U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

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

Official School Name R.C. Waters Elementary School
(As it should appear in the official records)

School Mailing Address 220 East Ottawa Street
(If address is P.O. Box, also include street address.)

City Oak Harbor   State OH   Zip Code+4 (9 digits total) 43449-1458

County   Ottawa   State School Code Number* 030973

Telephone 419-898-6219   Fax 419-898-1412

Web site/URL   http://www.bcs.k12.oh.us   E-mail kgruber@bcssd.com

Twitter Handle _____   Facebook Page _____   Google+ _____

YouTube/URL _____   Blog _____   Other Social Media Link _____

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

Date_____
(Principal's Signature)

Name of Superintendent*Dr. Guy Parmigian   E-mail: gparmigian@bcssd.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Benton Carroll Salem Local School District   Tel.   419-898-6210

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

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, 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 a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

                                           <u>3</u> TOTAL

SCHOOL (To be completed by all schools)

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

    [ ] Urban or large central city
    [ ] Suburban with characteristics typical of an urban area
    [ ] Suburban
    [ ] Small city or town in a rural area
    [X] Rural

3. <u>14</u> Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	52	55	107
1	57	55	112
2	52	55	107
3	65	56	121
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	0	0	0
Total Students	226	221	447

5. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
95 % White
3 % Two or more races
100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 11%

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

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2012 until the end of the school year	20
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	28
(3) Total of all transferred students [sum of rows (1) and (2)]	48
(4) Total number of students in the school as of October 1	445
(5) Total transferred students in row (3) divided by total students in row (4)	0.108
(6) Amount in row (5) multiplied by 100	11

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

   Number of non-English languages represented: 1
   Specify non-English languages: Spanish

8. Students eligible for free/reduced-priced meals: 42 %

   Total number students who qualify: 188

If this method is not 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.

9. Students receiving special education services: <u>11</u> %
                                                         <u>53</u> Total number of students served

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

    <u>4</u> Autism   <u>0</u> Orthopedic Impairment
    <u>0</u> Deafness   <u>3</u> Other Health Impaired
    <u>0</u> Deaf-Blindness   <u>6</u> Specific Learning Disability
    <u>0</u> Emotional Disturbance   <u>35</u> Speech or Language Impairment
    <u>0</u> Hearing Impairment   <u>0</u> Traumatic Brain Injury
    <u>2</u> Mental Retardation   <u>0</u> Visual Impairment Including Blindness
    <u>3</u> Multiple Disabilities   <u>0</u> Developmentally Delayed

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

	Number of Staff
Administrators	2
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	12
Student support personnel e.g., guidance 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   <u>22:1</u>

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	99%	100%	99%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes   No <u>X</u>

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

PART III – SUMMARY

R.C. Waters Elementary School is the only elementary school in the Benton-Carroll-Salem School District (BCS). Our school is a K-3 building of 447 students. In addition to the village of Oak Harbor where all of the schools are located, there are several smaller villages or towns in outlying townships that make up our school district. We are a mostly rural school district that is located along the Lake Erie shoreline in Ottawa County. We are known for the Ottawa County National Wildlife Refuge, the Davis Besse Nuclear Power Station and our annual Apple Festival held in downtown Oak Harbor. Oak Harbor has a population of 2,755. It has a median income of $46,435.

RC Waters Elementary has many traditions that reflect the attitudes, desires and interests of the local community. Our third grade students celebrate learning about our local history by taking a field trip to the local log cabin and listening to guest speakers talk about our rich cultural heritage of Oak Harbor. All of our students participate in giving to others through our service learning projects. Students show their talents at our annual art show, music share day and field day events. The community and area businesses are involved in giving to our students through their volunteerism, donation of money and funding of some of our field trips.

Our school has 42 percent of our students on free and reduced lunches. We have a mobility rate of 11 percent and our special education population is 11 percent. Due to our school having a large amount of students on free and reduced lunches we are able to provide intervention services to all of our students. We assess, determine weaknesses/strengths, provide intervention/enrichment, monitor progress and meet periodically to review results. This systematic review of progress makes us accountable and helps to ensure all students are succeeding.

The collaborative effort of administrators, teachers, support staff, volunteers, families and community working to provide the support each student needs to continuously improve makes our school a great place for students to learn. We can attribute our success to the relentless pursuit of excellence involving research-based curriculum, high-yield instructional strategies, technology-embedded instruction, frequent progress monitoring and the use of data to make instructional decisions. A positive student-centered climate has been created and maintained. This child-centered approach encourages and promotes a high level of self-esteem for the child while also establishing a positive connection between school and home.

R.C. Waters Elementary has achieved the Excellent with Distinction rating for the past three report cards issued by the state of Ohio. Battelle for Kids has recognized us for being in the top 2 percent of high achieving buildings based on how our students performed on the Ohio Achievement Assessment. Because we are a high poverty school that is closing the achievement gap for all students, the Ohio Department of Education has recognized us for being a School of Promise. They have also recognized us for being a High Progress School of Honor due to our high academic gains over the past five years.

Our school district's mission is: Believe each child can achieve success and all staff must remain ready to meet the needs of children; Challenge all students and staff to be civic minded leaders, problem solvers, and critical thinkers; Succeed when we work collaboratively with all district stakeholders to prepare our students for the challenges of higher education, training, the workforce and life in a democratic society.

Through the collaborative process of the Building Leadership Team, all stakeholders were involved in creating a vision for the school through our belief statements. This vision empowers all staff to make student-centered decisions using data to increase student achievement. The Building Leadership Team meets one time a month. This process fosters trust and teamwork and ensures that staff members buy into the decisions and vision because they are directly involved in creating them.

The Building Leadership Team developed beliefs to help guide us in our decision making. They are the driving force of our school. Because of our beliefs, we provide supportive, personalized and relevant learning for all students. We use student data and teacher reflection to provide the best instructional

practices to heighten student success and ensure a year's worth of growth for every child. We implement innovative teaching methods to allow for mastery of learning by all students. We use effective communication to encourage family and community members to be actively involved in our children's achievement. We allocate resources based on the needs of all students in order to optimize the learning of each individual child. We provide a safe and inviting environment conducive to learning for students and staff. All staff collaborates on a consistent basis to create a learning environment where every child believes he/she can be successful and is valued. This partnership among educators results in strong instructional leadership.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

To ensure that a student is on target for mastering the standards by the end of the third grade, the third grade students take the Ohio Achievement Assessment in reading and math in the spring. They also take a reading assessment with the same level of difficulty in the fall of their third grade year. There are five levels of student performance on the Ohio Achievement Assessment: Advanced, Accelerated, Proficient, Basic and Limited. Students that score Proficient or higher are considered to have met the Ohio Academic Content Standards for that grade level and content area.

Ohio's accountability system evaluates schools on multiple measures of student performance; schools receive letter grades for each measure. R.C. Waters Elementary receives letter grades for three measures: proficiency rates, proficiency levels, and gap closing. The Indicators Met measures how many students have passed the state tests at the minimum of a proficient level. Test results are reported for each student in a grade and subject. At least 75 percent of students must score proficient to get credit for the indicator. Starting in the 2013/14 school year, a school needs to have 80 percent of their students score proficient or higher in order to meet an indicator. The second area of Achievement is the Performance Index. It measures the test results of every student, not just those who score proficient or higher. It is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is 1.2 for advanced performance and 0 for untested students. This weighting rewards schools for getting students into the advanced and accelerated ranges on the Ohio Achievement Assessments. This results in a scale of 0 to 120 points. The third area for which we receive a grade is in Gap Closing. This grade shows how well all students are doing in reading and math. It answers the question – Is every student succeeding, regardless of income, race, culture or disability?

In 2012/13, our grade on the Indicators Met portion of the report card was an A; 94.9 percent of our students were proficient in reading and 93.4 percent were proficient in math. Over the course of the past five years our scores have increased in reading from 73.1 percent to 94.9 percent and in math from 82.1 percent to 92.4 percent. For the Performance Index RC Waters Elementary received a B scoring 107.8 out of the 120 points for a score of 89.8 percent (we needed a 90 percent for an A). Our Performance Index score has steadily increased from 94.4 to 107.8 over the past five years. For our Gap Closing Annual Measurable Objective we received an A. 100 percent of students are succeeding. There is no difference in the success rate of all of our students and our subgroup of economically disadvantaged. In reading 94.2 percent and in math 88.5 percent of our economically disadvantaged students score proficient or higher compared to all of our students scoring at 94.9 percent in reading and 92.4 percent in math.

Our biggest gains over the years have been in the area of reading. In the past five years, we have increased our overall reading proficiency rate by more than 20 percent and our accelerated or above rate 24 percent for all students. Our economically disadvantaged students increased their reading proficiency rate by more than 32 percent and their accelerated or above increased by more than 33 percent. Our students with disabilities increased their reading proficiency rate by more than 65percent and their accelerated and above rate by more than 36 percent.

We have not seen as big of growth in the area of math because five years ago, all of our students and the students who are economically disadvantaged were able to have more than 80 percent in the proficient or higher range. In the past five years, we have increased our overall math proficiency rate by more than 10 percent and our accelerated or above rate more than 19 percent for all students. Our economically disadvantaged students increased their math proficiency rate by more than 7 percent and their accelerated or above increased by more than 33 percent. Our students with disabilities increased their math proficiency rate by more than 16 percent and their accelerated and above rate by more than 18 percent.

Our data trends indicate that we are not only getting more students to score proficient but we are getting more students to score in the advanced and accelerated range. These gains can be attributed to utilizing the Response to Intervention model, with all students receiving research-based core instruction. This instruction

involves higher level thinking skills. Data teams use formative and summative assessments to differentiate instruction and identify students needing intervention/enrichment. Interventions and enrichments are given to the students based on their needs. Students are progress monitored to ensure that the interventions are working. Support systems are put into place to help those that did not make progress. The teachers, administrators, volunteers, parents, and other support staff work collaboratively to ensure that students gain confidence and attain the highest level of success.

2.   Using Assessment Results:

With the implementation of a Response to Intervention process to address the needs of all students, a variety of assessments are used to gauge the needs of students, as well as measure student growth at R. C. Waters Elementary. Both formative and summative assessments are used to drive instruction.

Reading assessments, measuring students' fluency in reading skills and reading passages, are administered three times per year; these include Dynamic Indicators of Basic Early Literacy Skills Next (DIBELs Next) for grades K-3 and DAZE Assessments for grades 2 and 3. All reading assessment data are stored in a central database, which allows staff to generate graphs that display individual student targets and trend lines. From these data, teachers design lessons that meet the immediate needs of their students.

Grade-level data teams meet about every eight weeks to review the assessment and progress monitoring results, identify students needing interventions, and determine the type of intervention that they will receive as well as the measure that will be used to monitor progress. Members of the data teams include grade level teachers, reading teacher, special education teacher(s) and principal; all work collaboratively to ensure every student's needs are met.

Our reading series also affords our teachers the opportunity to benchmark students to determine the reading levels of all students. These results are then used to develop flexible reading groups that are designed to meet the needs of the students during their guided reading instruction time.

Assessments in math are given both formally and informally. The easyCBM (Curriculum Based Measure) is an online program that assesses math abilities related to the Common Core.   At our data team meetings, we identify at-risk students. The at-risk students are progress monitored and receive additional instruction and remediation during our math challenge time.

Data teams identify students that would benefit from additional tutoring in reading and math. Those students are invited to work with our grade level assistants after school free of charge. Some students are referred to attend our before/after school child care program, to receive help with their homework. This added instruction allows students to have more time working on particular skills and has shown to help them with understanding and mastery.

Students who continue to struggle are referred to the Intervention Based Assistance Team. This team, comprised of parents, teachers, administrators, and specialists, collaborates to identify specific strategies that can be used to help the student become more successful. Data continues to be collected and the team is reconvened to discuss progress. Depending on the progress that is being made, students may continue with the strategies or additional testing may be requested.

The data is shared with parents to inform them of the child's strengths, weaknesses and progress. The purposes of the different assessments are explained to parents. Parents are seen as partners in their child's education and are encouraged to share information and ask questions. Based on the information gathered, strategies that can be used outside school are discussed with families to reinforce or extend their child's knowledge.

3. Sharing Lessons Learned:

At R.C. Waters Elementary collaboration is the cornerstone for improving education. The staff is encouraged to share the successful strategies that have been implemented with their colleagues. Each week grade level teams meet during a designated planning time to discuss student data and progress, plan and organize instruction and share resources and ideas.

We host methods students and student teachers from nearby universities. We also work with several community colleges and universities by allowing their pre-service teachers to observe and volunteer in our classrooms. This collaboration allows our teachers to reflect and continuously learn from others.

We were recognized by Battelle for Kids for being in the top 2 percent of high achieving buildings and sent a summary of practices we follow to continually improve. Battelle collects strategies for school improvement so other districts and buildings can learn how to overcome challenge areas. Batelle for Kids began as a statewide pilot that provided value-added analysis and professional development to 42 diverse school districts across Ohio. They have recently expanded their scope of services to become a comprehensive school improvement collaborative offering an array of services and benefits. The stories like ours and others around the state are shared at their annual Award for High Progress event, conferences held throughout the year, and in their thought leadership pieces.

The staff at R.C. Waters Elementary is welcoming to teachers from other districts who request the opportunity to visit and observe successful strategies being implemented. We have had several schools visit our school to see our Response to Intervention process. Our principal and teachers meet with these groups to share information and answer questions. The groups then go into the classrooms to observe the strategies that we are implementing.

Additionally, our principal attends regional principal networking meetings held throughout the year through our Educational Service Center. At these meetings the principals share ideas and resources.

4. Engaging Families and Community:

When we consolidated schools, representatives from each school met to develop a new parent group, named T.I.E. (Together In Education). This strong parent group developed beliefs that help in making their decisions. They work to enhance and support their children's education through family involvement. They work to develop a closer connection between school, home and the community. They work to create a positive and inviting environment for students, staff and families.

Through their help we are able to host a variety of family oriented activities such as Family Math Night, Dr. Seuss Literacy Night, Family Fitness Day, Family Movie Nights, an End of the Year Carnival, Santa's Shop with local vendors, and many classroom activities. Our T.I.E. raises money to support the staff and improve the school and student learning.

Volunteers offer Read to Roo (a program involved in the national organization Reading Education Assistance Dogs), Land Lab (an outdoor science lab, which includes several garden and flower beds), Recess for Science, Junior Master Gardeners programs and mentoring to our students. Parents are able to assist classroom teachers in daily learning activities and visit during recess and lunch. We have an average 100 volunteers per year.

Parents are asked to look at and sign the take home folder daily. This ensures the parents are aware of homework expectations and provides an avenue for parent/teacher communication on a daily basis.

Each month one member of each grade level team creates a press release that is sent to local newspapers. We also send out district, school and classroom newsletters. Information is communicated via the State Report Card, parent/teacher conferences, open house, and individual letters/good news postcards to parents.

Our students reach into the community to collaborate, help with projects and serve others. Community members and retired teachers share about our local history in the log cabin visit for our third grade students. They share different occupations, recycling, Real Eyes, fire safety programs and participate in our annual Dr. Seuss Literacy night. We have a close working relationship with the village Chamber of Commerce who secure local vendors for our Santa Shop. Local companies sponsor field trips and pay transportation costs. We work with area churches, organizations and businesses doing service projects such as food, clothes and blood drives, visiting the nursing home, and creating place mats for the Senior Citizen Luncheon. All of these opportunities contribute to the personal growth and academic success of each student.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

RC Waters Elementary School's curriculum is designed to meet the needs of students from kindergarten to third grade. The staff believes that all students can learn in ways that are developmentally appropriate, research-based and instructionally sound. We have incorporated a standards based curriculum that is aligned to the Common Core for English/Language Arts and Math. All other areas are based on Ohio's New Learning Standards. We have several programs that the teachers have combined with their created materials and the use of technology to supplement instructional strategies. The teachers work to establish high expectations for all. Best practices are researched and incorporated into developmentally appropriate learning experiences. Teachers collaborate to develop a shared understanding of what students should know, understand, and be able to do while reflecting on lessons, assessments, and instruction. Assessment informs instruction, feedback is given and reinforcement/enrichment is provided as needed to complete the instructional cycle.

Our English language arts is a balanced program. We use a phonics based program, a leveled literacy program during guided reading groups and whole class instruction at each grade level. Our reading program has a balance of fiction and nonfiction texts. Classrooms and book nooks are literacy rich with leveled books, themed books and good read aloud books available to all staff. Students are asked to read complex texts, write effectively to sources and present knowledge through research.

In mathematics we use manipulatives, games and hands-on activities to reinforce students learning. We use the following textbooks, Math in Focus in kindergarten, Everyday Mathematics in first and second grade and Ready Math in third grade. In addition to these textbooks, the teachers use many supplemental materials that align with the Common Core. All of the students are asked to solve problems, reason mathematically, think critically and have fluency with mathematics.

We focus on a literacy-infused curriculum in science and social studies 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. Inquiry-based learning is used as students participate in hands-on activities and use technology. The social studies curriculum is based on a progression from the self and family to the community. Students develop the knowledge and skills to become productive citizens in a global society. Service learning and community service projects are vital components of our students' education. Our students participate in raising money for a different charity each year. They have supported the American Heart Association and the Leukemia and Lymphoma Society. We participate in raising money and awareness of cancer by conducting Relay for Life events. We also collect canned goods and clothes for local churches and organizations. Our students visit the local nursing home to read and play games with the seniors.

Our visual and performing arts and physical education programs are also important components of our students' education. Students receive 60 minutes of instruction each week for each of these content areas. All of these allow students to be creative and independent thinkers. They incorporate content from the core subjects. In music the students learn to play instruments, receive vocal instruction and learn to read and compose music. Students are exposed to art techniques, medias, artists, and appreciation. Students learn to appreciate music and art and their relationship to history. In physical education, students develop motor and movement skills. They learn about games and activities that they can participate in while developing sportsmanship. The learning experiences promote health and wellness. Each year students show what they have learned in these classes by inviting families to a Field Day, Music Share Day and an Art Show.

Technology is integrated throughout the curriculum. Each classroom is equipped with computers and a SMART Board. Additionally, we have a computer lab that students go to for at least one hour per week. Our third grade students each have their own laptop computer in their classroom. Using Edmodo, teachers created a library of learning websites to share with their classes. Students log on to their individual accounts

to retrieve important classroom content. Teachers are able to post reminders, curriculum assignments and upcoming classroom events, in one easy-access location that can be obtained from any computer via Wi-Fi connection. This allows students to work on content that is presented at their own individual levels and progress at their pace. Online quizzes, polls, and formative assessments provide immediate feedback to teachers enabling them to make well informed decisions regarding future instruction. The use of laptop computing gives all third grade students multiple, frequent opportunities for technology based learning.

2. Reading/English:

Our staff believes that English Language Arts is the force behind all learning. All students in grades K-2 receive 30 minutes of whole class Wilson Fundations instruction. Fundations is a phonological/phonemic awareness, phonics and spelling program. All students are exposed to grade level expectations during the whole group reading time, which lasts at least 30 minutes per day. With our co-teaching initiative, most students are included in the general education classroom for their instruction for all subject areas. Leveled reading books provide differentiation and are used for guided reading groups for at least 30 minutes per day. Many teachers implement the Daily Five structure. While the teacher meets with small groups or conferences with an individual student, the other students read to self, work on writing, word work, listen to reading or read to someone. This helps to develop independent reading and writing skills and improve their literacy stamina.

Every classroom has access to books that capture the students' interests and increase independent reading. In addition to classroom libraries, we have several book nooks that store leveled reading texts that staff access for students and families. Both fiction and nonfiction books are available at levels intended to increase reading fluency, comprehension and vocabulary. Writing is embedded into all curriculum areas.

Each grade level has a reading challenge time, a daily 30 minute block of time set aside to challenge all of our students in reading. During this time, students who did not meet the benchmarks receive small group reading interventions with grade level teachers while those who do meet the benchmark meet with grade level assistants to receive instruction provided by the teachers that challenge the students. Reading interventions that are used include Fundations, Leveled Literacy Intervention, Read Naturally, MobyMax and fluency packets. The type of intervention is prescriptive to meet the student's needs. These students are progress monitored one time a week to ensure that the intervention is producing results.

RAZ-Kids is an online program designed for individual students. Teachers set up accounts for each child in their classroom based on their reading level. Students have the opportunity to read through a variety of books, as well as take quizzes to assess comprehension or record themselves for fluency. Teachers use information from this program to cover specific comprehension strategies, reevaluate the current reading level of the student, or identify strategies to introduce during whole group instruction.

3. Mathematics:

In Mathematics each grade level teaching team created curriculum maps and learning targets based on the Common Core standards. A variety of math resources such as Everyday Math, Math in Focus, Ready Math, TenMarks and easyCBM are utilized. Additional resources are also incorporated. Students are involved in playing math games and computer based learning.

Students learn math concepts in a way that leads to understanding. Comprehending mathematical principles is essential to the overall development of mathematical reasoning. To foster inquiry we provide our students with examples and non-examples to help build a solid foundation for concept development. Understanding is built through an introduction of the concepts using hands-on manipulatives or objects and then moves to pictures before asking the children to attempt work at the symbolic level.

Math facts are learned by assisting the students to understand the principles upon which the facts are based. To help build a solid foundation the students learn the interrelationships among the facts. We work with our students to move toward memorization and automaticity of their facts through repetition, positive

reinforcement and periodic review.

Our students develop flexible, accurate, appropriate and efficient procedural skills. Our students' success is dependent on their knowledge and ability to use these skills. Students are provided a variety of structured practices that continually spirals. Our classrooms provide a place where students can practice and refine their math skills until they become automatic.

We use an attendance/calendar routine to help students understand problems that emerge from everyday situations. Emphasis is placed on students sharing multiple strategies and ideas to solving problems. Students learn to ask questions to solve problems and to check to see if their answer makes sense.

To mirror the success that we have had with our reading intervention program, we have been using formative and summative assessments to determine the needs of individual students. Students are provided differentiated instruction and appropriate interventions/enrichments during our math challenge times. Students take the easyCBM benchmark three times a year and complete progress monitoring assessments periodically to ensure that they are making gains.

4. Additional Curriculum Area:

Each class goes to the computer lab at least two times per week for 30 minutes each. We have a technology assistant that is assigned to the computer lab. We incorporate the Ohio Technology Academic Content Standards into all aspects of our core curriculum. These standards provide us with a set of clear rigorous expectations for what our students should know and be able to do. The technology standards address a broad range of technology experiences with application in computer and multimedia literacy, information literacy and technological literacy in order to provide the best possible foundation for technology achievement.

Technology is used to assess student skills in reading and math. Students use technology tools for research, communication, productivity and problem solving. Students use the Internet and other electronic information resources to build their knowledge and conduct research. The computer skills are learned through activities and projects. Through the use of SMART Boards, students are engaged in hands-on lessons where they can manipulate objects and interact with learning games and multimedia presentations. The third grade students are benefiting from having access to a laptop computer at school. The level of engagement for these students is extremely high.

The state of Ohio's adoption of the Common Core and New Learning Standards requires learners to have a strong working knowledge of computers and technology resources. These skills are necessary to meet the rigorous demands of the College and Career Readiness requirements, and to successfully complete the future high-stakes computer based assessment. Third grade is a very important year for our students as they build the necessary foundational skills for utilizing technology-aided learning and assessment. Laptop computing is helping to give our students the best tools and experiences for their continued academic success.

5. Instructional Methods:

At R.C. Waters Elementary, all students are exposed to the rigors of grade level expectations by participating in large group grade level instruction in reading and math using co-teaching. Our staff is incorporating recent professional development of Formative Instructional Practices and Marzano's High Yield Instructional Practices into their classrooms. Teachers use strategies and tools to determine what the students know, identify possible gaps in student understanding, modify instruction and actively engage students in their learning. Grade level teachers have set learning targets that are shared with the students at the beginning of the lessons. Students are provided with timely, specific feedback as the teacher conferences individually with students. Graphic organizers are used to show the organization or structure of concepts as well as relationships between concepts. Students share their ideas and express their thoughts through cooperative and individual learning approaches. Students use inductive and deductive strategies through problem solving, investigation, inquiry, and decision making. Teachers utilize multi-sensory

integration techniques and implement an I do, we do, you do approach when introducing new concepts. Students are involved in summarizing their learning and their work is displayed. Teachers plan together for homework to review learning for the day at home and keep parents informed of the goals and objectives.

To ensure that all students are getting appropriate instruction at their level, we have incorporated, guided reading times, and reading and math challenge times. During the guided reading times students read with other students reading at their level. During the reading and math challenge times intervention and enrichment instruction is provided by grade level teachers, intervention specialists, reading teachers, and grade level assistants. Data team meetings use assessment and progress monitoring data to ensure that students are making growth. Additional supports of the Intervention Based Assistance Team, after school tutoring, Read to Roo and family involvement support our at-risk students. Resources of classroom assistants, on-level books, assessments, manipulatives, specific intervention programs and computer programs allow the staff to meet student needs. Many of the supports and resources that help us meet the needs of our at- risk students also support our students who need academic acceleration. Next year, our strategic plan calls for staff to incorporate more higher level thinking skills into their lessons.

6.   Professional Development:

Using the Ohio Improvement Process, our District and Building Leadership Teams identify professional development needs to address our goals and improve the academic achievement of all students. Our district used Race to the Top funds to provide professional development and release time for our staff in Formative Instructional Practices, the Common Core and Ohio's new teacher evaluation system.

Teachers attend outside professional development opportunities that are aligned with our district, building and the teacher's goals. These include countywide in-services, literacy conferences, and technology workshops. Our teachers are required to attend 12 hours of professional development beyond the school day.

Experts in the education field are invited to present professional development sessions to our staff. We have four waiver days that are approved each year. This year we worked on improving instructional practices with professional development in Marzano's High Yield Instructional Practices and Making a Difference in Student Learning with iPads. To help teachers learn the rigors of the common core math they learned about math practices, routines, and strategies. Teachers also learned about Reading A-Z and Raz-Kids to better use these programs. We also worked to improve our assessments by offering a session on creating an assessment to measure student growth and a session on using the results and program features of easyCBM. Teachers were given time to work collaboratively in planning/mapping/revising curriculum and refining learning targets. We have several professional development initiatives that are on-going this year. One is the co-teaching cohort being led by a professor at Ashland University and the other is the coaching of our Fundations Wilson Reading Intervention. The Fundations coaching was funded by securing an Early Literacy and Reading Readiness Competitive Grant as part of a collaborative effort with other school districts.

Additionally, many teachers in the building lead colleagues in professional development training. These sessions are based on the current needs of the teachers and students. PARRC assessments, technology training, Edmodo training, Leveled Literacy Intervention training and literacy studies have been covered at these teacher-led sessions.

All of these professional development opportunities have allowed the staff to remain current with the standards, practices, and methods in the field of education. The improved capacities, from these sessions, directly impact the success of students and their overall achievement. Through collaborative efforts of the staff and administrators, school improvement is continually occurring.

7.   School Leadership

As of the 2012-13 school year, we are a newly configured kindergarten through third grade elementary school. Due to decreases in our school district's enrollment and lack of financial resources the three

outlying elementary buildings were closed and those students were moved into R.C. Waters Elementary building and the middle school. During this time substantial amounts of staff were moved and laid off.

As the schools in the district were closing and we were becoming a new K-3 elementary building, a Building Leadership Team was created to determine an orderly environment and a vision for our school. This team consisted of staff and parents representing all of the buildings and grade levels. This team approach has fostered positive relationships among all employees and holds them to be accountable. Having common beliefs, goals and plans empowers the staff to make decisions, helps us to feel productive and allows us to acknowledge when we are meeting milestones in our goals. This sense of accomplishment inspires the staff to continue to grow and work toward student achievement.

Our principal has been the principal of this elementary for 14 years. This past school year we have added an assistant principal. Our building has 60 staff members. Additional certified staff includes grade level teachers, reading teachers (one at each grade-level), intervention specialists, and an MD teacher. We share a physical education instructor, a music instructor, an art instructor, a speech and language pathologist and a nurse with other schools in the district. An extensive support staff consistently demonstrates the utmost care and concern for the welfare of our students. The classified personnel consist of educational aides, custodians, cooks, assistants that work at our before and after school program and one full time and one part time secretary.

Grade level teacher teams collaborate in mapping the curriculum, selecting instructional material, integrating technology, and developing assessment tools. They meet at least one time per week during a common planning time to discuss progress, share resources and plan. Additional data team meetings for the grade level teams occur five times a year.

Our school is welcoming and facilitates parent/community involvement. Everyone is treated equally. There is a positive quality of all interactions and feelings of trust and respect within the school community. Parents participate frequently in school activities. The community is supportive and involved in the life of the school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 3
Publisher: Ohio Department of Education

Test: Ohio Achievement Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient and above	92	92	90	78	82
% Accelerated and above	61	64	44	45	41
Number of students tested	118	85	72	70	67
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	2	4	0
% of students tested with alternative assessment	0	0	2	5	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient and above	88	86	85	76	80
% Accelerated and above	55	52	35	46	22
Number of students tested	52	36	28	30	31
2. Students receiving Special Education					
% Proficient and above	62	66	76	66	46
% Accelerated and above	18	33	23	33	0
Number of students tested	16	15	17	18	13
3. English Language Learner Students					
% Proficient and above					
% Accelerated and above					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient and above					
% Accelerated and above					
Number of students tested					
5. African- American Students					
% Proficient and above					
% Accelerated and above					
Number of students tested					
6. Asian Students					
% Proficient and above					
% Accelerated and above					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient and above					
% Accelerated and above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient and above					
% Accelerated and above					
Number of students tested					
9. White Students					
% Proficient and above	91	94	92	78	82
% Accelerated and above	61	68	46	43	43
Number of students tested	107	75	63	66	62
10. Two or More Races identified Students					
% Proficient and above					
% Accelerated and above					
Number of students tested					
11. Other 1: Other 1					
% Proficient and above					
% Accelerated and above					
Number of students tested					
12. Other 2: Other 2					
% Proficient and above					
% Accelerated and above					
Number of students tested					
13. Other 3: Other 3					
% Proficient and above					
% Accelerated and above					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA　　　　　　　　　**Test:** Ohio Achievement Assessment
All Students Tested/Grade: 3　　　　　**Edition/Publication Year:** 2013
Publisher: Ohio Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient and above	94	88	86	81	73
% Accelerated and above	79	69	66	67	53
Number of students tested	118	85	72	70	67
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	2	4	0
% of students tested with alternative assessment	0	0	2	5	0
SUBGROUP SCORES					
1.　Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient and above	94	83	78	76	61
% Accelerated and above	75	69	50	73	41
Number of students tested	52	36	28	30	31
2. Students receiving Special Education					
% Proficient and above	81	53	70	72	15
% Accelerated and above	43	40	35	50	7
Number of students tested	16	15	17	18	13
3. English Language Learner Students					
% Proficient and above					
% Accelerated and above					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient and above					
% Accelerated and above					
Number of students tested					
5. African- American Students					
% Proficient and above					
% Accelerated and above					
Number of students tested					
6. Asian Students					
% Proficient and above					
% Accelerated and above					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient and above					
% Accelerated and above					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient and above					
% Accelerated and above					
Number of students tested					
9. White Students					
% Proficient and above	94	92	84	80	74
% Accelerated and above	80	73	66	66	54
Number of students tested	107	75	63	66	62
10. Two or More Races identified Students					
% Proficient and above					
% Accelerated and above					
Number of students tested					
11. Other 1: Other 1					
% Proficient and above					
% Accelerated and above					
Number of students tested					
12. Other 2: Other 2					
% Proficient and above					
% Accelerated and above					
Number of students tested					
13. Other 3: Other 3					
% Proficient and above					
% Accelerated and above					
Number of students tested					

NOTES: