92	86
Advanced	24	15	13	19	18
Number of students tested	37	27	30	26	22
2. African American Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient	0	Masked	0	0	Masked
Advanced	0	Masked	0	0	Masked
Number of students tested		1			1
4. Special Education Students					
Proficient	Masked	Masked	Masked	100	Masked
Advanced	Masked	Masked	Masked	20	Masked
Number of students tested	6	6	6	10	8
5. English Language Learner Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
6. 2 or more races					
Proficient	Masked	Masked	Masked	0	0
Advanced	Masked	Masked	Masked	0	0
Number of students tested	1	1	1		
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13OH7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Ohio Achievement Test

Edition/Publication Year: 2012 Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	98	95	97	94	92
Advanced	40	38	57	43	38
Number of students tested	95	73	78	101	100
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	5	1
Percent of students alternatively assessed	1	0	0	5	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	92	89	93	85	68
Advanced	24	30	37	35	22
Number of students tested	37	27	30	26	22
2. African American Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient	0	Masked	0	0	Masked
Advanced	0	Masked	0	0	Masked
Number of students tested		1			1
4. Special Education Students					
Proficient	Masked	Masked	Masked	100	Masked
Advanced	Masked	Masked	Masked	30	Masked
Number of students tested	6	6	6	10	8
5. English Language Learner Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
6. 2 or more races					
Proficient	Masked	Masked	Masked	0	0
Advanced	Masked	Masked	Masked	0	0
Number of students tested	1	1	1		
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13OH7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Ohio Achievement Assessment

Edition/Publication Year: 2012 Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	95	92	92	99	94
Advanced	37	34	31	46	25
Number of students tested	81	76	103	89	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	3	1	0
Percent of students alternatively assessed	0	0	3	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	93	83	88	100	83
Advanced	33	14	15	29	13
Number of students tested	30	29	33	24	24
2. African American Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient	Masked	0	0	Masked	0
Advanced	Masked	0	0	Masked	0
Number of students tested	1			1	
4. Special Education Students					
Proficient	Masked	Masked	77	Masked	67
Advanced	Masked	Masked	31	Masked	0
Number of students tested	6	6	13	8	12
5. English Language Learner Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
6. 2 or more races					
Proficient	Masked	Masked	0	0	0
Advanced	Masked	Masked	0	0	0
Number of students tested	1	1			
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13OH7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Ohio Achievement Assessment

Edition/Publication Year: 2012 Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	95	95	96	98	92
Advanced	9	14	4	17	3
Number of students tested	81	76	103	89	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	3	1	0
Percent of students alternatively assessed	0	0	3	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	93	90	85	96	79
Advanced	7	7	3	4	0
Number of students tested	30	29	33	24	24
2. African American Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient	Masked	0	0	Masked	0
Advanced	Masked	0	0	Masked	0
Number of students tested	1			1	
4. Special Education Students					
Proficient	Masked	Masked	92	Masked	75
Advanced	Masked	Masked	8	Masked	0
Number of students tested	6	6	13	8	12
5. English Language Learner Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
6. 2 or more races					
Proficient	Masked	Masked	0	0	0
Advanced	Masked	Masked	0	0	0
Number of students tested	1	1			
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13OH7