

**U.S. Department of Education**  
**2020 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

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

Official School Name West Boulevard Elementary School  
(As it should appear in the official records)

School Mailing Address 6125 West Boulevard  
(If address is P.O. Box, also include street address.)

City Boardman State OH Zip Code+4 (9 digits total) 44512-2746

County Mahoning County

Telephone (330) 726-3427 Fax (330) 726-0397

Web site/URL https://www.boardman.k12.oh.us/7/Home E-mail Al.Cervello@boardmanschools.org

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

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

Name of Superintendent\* Mr. Timothy Saxton E-mail Tim.Saxton@boardmanschools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Boardman Local Schools Tel. (330) 726-3427

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

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

Name of School Board  
President/Chairperson Ms. Victoria Davis  
(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, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

## **PART I – ELIGIBILITY CERTIFICATION**

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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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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

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Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

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

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

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)  
 Suburban  
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	59	42	101
1	50	47	97
2	47	49	96
3	47	54	101
4	0	0	0
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 or higher	0	0	0
<b>Total Students</b>	203	192	395

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
  - 1 % Asian
  - 12 % Black or African American
  - 6 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 69 % White
  - 11 % 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.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 11%

If the mobility rate is above 15%, please explain:

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	31
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	35
(4) Total number of students in the school as of October 1, 2018	325
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 46 %

Total number students who qualify: 183

8. Students receiving special education services: 11 %

45 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 conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>6</u> Autism                  | <u>1</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>8</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>11</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance   | <u>13</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>4</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 15

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

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	16
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 21:1

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

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	95%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

<b>Post-Secondary Status</b>	
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. 2011

15. In a couple of sentences, provide the school’s mission or vision statement.

At West Blvd. Elementary School we: Love to learn, Earn an education, Achieve excellence, Respect others, Never say never... (and LOVE each other.)

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III - SUMMARY**

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Boardman is a suburban school district with approximately 4,160 students. Our district has three neighborhood elementary schools, an intermediate school, a middle school, and a high school. The Boardman community has a long-standing tradition of supporting our schools and children. Boardman has previously been recognized as an "excellent" rated school district by the Ohio Department of Education.

West Blvd. Elementary School is surrounded by medical facilities, Youngstown State University (YSU), and both large and small businesses and shopping centers. These facilities help attract professional families as well as families of diverse backgrounds. Approximately 46% of the students at West Blvd. Elementary School have been identified as being economically disadvantaged. The yearly number of students who qualify for financial assistance has increased in our school and school district. Regardless of the students' economic status, West Blvd. Elementary School places a strong emphasis on improving student achievement as well as their social and emotional needs. We have recently partnered with ALTA Head Start, Mahoning County Juvenile Court, and Boardman United Methodist Church for support, resources, and cooperation regarding meeting the ever-changing social and emotional needs of our students and their families.

The West Blvd. staff believe we need to work together with parents, caregivers, and the community to provide our students with the best education possible. Our school is involved with many of our local organizations and civic groups. We have partnered with Youngstown State University on many fronts, including student teaching experiences, observations, mentoring, website design and instruction, as well as integrating technology into instruction. Our school's involvement with nonprofit organizations includes, but is not limited to Toys for Tots, The United Way, Big Brother Big Sister, and the American Cancer Society. We have an ongoing working relationship with the local food banks, Green Team, Making Kids Count, and local museums. Civic groups such as Lions Club, Optimists International, Kiwanis Club, and Rotary Club help us reach our educational goals. Local business partnerships provide funding sources, program staffing, and educational opportunities such as field trips, and assemblies for our school.

West Blvd. Elementary students are empowered to take ownership of their social and emotional health and academic success. The children are encouraged to be lifelong learners through their daily activities and we expect all of our students to show their Spartan S.H.I.E.L.D: Support, Honesty, Involvement, Excellence, Love, and Determination. Students and staff demonstrate these expectations daily which helps create and sustain a positive environment for learning. Students are recognized on the announcements, receive a Good Spartan Character certificate, have their picture taken which is displayed within the building, and participate in a monthly Sundaes with Cervello event.

We believe that it takes all of the school's stakeholders working together to give our students the best opportunity for positive and successful education. Parent volunteers can be found in our school assisting the teachers with classroom activities, reinforcement of skills, and assisting with numerous school activities. Parents work with teachers on classroom activities, individual skill assessment, and reinforcement of concepts covered in class. Parent volunteers are mentors in our award-winning Math Mentoring Program as well as classroom guest readers and tutors. Our parents can either contact the school or the Parent Teacher Association (PTA) for information about getting involved. The PTA is comprised of approximately 44% of our total student family population and is actively involved within the school setting. These activities continue to foster a positive school climate and reinforce our team approach to success.

The entire West Blvd. staff reviewed, discussed, and compiled data from previous state assessments to compare current trends in school demographics and student needs. It was apparent that our economically disadvantaged students performed significantly lower than all other students. The staff and school community made a concerted effort to focus our classroom instruction and additional resources to support students in this subgroup, as well as all of our students in academic need. These resources include LLI (Leveled Literacy Intervention), the introduction of intervention programs such as Wilson Foundations, YSU tutors, the reading center specialist, and our staff mentoring program.

Since receiving the National Blue Ribbon Award in 2011, West Blvd. Elementary School has been able to

build upon the concept of partnership for the betterment of the students and their families. At every opportunity, the importance of working together to create a positive educational environment is stressed and discussed. The 2011 recognition reaffirmed for many stakeholders the importance of providing a stable, compassionate, and organized support system for our school community. Detailing the improvements students have made educationally, socially, and emotionally with proper supports justifies the rationale to continue building and providing such supports. The West Blvd. staff and administration have been able to leverage our civic organizations and local non-profits to help with this endeavor. Utilizing the 2011 National Blue Ribbon recognition created a sense of importance for our efforts and a purpose for continuing in the overall well-being of our students and their families.

As the country and world learn to adjust to this new normal regarding education, the West Blvd. staff is currently working through the Covid-19 pandemic with our students and community to come to grips with this new educational platform. The staff, administration, parents, and students have embraced the challenges of remote learning and the closure of schools. All stakeholders have embraced the current challenges of online instruction which require constant support for teachers, parents, and students while maintaining the educational rigor and timelines set forth in district pacing guides. Maintaining this high level of expectation for all is key to providing students with the best education possible. This is exactly what the West Blvd. school community is striving for in all aspects of the educational process.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

**1a.** Overall approach, which may include overarching philosophy or approaches common across subject areas

An integrated curriculum has been implemented in the K-3 elementary program so all students are engaged in a meaningful learning experience. Our curriculum uses scientifically based resources and materials that allow us to provide instruction to meet the needs of all of the students. Teachers differentiate instruction with the support of our LLI and Wilson instructors, Special Education staff (intervention specialists), Reading Center teacher, and teacher aides, to meet the ever-changing needs of all learners in every subject area which is aligned to Ohio's Learning Standards. Technology is incorporated into all core subjects as well as a STEAM program for our grade 2 and grade 3 students. West Blvd. Elementary School has a technology lab that fosters students accessing computers, Chromebooks, and iPads. In conjunction with these, a jTouch interactive device, and ELMOs are utilized to achieve interaction among all students in all areas. These technologies devices help to prepare students to meet the requirements necessary for success at each grade level and in each content area.

West Blvd. Elementary School goes to great lengths to identify and meet the diverse needs of all learners. In order to be successful, it is the job of the entire staff to assess where a student lies regarding academic knowledge and levels of mastery. We utilize diagnostic tools and evaluations to target those students who require additional intervention, remediation, special education services, or a stretched curriculum.

Any student who is struggling academically and/or socially will be scheduled and discussed at our IAT (Intervention Assistance Team) meetings. Prior to the IAT meeting on a student, teachers are required to complete a referral form which indicates communication with parents (parents' views), strategies already utilized within the classroom, and comparison of data from previous benchmarking assessments. Our team will establish additional accommodations or suggest different strategies to meet the needs of these students.

Through our team approach, it is a relatively easy transition for a student to be assigned to a different teacher's classroom. Doing this allows us the opportunity to provide struggling students with an inclusive environment. Having two teachers within one classroom setting helps enable teachers to focus on students' specific learning styles such as verbal, linguistic, and kinesthetic. This environment is also conducive to smaller groups which allow us to institute different leveled practices and assessments based on the needs and abilities of those students.

West Blvd. provides a wide range of different tiered intervention opportunities to ensure the needs of the students are being met in the appropriate setting. Our building practices guarantee students are not missing any instructional time while others are receiving intervention services. The classroom teacher provides a review of skills along with extension activities of previously instructed topics for those students who need a stretched or more challenging curriculum while Tier I and Tier II intervention is taking place. It is imperative to clarify that our intervention programs are utilized for all learners. Moving through the different levels of intervention depends upon the individual student and their specific needs.

**1b.** Reading/English language arts

West Boulevard Elementary School's approach to literacy learning encourages students to grow as confident and effective readers and writers while following goals derived from the Ohio Learning Standards for English Language Arts. The foundation of our reading program immerses students in both fiction and nonfiction materials to develop independent, thoughtful readers. This is done through the use of read-alouds, trade books, and leveled readers. Reading instruction is supplemented with Weekly Reader and Studies Weekly magazines that emphasize science and social studies concepts.

Beginning at the preschool level, our students are introduced to the Heggerty program that allows them to reinforce their phonemic awareness skills. This is a spiral program that allows the students to build upon

their skills in kindergarten, first, and second grade. Utilizing the skills learned throughout the lower grade levels, third-graders build upon this knowledge in order to focus on decoding multisyllabic words. Our district has adopted the Reader's Workshop model for reading instruction. This allows students to hear daily read aloud from trade books while engaging in mini-lessons that target specific standards-based skills. Students then apply these skills in guided reading groups, during independent reading time, and within peer-based book clubs.

Assessments of standards-based skills are multi-faceted. Students are assessed through different measures including Fountas and Pinnell Benchmark Assessment System, Renaissance Learning Enterprise Assessments for benchmarking and progress monitoring, classroom observation, and classroom created formal and informal assessments. These results are then used to pull from an intervention database in order to focus on each student's current areas of deficit in language arts.

The standards encourage the writing process in which students develop as effective communicators through narrative, informational and persuasive writing techniques enhanced with grammar and word study programs. As students learn the foundations of writing, they are able to demonstrate their knowledge as they progress through the writing standards in order to show greater depth and complexity in their thinking. For example, students in kindergarten are beginning with letter formation and basic sentence structure. These skills progress throughout the years. They show evidence of their learning by writing pieces that intertwine their knowledge of reading and writing. They utilize text evidence in order to write informational pieces or support their opinions.

Various technology resources are included in our daily instruction. For example, Reading A-Z provides enrichment and practice of skills taught throughout our reading program in all grades. Second and third-grade classrooms use Read Theory to supplement student comprehension. Both programs are free to families and allow students to practice skills at home, as well as in school. Teachers are able to view and monitor student progress through both programs to further pinpoint instructional needs. These are not one size fits all programs because all students are able to move at their own pace.

Our goal is to meet the needs of all students beginning at their level and developing their reading skills in a logical progression. Instruction is delivered utilizing a whole group setting, small group settings, guided reading lessons, and one-on-one conferences. Our programs are approached in a versatile, multi-sensory atmosphere in general education, intervention, and special needs classrooms, resulting in student growth and overall confidence.

### **1c. Mathematics**

At West Boulevard, we follow the Ohio Mathematical Academic Content Standards. There are 6 standards that we follow that provide students opportunities to use and develop their mathematical skills through thinking and reasoning in their daily lives. The six standards include numbers, number sense, and operations; measurement; geometry and spatial sense, patterns, functions and algebra; data analysis and probability; and mathematical processes. These standards are taught through technology, differentiation, and a spiral teaching approach for the students to continue to revisit concepts throughout the year.

West Boulevard Elementary utilizes the Everyday Mathematics curriculum to reinforce math concepts. Through this program, students have the opportunity to use manipulatives and materials to promote understanding of math concepts. In addition, group work is encouraged throughout this program in order for teachers to meet the needs of all students. Utilizing group work encourages the students to collaborate with each other and allows the teacher the ability to differentiate instruction.

During small group instruction, the students are given opportunities for exploration. This provides them with the understanding to make connections to real-world situations by thinking and reasoning about unfamiliar problems. The variety of activities students complete with their groups, help to develop their communication skills, and strengthen their problem-solving strategies. The units in this curriculum are spiraled, which gives the students ample time to develop mastery of each math concept. This spiral effect is beneficial because it builds upon concepts from one unit to the next. Along with the skill instructions, teachers use Calendar Math

and Number of the Day activities to continue to connect math skills to real-world situations. By branching out with these everyday mathematical processes, the students engage with one another by exploring mathematical relationships and analyzing data.

At West Boulevard Elementary, each grade level uses the online program called Freckle to provide intervention, enrichment, and incentives for all students at their level of understanding. Teachers use their classroom observations and assessments to determine the learning and performance levels of their students. The data that is collected helps teachers place students in their appropriate learning levels. Not only do teachers vary the levels of learning, but teachers also vary the specific skill and content areas when needed. By using this program, it allows West Boulevard teachers to specifically meet the needs of all of their students. The data collected is also used for a school-wide math incentive program, “Math Facts Masters.” Having the entire building use the same math program allows for consistency in interpreting data, which better helps us address the needs of our students. Familiarity across grade levels also allows students to focus on the content of the program, rather than learning new procedures of a given program.

Another intervention that West Boulevard has used is the Math Mentor Program. In this program, the staff utilizes Boardman community members, such as parents, church members, college students, and former teachers. The students are given small group instruction and used the IReady Intervention Program to help them better understand concepts. Communication between the Math Mentor Head and classroom teacher is important to help plan lessons to meet the needs of the students involved. Lessons are then adapted to the individual’s learning style and learning level to help them become more successful.

#### **1d. Science**

The science curriculum for kindergarten through third grade provides students a deep understanding of core scientific concepts. Science instruction across grade levels includes hands-on exploration, inquiry-based activities, and the use of non-fiction reading. Building-wide, teachers utilize the “Studies Weekly” program which is used to introduce and enhance students’ knowledge of scientific discoveries, scientific careers, and provide experiments for in-class discoveries. Students are encouraged to try an at-home lab to deepen their understanding.

Cooperatively, teachers work to supplement and meet the goals of the next generation of science standards. Teachers provide virtual experiences through finding online science-based resources, such as Mystery Science. As a building, teachers share all science resources, tools, and consumables. Students learn science inquiry skills which emphasize critical thinking and primary investigation skills. After gathering their information, students learn to make hypotheses, predictions, and communicate these findings to others. Students then put into practice these scientific concepts they have learned.

West Blvd. Elementary School believes that STEAM-based (Science, Technology, Engineering, Art, Mathematics) lessons and activities should be incorporated into the classrooms kindergarten through third grade. In addition, third-grade students attend a weekly STEAM enrichment course outside of the classroom with a district STEAM instructor.

Students participate in recycling programs, such as Green Team’s Cash for Cans and Crayola ColorCycle program. Classroom instruction is extended into our school’s greenhouse, compost station, and land lab. Additional real-world scientific applications are brought to students through local community agencies such as Mill Creek Metro Park, Boardman Park Educational Services, and Oh Wow! Museum. Students are given opportunities to experience various lessons and hands-on activities by utilizing the Carnegie Science Center and COSI travel assemblies. It is the goal of our school to take scientific concepts beyond the classroom.

#### **1e. Social studies/history/civic learning and engagement**

West Blvd. Elementary School’s social studies curriculum fosters student understanding of the Ohio Learning Standards. The strands include history, geography, government, and economics. The social studies curriculum for grades kindergarten through three is designed to provide students with the tools needed to

demonstrate citizenship, appropriate decision making, and problem-solving, along with an understanding of the framework of our community, state, and country.

Teaching methods used to accomplish this include pre- and post-assessments of topics, hands-on projects, primary and secondary sources, community speakers, field trips, standards-based magazines of current and past events, and technology. For example, in kindergarten, students participate in a farm field trip that correlates to the Theme: A Child's Place in Time and Space. The geography strand regarding Human Systems: states, "Humans depend on and impact the physical environment in order to supply food, clothing, and shelter." In first grade, students visit a local bread factory, as they learn how people produce and consume goods in our community, which relates to the economics strand: Production and Consumption: "People produce and consume goods and services in the community." Second graders participate in a cross-curricular activity, in which they read, research, and write biographies about individuals who have helped shape the world in which we live. Third graders participate in a culminating activity where they visit the Boardman Township Government Center to witness a variety of government standards in action.

In addition to various grade-level activities, we celebrate Veterans Day to honor veterans and active military personnel. Veterans visit our school, enjoy lunch, and share personal experiences with students and staff. Students perform a patriotic music tribute for our military audience. Differentiated instruction is incorporated in our teaching in order to provide materials at each student's learning level, as well as within their varied learning styles. Ultimately, these experiences and skill mastery will foster students to become productive citizens.

**1f. For secondary schools:**

**1g. For schools that offer preschool for three- and/or four-year old students:**

**2. Other Curriculum Areas:**

At West Blvd. Elementary school, all students in Kindergarten through third grade have the amazing opportunity to attend numerous specials, which include the library, music, physical education, computers, art, and STEAM. Students attend a library class for thirty minutes each week. During this time, the students are exposed to literature in a variety of genres which serves to both develop and enhance their love for reading. In kindergarten, through collaboration with the teachers, the library lesson parallels the classroom skills for that week. Activities may include a read-aloud story, basic library skills, listening center, table activity sheets, book-related art, sight word practice, or literary games. The goal is to be consistent and help to build and expand their basic reading skills while creating a print-rich environment. In all other grades, activities are planned and based on their reading levels and student interests. Students are taught library skills to navigate and utilize resources so that they are able to locate specific texts or genres they may be interested in. Basic computer skills are also reinforced to help navigate the community's public library websites. While in the library, students may hear books read aloud, have discussions within different literary genres, actively engage with literature through games, or engage in quiet reading. Class time goals are designed to build on previous knowledge and encourage critical thinking while creating a respectful environment for learning.

West Blvd. Elementary Physical Education program consists of grades kindergarten through third grade. The students attend two 35-minute classes each week, which follow the Ohio State Standards. The goal of physical education at West Blvd. Elementary is to develop physically active individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. By the end of third grade, students have the foundational skills, knowledge, and values to successfully participate in the more demanding middle school physical education program.

West Blvd. Elementary has a computer lab of thirty computers. The computer lab teacher instructs every student for forty minutes to develop basic computer technology skills, knowledge, and competencies that will enhance opportunities for learning in all areas of the classroom curriculum. Computers are used as technological tools to enhance the learning process and are integrated into all areas of the curriculum and classroom. Our goal is for the students to develop basic competencies with computers to be successful now

and in the future.

West Blvd. students work with a district STEAM instructor who provides them an opportunity to become problem solvers and address challenges in a hands-on project-based approach. The projects conducted in STEAM are aligned with the math and science standards, thus allowing students to apply the skills developed in the classroom into a real-world scenario-based project.

Students receive performing art instruction in music for approximately forty minutes once per week. All grades participate in music instruction from kindergarten through third grade. Literacy and mathematical skills are embedded in music instruction at this age level. Students develop literacy skills by reading musical text and lyrics, using phonetics through singing, using proper letter sound and mouth formation, and by using literacy skills to follow music across a staff. Music is also a language itself, and students can transfer their skills from literacy to music and vice versa. Students use mathematical skills to perform music by understanding how rhythm fits the beat and how beats fit into a measure. Students also develop counting skills, locomotor skills, aural skills, and spatial awareness skills during their performing arts instruction time.

The Art curriculum at West Blvd. Elementary school is aligned with and expands on the Ohio Fine Arts Learning Standards for grades K-3. As stated in the Standards, "Each student will construct and solve problems of personal relevance and interest when expressing themselves through visual art." The teacher strives to help every student to be successful and have a feeling of accomplishment in their art class. It is important for students to be able to create a work of art that they feel proud of. While working individually, in small groups, or one on one with the instructor, students will learn how to manipulate different materials, understand how art can create meaning, and translate what they see or feel into a drawing. As students move into higher grade levels in the elementary school, they are required to use more critical and creative thinking. Students will start learning and talking about different artists, the elements and the principles of art, and identifying different styles (subject matter) in works of art. Art education, along with all of our specials, not only allows students to broaden their understanding and appreciation of the world around them, but it also contributes significantly to a child's intellectual development.

### **3. Academic Supports:**

#### **3a. Students performing below grade level**

West Blvd. Elementary School identifies students who are performing below grade level in reading and math using the Renaissance Learning's Enterprise assessments. Teachers and support staff continue to level students in reading using the Fountas & Pinnell benchmarking system along with Leveled Literacy Intervention. Determining which students who require math interventions is determined by using the Renaissance Learning Freckle math program throughout the year. Progress monitoring those students who are below grade level monthly is necessary and important in order to collect additional data points for reference. This ongoing monitoring of student understanding drives the adjustments made in who receives which type of intervention throughout the school year.

Tier I intervention for students identified as performing below grade level within the classroom are grouped in guided reading groups at their current instructional level. While teachers guide small reading groups, the other students are working in centers on various differentiated skills that are based on individual assessment data, collection of work samples, and teacher observation. To best suit student needs and work habits, teachers may move students to another teacher's ability groups to work with students on the same level or with similar work habits. Students will also receive Title I push-in services to address their areas of need in a small group setting within the regular education classroom.

Students performing below grade level are also eligible for Tier II Title I pull-out services. These services assign students to an LLI group with other students at the same level. Students read literature on their instructional level while practicing skills that are crucial to closing the gap between where they are currently performing and where they should be performing. West Blvd. Elementary School's reading center helps students utilizing a more rigorous intervention program designed to broaden their foundational skills set.

Through the Wilson Foundations intervention program, students work on sounding out words and patterns, decoding unfamiliar word structures, and learning to apply the rules of phonics.

With these different levels of interventions, West Blvd. Elementary ensures all students have the best possible opportunity to achieve success and reach their fullest potential.

### **3b. Students performing above grade level**

West Boulevard Elementary School takes pride in academically reaching all of our students and working with them on their individual levels. Students working above grade level have multiple opportunities to be challenged while working in all academic areas. Students are pre-assessed to determine prior knowledge before being introduced to various standards. This is done by using a KWL chart, discussing prior knowledge, administering student learning objective assessments, finding individual F&P guided reading levels, and giving online Reading and Math pretests.

Once students are determined to be above grade level, they are placed in flexible grouped classrooms with students of the same ability as well as partnered with advanced students across the grade level. Goals and objectives are then set to effectively measure student progress. At West Blvd. those students working above grade level thrive on student choice when given a stake in what and how they are going to be learning. Each classroom has a level library available for students to choose literature based on reading level and interest. Students above grade level often work on independent/shared learning projects, of their choice, with guidance from the teacher and support from home. These projects often involve cross-curricular content while extending grade-level standards. While working on projects, students explore, create, envision, support, improve, and exhibit the knowledge they have applied to attain the end result. Evaluation of student work is comprised of self-evaluation, use of rubrics, and the completion of the KWL chart. Building-wide, teachers are enriching above grade level learners by using the following programs: Learning A to Z, Read Theory, Lalilo, Freckle, and Reading IQ. These programs offer vertical alignment in various subjects. West Blvd. Elementary School's goal is to help students reach their full potential regardless of their individual starting points.

### **3c. Special education**

Students who continue to perform below grade level with limited progress are referred by classroom teachers to the Intervention Assistance Team (IAT). Teachers, parents, support staff, the school psychologist, and the building administrator discuss pertinent information regarding student progress in the classroom and any additional factors that may be hindering progress. Discussed are multiple data points utilizing a number of different tiered intervention services. After documentation is reviewed and discussed, the team may determine additional interventions or services that may be needed to further aid student success.

Students that are referred and qualify for special education services under IDEA receive instruction and intervention in the students' least restrictive environment. This may be in the general education classroom using a co-teaching inclusion model or in a small group setting to provide more intense intervention support outside of the classroom. In both settings, classroom teachers and intervention specialists collaborate to ensure that all students are given the necessary support to succeed and make progress toward the Ohio Learning Standards and students' individual goals. A variety of instruction is used to meet students' needs including multi-sensory, visual support, hands-on learning, repeated practice, and modeling.

At West Blvd. Elementary students are progress monitored monthly through STAR. Each student's individual goals and objectives are reported to parents quarterly while daily informal assessments (observations, work samples) and classroom formative assessments are used to pinpoint future instruction or interventions.

Evidence-based intervention is provided by the intervention specialist in individual and small group settings. The programs used include McGraw Hill Number Worlds Math Intervention and Leveled Literacy Intervention. Interventions assist students in making progress to meet the Ohio Learning Standards and

students' individual goals.

In addition to meeting students' academic needs, West Boulevard makes sure all students are supported emotionally and functionally through a whole-child approach. In order for students to meet their full potential academically and behaviorally, all goals are individualized based on students' needs. Also, collaboration is held between the student, teacher, and parent(s) in order to implement techniques used in school and the home setting.

**3d.** ELLs, if a special program or intervention is offered

**3e.** Other populations (e.g., migrant), if a special program or intervention is offered

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Creating a positive, safe, and caring learning environment is essential to the culture and success of our school and school community. At West Blvd. all students begin the day with student-led announcements and building happenings. During the morning announcements, we remind our students to show their SHIELDS, we celebrate student birthdays, congratulate our students on academic accomplishments as well as social and emotional milestones and always repeat, “Make it a great day or not, the choice is yours.” Students receiving a Spartan SHIELD for demonstrating positive behaviors receive an invitation to attend the Sundaes with Cervello events and photo opportunity with their Good Spartan Character Award.

West Blvd. Elementary School’s guidance counselor, principal, classroom teachers, and staff support our students' emotional and social needs by conducting character education programs and involving the students in numerous community initiatives. Students participate in multiple community outreach programs such as food drives, clothing drives, diaper collections, and awareness projects for Down Syndrome Association of the Valley, Make a Wish Foundation, and Coins for Kids. Students are recognized by these organizations as well as the staff and school community for their time, donations, and compassion. Everyone at West Blvd. believes in the gift of love and support. Helping to foster the sense of service to others has transformed our school and students into a beacon of hope for many within our walls as well as within our community.

The students build leadership skills by taking active roles within our school. Students have the opportunity to participate in and lead groups such as our Growing Gardeners Club, Chefs Club, Technology Team, Chess Club, recycling campaign, and student mentoring programs. Students support students through individual partnerships within the school as well as with entire classroom collaborations.

West Blvd. Elementary School has partnered with outside agencies such as ALTA Head Start, Meridian Health Care, Making Kids Count, and Akron Children’s Hospital to help meet the ever-changing needs of our students’ emotional and social well-being. Students understand the need for assistance and are open and cooperative when this need arises. For this to happen, students must feel safe and secure with the people around them. Measuring a school’s culture and climate can be as simple as meeting these needs of the students with their willingness and appreciation attached.

### **2. Engaging Families and Community:**

West Blvd. Elementary School welcomes and encourages our families and community members to become a partner in our children's educational experience. Prior to the start of the school year, our families attend our Open House to meet their teachers, drop off their supplies, and tour the building. During our Open House, we encourage our families to be active participants in their child's education and how our past successes have based on three key ingredients; dedicated staff, hardworking students, and supportive families. Although "conference night" take place twice a year, the West Blvd. staff conference with our families multiple times throughout the year. Data indicates that teachers communicate with individual parents 2 or 3 times each week. We believe in no surprises. All stakeholders have to be working together to give our students the best education possible.

Our PTA plays an essential role in our school and the development of our children. The PTA will hold monthly school meetings that are attended by the principal and a teacher representative. Our PTA will assist for the first few days of school to help our younger students find their classrooms and feel comfortable in the school setting. The PTA and the West Blvd. staff work together on many organized events. These events include but are not limited to our Halloween bowling party, Veterans Day luncheon and programs, Special Person’s events, father-daughter and mother-son events, visits from Carnegie Science Center and guest authors and illustrators, school-wide carnivals, American Cancer Society Relay for Life, and Light It Up Blue events for autism awareness.

Parent and community volunteers can be found regularly in the classrooms at West Blvd. Elementary

School. Teachers utilize our parent and community volunteers to help with student centers, which allows for more one on one intervention and student projects. We have partnered with numerous community organizations that provide shoes, coats, and other clothing for our children. The group will conduct eye exams for all of our students and will help secure eyeglasses for students in need. The principal partnered with a local organization to secure winter coats for the students of West Blvd. and the Boardman Local Schools. Local non-profit organizations have been instrumental in maintaining and utilizing of our greenhouse and outside land lab.

The principal attends community events and demonstrates the willingness to work with local organizations. The principal attends civic group meetings to discuss school happenings, current projects needing support, and updates on the partnership opportunities already taking place. Examples include speaking to the congregation of Bethel Lutheran Church prior to services regarding the partnership that brought school supplies, children's clothing, mentor opportunities, and master gardeners to West Blvd. Elementary School.

Lastly, communication is essential to the development of an on-going partnership with our families. Teachers communicate with our families on a regular basis through emails, Google Classroom, phone calls, weekly newsletters, daily planners, DoJo platform, and Remind 101 texting. Parents can access the student's grades through the online grade book program, Progress Book. Positive postcards are sent home to recognize the many wonderful things that our children are doing on a daily basis. At every opportunity, the administration and staff reiterate the importance of working with each and every family unit to provide our students with the best education possible. It is this open and on-going communication with all stakeholders that makes West Blvd. Elementary School so successful.

### **3. Creating Professional Culture:**

The Boardman Local Schools and West Blvd. Elementary considers professional development a critical component of ensuring student achievement. We believe teachers should be active members of the learning community. Due to this strong belief, the district has made considerable investments of time and resources to further the education of staff members through professional development to better help our students, school, and community. By doing this, the teachers and entire staff work collaboratively within grade levels and/or content areas to bring the newest and most creative approaches to instruction, classroom management, and ultimately student success.

Professional development opportunities are determined by the ever-changing needs of our students and staff. These opportunities are directly related to our building's CIP and data pertaining to student success. An example of this is the introduction of technology in the form of a STEAM course being implemented to help bridge classroom instruction and technology into a more holistic, integrated approach. Giving the staff the freedom but guidance to apply science, technology, engineering, and math through art and design allowed educators as well as students to connect learned content to art practices and design elements.

In an effort to transform lives through academics, athletics, and the arts, the staff in the Boardman Local Schools has taken a proactive approach to professional development. The importance of working together and collaborating on all areas of student growth and need has evolved into a strong, compassionate, and professional community of learners. West Blvd. Elementary professional development has been centered on Ohio's New Learning Standards, with a focus on English/Language Arts, Math, and the integration of these areas in Science and Social Studies. Our Math and ELA academic coaches attend departmental vertical and grade level meetings where they provide a large amount of support on and resources. The coaches will collaborate with the Director of Instruction and principal to develop professional development sessions. Our Math coach has organized representatives from our new math series, Everyday Math, to model lessons and answer staff questions. Our ELA coach worked with our third-grade teachers to conduct item analysis of the fall AIR test to determine building and district strengths and weaknesses. The approach to having coaches creates a sense of community and partnership. The staff continues to foster the development of this approach which nurtures a connection amongst the entire staff.

#### **4. School Leadership:**

West Blvd. Elementary School's administrator sets the educational standards and goals and establishes the policies and procedures needed to achieve them. He continually develops academic programs, monitors students' educational progress, and motivates teachers and other staff while meeting the needs of the staff, students, and school community.

Our administrator sets the academic tone and works actively with teachers to develop and maintain high curriculum standards, assessment criteria, and establish performance goals and objectives. Our school has an ever-increasing need to be involved with the emotional welfare of our students, as well as their academic achievement. As a result, our administrator is presented with difficult situations regarding student wellbeing. Due to these factors, our administrator created programs such as our Big Spartan Little Spartan program, Unofficial Mentoring program for at-risk students, and an alliance with ALTA Head Start Counseling services. He is an instructional leader to the staff but more importantly an advocate for student welfare and success.

Our administrator believes that we have to work together with our parents, caregivers, and community to give our students the best education possible. Believing in this, our administrator takes an active role within our community. He has also aligned our school with numerous local civic organizations and non-profit groups. He is involved with the local food bank, Big Brothers Big Sisters of the Mahoning Valley, Boardman Community Baseball organization, and he is the president of the Applewood Swim and Tennis Club.

He actively obtains funds to sustain programs we currently have at West Blvd. by involving community businesses and organizations. These programs involve the academic, social, and emotional needs of our students. We currently partner with seven outside organizations to help with staffing, funding, and program activities. Our administrator makes the effort to thank all businesses and/or organizations that contribute time, energy, or resources with student and staff generated letters, as well as board recognition and personal appearances at monthly meetings or events.

West Blvd. Elementary School's administrator prides himself on having open two-way communication with all families at school. Our administrator implemented the use of student agenda books. These books are sent home to be signed and returned the next day which allows for daily correspondence. We communicate through our website, teacher weekly updates, and calendars using DoJo and Remind, all-calls to every household as well as the Google Classroom platform. Our administrator also shares his phone number with all stakeholders in case a situation arises that needs immediate attention.

West Blvd. teachers and administration models the life-long learning practices that we desire for our students and are encouraged to share best practices with all stakeholders. Our administrator sets the expectation of excellence to attain through his knowledge, understanding, and love for children.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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West Blvd. Elementary School has a long history of great student academic achievement. We believe the reason for our academic success is the supported culture and the process that monitors student achievement. The principal and staff at West Blvd. value every student and believe that every child is capable of learning. The principal has built a culture where teachers are encouraged to communicate instructional ideas along with the strong importance placed on student data. It is the belief that student data must be used to identify, monitor, and intervene to remediate any academic and social/emotional concerns. This information is also used in stretching students to their fullest potential regardless of the starting point or content area.

Classroom teachers, Title I teachers, intervention specialists, the reading center specialist, and the principal meet regularly to discuss student data. These conversations over student data help identify any student deficiencies and also student growth. Our goal at West Blvd. is to provide early intervention for our children; therefore, we use AIR, STAR, F&P, and classroom assessment data to place students in the best possible learning environment for students to achieve academic success. One example of communication is when the third grade ELA (English/Language Arts) teachers, intervention specialists, reading center specialists, tutors, and the principal meet to discuss the data analysis of each third-grade student from the Fall AIR assessment. The data will drive the intervention model for each student. The team will then determine the best course of action for each student and will work collaboratively to develop a schedule to allow for all possible interventions to take place.

The principal sets high expectations for everyone at West Blvd. Elementary School. Collecting, evaluating, and sharing student data with all stakeholders is timely and extensive. This data supports and drives intervention strategies for the betterment of all students. The principal models these high expectations by supporting the staff and students through communication and data-driven academic decision making that produce high results. The principal has an open-door policy for staff, which allows the teachers and staff to communicate any ideas and possible concerns they may have. The input from the staff, student data, and community needs are used to make the best possible decisions for the children of West Blvd. Elementary School.