U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13OH8

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	☐	☐	☐	☐

Name of Principal: Mr. Robin Halley

Official School Name: Scioto Elementary School

School Mailing Address: 20 W. Scioto Street

                                       Commercial Point, OH 43116-9712

County: Pickaway   State School Code Number*: 033811

Telephone: (740) 983-3221 E-mail: rhalley@tvsd.us

Fax: (740) 983-5088   Web site/URL: https://www.tvsd.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Jeff Sheets   Superintendent e-mail: jsheets@tvsd.us

District Name: Teays Valley Local   District Phone: (740) 983-4111

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Kevin Archer

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

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

Non-Public Schools: If the information requested is not applicable, write N/A in the space.
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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   4 Elementary schools (includes K-8)

    2 Middle/Junior high schools

    1 High schools

    0 K-12 schools

    7 Total schools in district

2. District per-pupil expenditure: 9273

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural

4. Number of years the principal has been in her/his position at this school: 11

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	17	17	34
K	44	54	98
1	56	48	104
2	50	50	100
3	55	57	112
4	49	47	96
5	52	60	112
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:			656

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
2	% Asian
1	% Black or African American
3	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
91	% White
3	% 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: 9%

    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 *to* the school after October 1, 2011 until the end of the school year.	37
(2)	Number of students who transferred *from* the school after October 1, 2011 until the end of the school year.	18
(3)	Total of all transferred students [sum of rows (1) and (2)].	55
(4)	Total number of students in the school as of October 1, 2011	638
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

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

    Total number of ELL students in the school: 3

    Number of non-English languages represented: 1

    Specify non-English languages:

    Laotian

9. Percent of students eligible for free/reduced-priced meals: ___26%___

Total number of students who qualify: ___164___

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: ___8%___

Total number of students served: ___54___

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

0	Autism	2	Orthopedic Impairment
0	Deafness	7	Other Health Impaired
0	Deaf-Blindness	9	Specific Learning Disability
0	Emotional Disturbance	30	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	1	Visual Impairment Including Blindness
0	Multiple Disabilities	3	Developmentally Delayed

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

	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	25	1
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	5	0
Paraprofessionals	6	2
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	5	2
Total number	42	5

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:   26:1

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%	96%	96%	96%	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

Scioto Elementary School is a PreK-5 public school located in the village of Commercial Point, Ohio in northern Pickaway County. The village and its surrounding communities have experienced a tremendous population expansion over the past ten years. According to census results, the population of Commercial Point more than doubled between 2000 and 2010, increasing from 776 to 1,582 residents. This rapid growth presented a challenge for Scioto Elementary and the Teays Valley School District to meet the educational needs of a continuously growing community and student population.

Teays Valley administrators, board of education, staff and community worked together to take a proactive approach in planning the future of the growing school district. For the past decade, the school district has seen a great deal of construction and improvements to its facilities: additional space and upgrades at the current high school, three new elementary school buildings replacing the old facilities, two new middle schools, and most recently the addition of a fourth elementary school. The prudent foresight and planning on the part of district leaders made it possible for the school district to maintain a high level of excellence during the challenging period of rapid growth.

Scioto is the largest of four elementary schools in the district. As of January 2013, there are 658 students enrolled at Scioto Elementary School, which is nearly twice the number of students at Scioto ten years ago. The overall district has 1,789 elementary students and a total student population of 3,384.

The vision for the Teays Valley School District, displayed on the district website, is as follows: "We are committed to providing the students of the district with a rich learning experience in an educational environment with increased opportunities for all students." The mission of Scioto Elementary School and the Teays Valley School District is "to educate and encourage each student to lead a productive life." Scioto Elementary students worked collaboratively to develop their own fundamental principles for student behavior and academic success: "Be respectful, be responsible and be a harder worker."

The principal's dedication, high expectations, frequent classroom visits, and open-door policy to address concerns from stakeholders are a large part of Scioto's success. The teaching staff consists of a Pre-K teacher, three kindergarten teachers, four teachers at each grade-level from 1st through 5th, two inclusive intervention specialists, an intervention tutor, an inclusive gifted specialist, a physical education instructor, a music instructor, a media specialist, a reading coach and six educational aides. An extensive support staff consistently demonstrates the utmost care and concern for the welfare of Scioto Elementary students.

Instruction at Scioto is guided by the belief that each student has enormous potential to learn and will be successful in their own learning process. A district-wide elementary curriculum director is assisting Scioto's teaching staff in transitioning the curriculum currently aligned with the Ohio Academic Content Standards to the new Common Core and revised Ohio Science and Social Studies Standards. The Building Leadership Team initiates policy changes, innovations and improvements benefiting staff and students. All of Scioto's classroom teachers are highly qualified teachers (HQT) and meet regularly within and across grade levels, analyzing a variety of assessment data and working collaboratively to create rigorous standards-based instruction designed to meet the needs of diverse learners. Scioto's teachers, specialists, aides, volunteers, families and the community work together to provide the support each student needs to continuously improve.

Community involvement is vital to Scioto's success. Scioto Elementary has been the cornerstone of the community for many generations. Trophy cases filled with Viking memorabilia and an outdoor display of the original Scioto school bell have carried the tradition of "Viking Pride" to the new school building. Parents are actively involved in PTO, volunteering, and sponsoring many school-wide events. The

unwavering support of these volunteers provides several programs that enrich the core curriculum.

The key to Scioto's success is the students who come to school each day ready to learn and follow the high expectations they helped develop. Students are recognized throughout the year for perfect attendance, academic excellence and a positive attitude. Awards include certificates, pizza parties, cookies with the principal, "Scioto Bucks" that are redeemed at the PTO-sponsored school store, and an OAA Pep Rally presented by the staff before the state assessment in May.

The collective efforts of Scioto's dedicated staff, students, parents and community have resulted in five consecutive "Excellent with Distinction" ratings on the ODE School Report Cards. Scioto Elementary School moved from the top 10% (2010-2011) to the top 2% (2011-2012) of highest achieving schools in Ohio, prompting a letter of commendation from the highly respected educational organization, Battelle for Kids.

The dedication, hard work and commitment to excellence demonstrated by Scioto's staff, students, parents and community are the reasons Scioto Elementary School should be designated a Blue Ribbon School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The Ohio Achievement Assessments (OAA) are annual statewide assessments that measure Scioto Elementary School students' mastery of the Ohio Academic Content Standards. The state requires all students in grades 3-8 be tested in both reading and math. Students in grades 3-5 take the Reading and Math Assessments in late April or early May. Grade 5 is also assessed in science. The assessments provide teachers and parents with information on a student's achievement of the required content for that grade level. These assessments help identify student strengths and weaknesses and assist teachers in developing effective instructional methods. In Ohio's accountability system, there are five levels of student performance results: Advanced, Accelerated, Proficient, Basic, and Limited. Students who score Advanced, Accelerated or Proficient are considered to have mastered the Ohio Academic Content Standards for that grade level and content area. To meet a state indicator of performance, at least 75% of the students assessed must score proficient or higher on that test. Scioto has met every state indicator for the last 6 years. However, Scioto teachers are not satisfied with students just passing the test; they work toward making sure that all of their students perform in the Accelerated or Advanced range. Scioto Elementary has been rated "Excellent with Distinction" the last five years because the students have received above-expected growth for at least two consecutive years, according to Ohio's Value Added measure. As a result of the 2011-2012 testing data, Scioto Elementary was honored by the educational organization Battelle for Kids for being in the top 2% of high achieving schools in Ohio.

B. Scioto staff members have a powerful vision for their students. They set very ambitious goals and are committed to ensuring each child shows more than one year's growth as measured by the OAA and Value Added. Scioto's success in reading and math is a direct result of teachers analyzing data and responding to issues quickly. In 2008, Scioto teachers commenced a focused effort to use state tests for identifying macro problems and used benchmark data to monitor student progress throughout the year. They created their own short cycle assessments to help frame instructional units before they were taught and worked together in grade-level teams to create common formative assessments that determine the effectiveness of instructional practices. Teachers collaboratively analyzed data from these assessments and adjusted instructional practices to further meet specific needs of each learner and help close achievement gaps. Data trends from these assessments as well as the DRA, Scholastic Reading and Math Inventories, DIBELS and Lexia provide a clear picture of individual students' strengths and weaknesses. Using data from these assessments, precise instructional goals are developed to promote student growth.

Ohio's accountability system uses a Performance Index Score that measures each student's level of performance. A weighted score is determined in reading and math. Over the past seven years, Scioto has increased its Performance Index Score from a 97.8 to 111.2. A score of 100 indicates a school is performing at the Proficient level, not above and not below. It is necessary to have a large percentage of scores at the Accelerated or Advanced levels to move above a Performance Index Score of 100. Scioto's Performance Index Scores for the last 5 years have been as follows: 102.5 (2007-2008), 106.6 (2008-2009), 105.7 (2009-2010), 109.3 (2010-2011), 111.2 (2011-2012).

The majority of Scioto's students score in the Accelerated or Advanced level on the OAA. On the 2011-2012 OAA, 75% of Scioto's students scored at the Accelerated or Advanced level on the Reading OAA and 79% of students scored at the Accelerated or Advanced level on the Math OAA. The Scioto staff maintains high expectations regardless of student demographics. Economically Disadvantage (ED) students have shown significant performance gains in the last 3 years. On the 2009-2010 test, 50% of Scioto's ED students scored Accelerated or above on the Reading OAA, and 57.5% scored Accelerated or above on the Math OAA. On the 2009-2010 test, 50% of Scioto's ED students scored at the Accelerated or above level on the Reading OAA, and 57.5% scored Accelerated or above on the Math OAA. In 2010-2011, 58.1% of the ED students scored Accelerated or Advanced in reading and 59.2% scored

Accelerated or above in math. In 2011-2012, 63% of Scioto's ED students scored at the Accelerated or Advanced in reading, and 72.3% of ED students scored Accelerated or Advanced in math.

The Scioto staff attributes their success to a relentless pursuit of excellence involving a rigorous indicator-driven curriculum, research-based teaching strategies, technology embedded instruction, frequent progress monitoring, and the use of data to make instructional decisions.

2. Using Assessment Results:

Scioto educators create and use a variety of assessment tools and data collection methods as the foundation for planning instruction that ensures the success of all students. Teachers use this data to analyze student performance and make decisions to improve curriculum and instruction. Data are shared between all stakeholders including students, teachers, administrators, and the community.

Assessment begins early at Scioto Elementary and continues throughout the student's tenure. Teachers in all grade levels administer formative and summative assessments such as short cycle assessments, weekly assessments for reading and math, and the Developmental Reading Assessment (DRA). Primary grade levels utilize DIBELS (Dynamic Indicators of Basic Early Learning Skills), Lexia, running records, sight word checklists and various tools to establish and address specific student needs. Intermediate teachers rely on Ohio Achievement Assessments (OAA), the Scholastic Reading and Math Inventory (SRI/SMI) and IOWA testing results to monitor patterns of strengths and weaknesses. This data helps teachers identify students who need enrichment or intervention opportunities using the Response to Intervention framework (RTI).

Scioto teachers analyze performance data on a continuing basis to identify trends in student learning, both corporately and individually. These trends identify students who are in need of Tier 2 intervention support in addition to core instruction. For example, third-grade teachers use Fall OAA Reading scores to develop fluid intervention groups based on student need. These groups provide targeted instruction for students. After a period of small and whole-group instruction, the students are re-assessed to determine growth. This systematic approach prevents gaps in student learning and allows maximum growth each year. In addition, kindergarten through fourth-grade teachers generate guided reading groups based on DRA scores and formative assessments. Through daily conferencing and small-group work, teachers are able to assess and scaffold the lessons to address the individual needs of each learner. Scioto dedicates 30 minutes of "Viking Period" time each day to meet in small groups and provide additional support. All small-group instruction is provided by reading coaches, intervention specialists, gifted specialists and classroom teachers. Groups are flexible and change as needed.

The collection of ongoing assessment results enables teachers to identify students who need intensive Tier 3 instruction. These interventions include one-on-one tutoring, modified curriculum, and testing support. Student progress is constantly monitored using various methods such as DIBELS, running records, quick quizzes and other teacher-generated measures. The Student Assistance Team (SAT) meets weekly to evaluate and discuss Tier 3 student progress. Students who continue to struggle to meet grade-level expectations may be further tested and referred for an Individualized Education Plan (IEP). The purpose of the RTI interventions is to ensure each student meets his/her grade level expectations and works toward his/her potential.

Scioto Elementary School strives to effectively communicate data with students, families, and the community. Students monitor their own progress and evaluate their learning through the use of data notebooks. In the data notebooks, students create goals and reflect on their own strengths and weaknesses. Learning targets are established on a daily basis through "I Can..." statements, which facilitate clear learning objectives. Results of assessments are shared with students through spreadsheets that showcase the acquisition of skills by the whole group. Fifth grade students participate in student-led conferences with their parents to discuss and reflect on their academic performance. Scioto's on-line grading system, Jupiter Grades, keeps students and their families up-to-date on weekly academic performance.

Parents have access to many of the same data collection results as students, including data notebooks, Jupiter Grades, and quarterly report cards. Parent-teacher conferences are held by all grade levels in the fall and winter. This data informs parents of student development, whether academic, social or emotional. Parents are also encouraged to correspond with teachers through emails, phone calls and the student's agenda book. In addition, families have access to class websites, weekly grade-level newsletters, building newsletters, district newsletters and websites. These methods of communication relay school and district events, demographic information and district history with families. Lastly, the Ohio Department of Education (ODE) school report cards, which announce Scioto's state test scores, are available on-line.

Scioto invites the community to attend awards ceremonies and educational opportunities, such as First Grade Literacy Night and Kindergarten Orientation. Community members stay abreast of school information through the district newsletter and website. Information is also publicized through The Circleville Herald, the county newspaper. Furthermore, community members have access to The Ohio Department of Education website, which provides individual school and district report cards.

3. Sharing Lessons Learned:

Scioto educators understand the role of communication in their profession and use it to foster active inquiry, collaboration and supportive interaction in and out of the classroom. Recognizing they can learn from each other, the teachers have formed professional learning communities to engage in coaching, mentoring and modeling. Teachers also work in teams to develop curriculum and assessments.

Student achievement is a source of pride for the Scioto staff. Scioto welcomes classroom observations or meetings to discuss strategies, materials or data with other schools. At least eight area schools have consulted with Scioto teachers or administrators. Scioto staff members work with student teachers and educational interns who are pursuing careers in education.

A group of Scioto teachers presented at the Battelle for Kids - Great Teachers Make Great Schools conference. Teachers shared problem-solving and data-monitoring strategies as well as the short cycle assessments that had been created by the staff.

The principal has made collaboration time a priority even when the budget has been strained. Duties have been assigned to support staff to facilitate collaborative planning time. When teachers see a specific need, they create professional learning communities around a topic. One group of primary teachers met voluntarily each week before school in a book study regarding Writer's Workshop to study best practice and collect ideas from other educators in the building. Another example of collaboration is that Scioto staff meetings have shifted from being principal-led to teacher-led meetings where ideas can be presented and discussed.

During district grade-level meetings, Scioto staff members share ideas and practices with other teachers in the Teays Valley School District. The principals of each elementary school meet monthly to share ideas and information. The district has a shared curriculum drive on the server, and Scioto teachers regularly contribute their assessments and lessons so other teachers in the district can access them.

A group of Scioto staff members meet voluntarily each summer to create a Building Improvement Plan (BIP) for the new school year. This year the BIP team highlighted technology as an area for improvement. LightRaise projectors were purchased and staff members have led professional development on in-service days to coach other teachers. Teachers meet weekly before school to share their experiences with SMART technology and assist one another with the use of SMART Boards/LightRaise in the classrooms.

4. Engaging Families and Communities:

Scioto Elementary School engages families and communities in a multitude of ways including consistent communication, philanthropic endeavors, parent involvement, and connections with the community.

Information is disseminated through district newsletters, the principal's newsletters, school websites, and automated telephone messages. Teachers provide direct communication through teacher-created websites, emails, and newsletters. Daily agenda notebooks in 2nd through 5th grades provides information and documentation regarding class assignments. The school handbook is also a part of the student agenda book. Open house, literacy night, kindergarten parent meetings and standards-based reporting meetings also provide information to parents about Scioto's culture and structure.

Parents have access to current student progress through online grades. Formative and summative assessment results are also provided. Parent-teacher conferences are highly attended due to flexible scheduling upon parent request. Data notebooks and daily folders provide current information to facilitate the home-school connection. Students also receive teacher-prepared, individualized curriculum packets to enhance summer learning.

Philanthropic efforts are based on specific needs of students and their families. Scioto has raised money to aid families in crisis. Scioto "adopts" impoverished families, encourages donations to the community's Free Store, supports Relay for Life and participates in Pennies for Patients. These programs were selected because they benefit many students and families at Scioto.

The Parent Teacher Organization (PTO) is a vital part of Scioto's culture. Along with facilitating fundraisers, the organization is the primary provider for the school's well-maintained and well-stocked book room. The book room is a vital resource to the balanced literacy program. The PTO is also integral to the school-wide incentive program, "Scioto Bucks." PTO financially maintains and operates the school store, where students spend their Scioto Bucks. Fall Festival, Family Nights, and Secret Santa are other PTO-sponsored events.

Many programs at Scioto provide community connections. Students participate in activities designed to promote responsible choices such as DARE (Drug Abuse Resistance Education), STAMP (Stay Tobacco-Free Athlete Mentor Program), and Just Say No. The Reading is Fundamental program provides free books to all 2nd graders. Students' art and music abilities are showcased through evening music performances and art shows. Scioto students benefit from the county library's Bookmobile, a free dental program and school supplies donated by local churches. On Celebrity Readers Day, citizens of the community volunteer to read in the classrooms to engage students through literature. At the end of the school year the community is invited to a culminating awards ceremony to celebrate student achievement at Scioto Elementary School.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Ohio Academic Content Standards serve as the framework for lesson planning, instruction and student assessment in grades 3-5. The curriculum is currently aligned with the Common Core Standards in kindergarten through second grade. All teachers are currently receiving professional development on phasing in the new Common Core standards. Instruction begins with Academic Content Standards, but extends well beyond, providing opportunities that allow each child to become an independent thinker and learner.

Scioto teachers do not rely heavily on any one program; instead, they generate their own instructional materials based on the Ohio Academic Content Standards, Common Core Standards and data to identify student needs. Due to the overwhelming nature of creating everything in isolation, Scioto teachers quickly realized the benefits of planning together and sharing resources during weekly team meetings. They have worked in collaborative groups to create common curriculum maps, quarterly assessments and data spreadsheets to track student progress and drive instruction. Their approach has changed and evolved over time in response to the needs of children and the collective body of research on teaching and learning. To guarantee academic rigor, Scioto teachers have eliminated all things that do not positively impact student achievement and have focused specifically on standards and student needs.

Scioto's language arts curriculum follows a balanced literacy approach that instructs students in phonemic awareness, phonics, vocabulary, fluency and comprehension. Teachers engage students with high quality literature and non-fiction texts. The book room is the primary resource for materials. Scioto has put a high priority on continually expanding this book room so that it includes engaging text at all levels. Teachers supplement with a variety of additional programs such as Words Their Way and Reading A-Z. Through guided reading instruction, students develop critical literacy skills at their own levels.

Scioto's writing curriculum encompasses the entire writing process. Teachers read mentor texts, analyze exemplar pieces and model quality writing in daily mini-lessons. Writing is embedded into all curriculum areas.

Stepping Stones is the adopted curriculum for math in grades K-2. The mathematics curriculum in grades 3-5 is indicator-driven, and teachers use research-based materials that provide necessary support to meet the specific needs of their diverse learners. The mathematics program includes whole-group lessons, small-group instruction and collaborative work. Teachers focus on deepening conceptual understanding, mathematical fluency and problem-solving skills.

Scioto teachers embrace the concept of a literacy-infused curriculum because the extent to which students are able to master the content areas depends greatly on their ability to read, understand, interpret, and utilize the printed word. In science and social studies, reading and writing are infused with a focus on vocabulary development and application. Technology is used to provide learning experiences for all students. It has opened up opportunities for inquiry-based learning through observation of the world around them.

The Building Leadership Team made technology a priority for the 2012-2013 school year. LightRaise projectors were purchased so interactive SMART technology could be used in K-5 classrooms. The LightRaise projectors have allowed classroom teachers to use technology that further enhances teaching and learning through interdisciplinary studies in innovative ways. While working in the computer lab, students attain essential 21st-century technology skills by being engaged in group activities and using online resources for performance-based projects.

Lessons in physical education, music and library classes are also standards-based. The physical education teacher makes cross-curricular connections encompassing real-life skills to promote social interaction, teamwork and fitness. Students apply math skills in their daily warm-ups, and activities are differentiated so that all students are involved and engaged in physical education activities at Scioto Elementary.

2. Reading/English:

The goal of Scioto's literacy program is to provide integrated strategies that improve understanding of multiple types of texts and foster critical thinking skills through reading and writing. Classroom environments at Scioto are rich in text and promote maximum comprehension through purposeful instruction. Students are encouraged to learn by making authentic connections while engaged in a variety of texts.

Scioto uses the balanced literacy approach to reading. This research-based method engages students in classroom read-alouds, shared reading and independent reading. Read-alouds and shared-reading opportunities are used to introduce, discuss and model literacy topics. These components also allow integration of science and social studies content. Independent reading provides students the opportunity to practice previously-learned skills through the selection of their own texts based on individual interests and favorite genres or series.

During guided reading, students engage in flexible literacy groups to address the wide range of needs presented by diverse learners. Texts are purposefully selected based on appropriate reading levels and topics of interest. These careful selections promote the growth of literacy skills and allow learners to build fluency, vocabulary and comprehension. The group-specific activities are accomplished daily during the literacy block. Students participate in other groups or centers during guided reading sessions that also support the research-based principles. An example of this is The Daily Five.

Scioto teachers demonstrate an understanding of the important relationship between reading and writing by using one area to strengthen the other. Students respond to text through writing activities often paired with reading instruction. This integration also encourages students to be self-directed learners throughout the reading and writing processes, which subsequently leads to more proficient readers.

Scioto teachers, reading coaches, intervention specialists, ESL instructors and support staff collaborate to meet the needs of struggling readers. Students in need of intervention are identified through the use of Developmental Reading Assessment (DRA), DIBELS, Scholastic Reading Inventory (SRI), previous OAA scores, and teacher observation. During RTI meetings with teachers, reading coaches, and the curriculum director, student needs are discussed, and plans are implemented through inclusion and pull-out models. Intervention needs are met through research-based programs such as Soar to Success, Wilson Fundations, and Project MORE (Mentoring Ohio Reading Excellence).

The needs of accelerated readers are met through differentiated instruction in the classroom as well as small group enrichment activities with the gifted program teacher. Scioto teachers strive to challenge all students to work to their potential.

3. Mathematics:

Math curriculum and instruction at Scioto Elementary School is rigorous and driven by the State of Ohio Academic Content Standards. Formative assessments are implemented during whole-group instruction to determine the needs of individual students, differentiate instruction, and provide appropriate intervention and enrichment in small-group settings. Each grade-level teaching team creates curriculum maps based on state standards and implements instruction using a variety of supplemental math resources such as the Everyday Mathematics program, Stepping Stones, Measure Up, Buckle Down, Kamico, Study Island, TenMarks, BrainPop and Crosswalk Coach to the Common Core Curriculum.

At Scioto, building solid foundational skills in math computation and nurturing growth in problem-solving strategies are instrumental to math instruction. Fact fluency is developed at all grade levels through the use of repetitive practice, Everyday Mathematics games, and computer-based learning. The goal for all students is fact mastery and fluency. Conceptual knowledge of basic operations is emphasized through the use of manipulatives and math discussions and is guided by students' intrinsic inquiry in the subject area. Basic facts and operations are assessed frequently through the use of timed tests, quick quizzes, and weekly summative assessments. Problem solving is also a key component of Scioto's math instruction; teachers coach and promote 21st-century thinking skills. Reading skills and vocabulary are integral parts of the strategies students use to build problem-solving skills. Students are encouraged to model and explain various strategies orally and in writing. Collaboration is promoted through open discussion in whole and small groups.

Scioto teachers are focused on supporting the growth of each student and meeting individual needs for enrichment or intervention. Both formative and summative assessments allow teachers to make data-driven decisions on appropriate instruction. Unit tests and quizzes are given on a weekly basis to assess student progress, and tools such as the Scholastic Math Inventory and staff-developed short cycle assessments provide summative data for benchmarking. During scheduled Response to Intervention time, flexible groups meet for scaffolded lessons in order to achieve grade-level expectations. Enrichment is provided to students by a gifted intervention specialist as well as the classroom teacher. In the last five years, the number of Scioto students scoring at the proficient level or above in grades 3-5 on the Ohio Achievement Assessment in Mathematics has increased from an average of 86.6% to 98.1% and continues to grow.

4. Additional Curriculum Area:

Music is a core subject at Scioto Elementary School and is an integral part of the school's well-rounded curriculum. Lessons are aligned with Ohio and National Music Standards. Each week students in first through fifth grade actively participate in sixty minutes of music instruction designed to develop cognitive and social skills, enhance self-esteem, foster creativity and promote a lifelong appreciation of music.

Scioto's music curriculum follows a spiral learning sequence. Music reading skills introduced in the primary years are repeatedly reviewed and advanced. Singing skills begin with basic pitch-matching exercises for beginners and gradually move to more advanced vocal and breathing techniques. Kinesthetic and hands-on activities are essential to the development of rhythm and beat awareness. Scioto students sharpen these skills regularly by marching, skipping, drumming, dancing, and playing rhythm instruments. Rhythmic and music reading skills developed in the early years are applied during fourth and fifth grade recorder units, in which students work collaboratively in a rotating leader-learner-evaluator format to combine the skills of reading and playing music.

The licensed music specialist has a Master's Degree in Curriculum and Instruction and applies active research to design effective interdisciplinary music units. Kindergarteners visit the music room for a lesson on sound vibrations involving kinesthetic, aural, visual and hands-on learning. Third graders participate in a cross-curricular fractions/rhythms unit in which they apply knowledge of one subject to the study of another. These and other interdisciplinary music lessons provide meaningful and memorable learning experiences for Scioto students.

Performance opportunities are vital to the music curriculum. Scioto Elementary students participate in classroom solos and ensembles, assemblies for Constitution Day and Veterans Day that conclude with the school song, a "thank you" song for guest authors, the 3rd Grade Cowboy Show and the 4th Grade Holiday Concert. Evening performances are highly attended by the community, but most renowned is the 5th grade blacklight music and movement show. Scioto's Awesome Blacklight Show is exceptionally entertaining, although the most important aspects happen during rehearsals and behind the scenes. The production involves student collaboration, memorization, rhythmic precision, artistic interpretation, advanced direction-following skills, public speaking skills, self-discipline, and positive control of nervous

energy. Students are developing important life skills through performance opportunities at Scioto.

The interdisciplinary and performance-enhanced music program supports higher-level and analytical thinking, provides cross-curricular connections, fosters creativity, and reinforces life skills that are an essential part of the well-rounded curriculum at Scioto Elementary School.

5. Instructional Methods:

A positive climate is created and maintained during instruction, practice, and assessment in every classroom at Scioto. Students belong to a learning community, know they are valued team members, and can take risks in a student-centered environment that is conducive to optimal learning. Instruction at Scioto is important, focused, engaging, demanding and scaffolded. Learning targets are posted in the classroom, allowing students to have a visual of the lesson's focus. Teachers plan research-based interdisciplinary lessons, so cross-curricular connections are made. By varying the instructional methods, students have opportunities to perform tasks that best fit their preferred learning styles so they can achieve success.

On-going assessments keep learners focused and drive instructional planning. Using formative assessment allows the student to monitor his/her own progress. The analysis of results drives instructional planning and allows the teacher to differentiate instruction. The continuous and varied assessments provide opportunities for all learners to be successful, regardless of their unique educational needs.

Scioto achieves excellence by meeting the diverse needs of students through differentiated instruction in an inclusive classroom setting. Students are provided with focused interventions for acceleration and remediation through the Response to Intervention process. Students receive the support they need to be successful during a thirty-minute intervention period. The intervention is facilitated by a classroom teacher, an Intervention Specialist, Gifted Intervention Specialist (GIS), English Language Learner tutor, or reading coach. To meet the needs of the diverse student population and ensure all students achieve success, classroom teachers collaborate with support staff including the guidance counselor, occupational therapist, speech and language pathologist, physical therapist and a vision-impairment specialist.

All 2nd and 4th grade students are screened for gifted services using the Iowa Test of Basic Skills and the Cognitive Ability Test. The GIS provides challenging services in math and reading that promote shared inquiry discussion and critical thinking. Scioto also participates in a district-wide program that serves gifted students who score in the superior cognitive range.

Technology supports classroom instruction with resources including Tenmarks.com, XtraMath.org, and BrainPop. Computer-based progress-monitoring tools, such as Scholastic Reading and Math Inventories, evaluate the growth of students to which teachers respond with appropriate interventions. SMART Boards and SMART Response in classrooms allow students to interact with technology and provide teachers with instant results that drive instruction.

Utilizing all resources, Scioto maintains excellence where students reach their academic potential by engaging in meaningful, differentiated learning.

6. Professional Development:

Scioto Elementary School has established a culture of teamwork and collaboration through the implementation of teacher-led professional development. These learning opportunities are centered on improving and enhancing effective instruction and student achievement. A cultural understanding at Scioto is, "That which has been sufficient to get this far is insufficient to get further." The professional development approach has evolved over the years, beginning with district-wide initiatives like Baldrige and Covey training to a more needs-based approach at the specific subjects and grade levels. Teachers at Scioto meet yearly to evaluate and refine the Building Improvement Plan (BIP). Currently, most

professional development is centered around the BIP. Goals for building-wide improvement have included initiatives for balanced literacy, curriculum mapping, short cycle assessments, Response to Intervention (RTI), and enhanced use of technology in the classroom.

Scioto's professional development approach has had a positive impact on the ability of teachers and administrators to work collaboratively, which improves teacher quality and boosts student performance. This process began when the building principal deliberately facilitated time for weekly team meetings. Each team is now required to meet 40 minutes per week and are held accountable for using this time to increase student achievement. Weekly grade-level meetings and collaboration with intervention specialists have established a professional culture of continued growth and collegiality. Consequently, Scioto teachers now hold one another to a high level of accountability in order to maintain high professional standards and exhibit growth as educators.

The professional development activities at Scioto have been specifically designed to align with the Common Core State Standards and Ohio's new learning standards. Scioto teachers completed the process of grade-level curriculum mapping and the development of standards-based short cycle assessments and then led the district through the start of a similar process. Grade-level teachers analyzed indicators, identified power indicators, and developed test questions for common short cycle assessments.

Scioto's professional development supports student achievement and school improvement because it is teacher-generated and geared toward the specific needs of students. Professionals at Scioto are held accountable by the administrator and peers for implementing research-based and rigorous curriculum instruction through innovative methods. Professional development at Scioto is a contributing factor to the increase in state test scores. Scioto Elementary School is currently ranked in the top 2% in Ohio for Value Added, as recognized by the educational organization Battelle for Kids.

7. School Leadership:

The principal communicates high expectations and a clear vision for Scioto Elementary School. He supports policies, programs and resources that enhance student growth and achievement. The principal cultivates an "I Can" attitude of academic excellence in which students take pride in their accomplishments. As a proactive leader, he has sought out many necessary resources and supports his teachers' needs. Many times, he has been the driving force in district curriculum initiatives and has helped make Scioto an exemplary school.

The principal is very accessible to staff and students. He makes a practice of visiting classrooms daily and attending weekly team meetings. He meets monthly with students from each grade level to celebrate their efforts and achievements. The principal makes himself available to families with his open-door policy. He communicates through a monthly newsletter, weekly staff e-mails, Google calendar, and the school's website.

Leadership roles at Scioto Elementary School are shared. The principal established a Building Leadership Team (BLT) and meets regularly with this group of teachers to discuss policies and school programs. He delegates instructional leadership responsibilities by identifying teachers who are collaborative team leaders and instructional coaches. Team leaders also play a significant role in leading quarterly professional development for the staff. The Building Improvement Plan (BIP) is a set of goals intended to constantly motivate staff and students to acquire the skills necessary to teach and achieve in the 21st century. Each year he develops and frequently revisits the BIP with a team of teachers to chart a course for the new school year.

Teachers are encouraged to assume prominent leadership roles in areas of their expertise. Whether facilitating a building committee or planning professional development, Scioto staff members take on many roles outside the classroom and are viewed as invaluable members of the team. Monthly staff meetings are allocated for grade-level teams to share and discuss ideas, as opposed to a time for the

principal to disseminate information.

The principal acknowledges the needs of his staff and helps them accomplish building-oriented and student-centered goals. Recently, many of the staff advocated for advanced use of technology in the classrooms. He listened and responded by making increased use of technology a priority for the 2012-2013 school year. He has allocated resources to fund technology for the school. Because Scioto Elementary School teachers felt it was a priority, it became his priority as well.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3 Test: Ohio Achievement Assessments

Edition/Publication Year: 2012-2013 Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
At or above proficient	100	98	91	91	88
At or above accelerated	72	53	63	46	41
Number of students tested	79	98	112	102	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1		
Percent of students alternatively assessed			1		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or above proficient	100	97	86	80	82
At or above accelerated	65	42	48	50	27
Number of students tested	23	31	29	30	22
2. African American Students					
At or above proficient					
At or above accelerated					
Number of students tested					
3. Hispanic or Latino Students					
At or above proficient					
At or above accelerated					
Number of students tested					
4. Special Education Students					
At or above proficient			79	50	
At or above accelerated			42	0	
Number of students tested			19	10	
5. English Language Learner Students					
At or above proficient					
At or above accelerated					
Number of students tested					
6. White, Non-Hispanic					
At or above proficient	100	98	91	92	88
At or above accelerated	72	54	60	45	41
Number of students tested	72	90	105	97	76
NOTES:					

13OH8

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3 Test: Ohio Achievement Assessments

Edition/Publication Year: 2012-2013 Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
At or above proficient	95	96	89	92	87
At or above accelerated	89	82	68	80	70
Number of students tested	79	98	112	102	83
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1		
Percent of students alternatively assessed			1		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or above proficient	91	94	79	77	86
At or above accelerated	83	71	59	57	59
Number of students tested	23	31	29	30	22
2. African American Students					
At or above proficient					
At or above accelerated					
Number of students tested					
3. Hispanic or Latino Students					
At or above proficient					
At or above accelerated					
Number of students tested					
4. Special Education Students					
At or above proficient			68	50	
At or above accelerated			32	40	
Number of students tested			19	10	
5. English Language Learner Students					
At or above proficient					
At or above accelerated					
Number of students tested					
6. White, Non-Hispanic					
At or above proficient	95	96	89	93	87
At or above accelerated	88	81	68	80	71
Number of students tested	75	90	105	97	78
NOTES:					

13OH8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4 Test: Ohio Achievement Assessments

Edition/Publication Year: 2012-2013 Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
At or above proficient	96	95	92	91	93
At or above accelerated	79	77	66	56	62
Number of students tested	102	104	103	80	94
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1			
Percent of students alternatively assessed		1			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or above proficient	90	96	84	91	90
At or above accelerated	69	67	61	52	40
Number of students tested	29	24	31	21	20
2. African American Students					
At or above proficient					
At or above accelerated					
Number of students tested					
3. Hispanic or Latino Students					
At or above proficient					
At or above accelerated					
Number of students tested					
4. Special Education Students					
At or above proficient		73	46	70	67
At or above accelerated		36	18	30	17
Number of students tested		11	11	10	12
5. English Language Learner Students					
At or above proficient					
At or above accelerated					
Number of students tested					
6. White, Non-Hispanic					
At or above proficient	97	95	93	92	92
At or above accelerated	80	74	65	56	62
Number of students tested	95	93	97	75	89
NOTES:					

13OH8

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4 Test: Ohio Achievement Assessments

Edition/Publication Year: 2012-2013 Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
At or above proficient	97	97	94	90	96
At or above accelerated	74	67	63	56	48
Number of students tested	102	104	104	80	94
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1			
Percent of students alternatively assessed		1			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or above proficient	90	92	91	86	90
At or above accelerated	55	71	59	38	20
Number of students tested	29	24	32	21	20
2. African American Students					
At or above proficient					
At or above accelerated					
Number of students tested					
3. Hispanic or Latino Students					
At or above proficient					
At or above accelerated					
Number of students tested					
4. Special Education Students					
At or above proficient		91	73	60	92
At or above accelerated		36	36	0	25
Number of students tested		11	11	10	12
5. English Language Learner Students					
At or above proficient					
At or above accelerated					
Number of students tested					
6. White, Non-Hispanic					
At or above proficient	98	98	95	89	96
At or above accelerated	74	67	62	57	47
Number of students tested	95	93	98	75	89
NOTES:					

13OH8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5 Test: Ohio Achievement Assessments

Edition/Publication Year: 2012-2013 Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
At or above proficient	99	98	92	93	79
At or above accelerated	87	85	65	75	36
Number of students tested	112	85	86	101	97
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or above proficient	100	100	89	89	63
At or above accelerated	83	76	63	73	17
Number of students tested	23	21	27	26	24
2. African American Students					
At or above proficient					
At or above accelerated					
Number of students tested					
3. Hispanic or Latino Students					
At or above proficient					
At or above accelerated					
Number of students tested					
4. Special Education Students					
At or above proficient					75
At or above accelerated					8
Number of students tested					12
5. English Language Learner Students					
At or above proficient					
At or above accelerated					
Number of students tested					
6. White, Non-Hispanic					
At or above proficient	99	99	93	93	79
At or above accelerated	85	85	65	75	39
Number of students tested	102	78	83	96	91
NOTES:					

13OH8

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5 Test: Ohio Achievement Assessments

Edition/Publication Year: 2012-2013 Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
At or above proficient	98	93	87	96	87
At or above accelerated	62	45	40	36	30
Number of students tested	112	86	86	101	97
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or above proficient	96	86	96	96	71
At or above accelerated	52	36	30	31	21
Number of students tested	23	22	27	26	24
2. African American Students					
At or above proficient					
At or above accelerated					
Number of students tested					
3. Hispanic or Latino Students					
At or above proficient					
At or above accelerated					
Number of students tested					
4. Special Education Students					
At or above proficient					75
At or above accelerated					17
Number of students tested					12
5. English Language Learner Students					
At or above proficient					
At or above accelerated					
Number of students tested					
6. White, Non-Hispanic					
At or above proficient	98	95	87	96	88
At or above accelerated	61	46	39	34	30
Number of students tested	102	79	83	96	91
NOTES:					

13OH8