

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13OH5

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

Name of Principal: Ms. Danielle Davis

Official School Name: Newton Elementary School

School Mailing Address: 201 N. Long Street
Pleasant Hill, OH 45359-8077

County: Miami State School Code Number*: 027110

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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. Pat McBride Superintendent e-mail: pat_mcbride@newton.k12.oh.us

District Name: Newton Local School District District Phone: (937) 676-2002

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. Dave Welbaum

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.

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
2 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
93 % White
2 % 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: 3%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1, 2011	317
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

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

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 27%

Total number of students who qualify: 90

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: 26

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>0</u>
Total number	<u>30</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

21:1

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%	97%	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

Newton Elementary School is the only elementary school in Pleasant Hill, Ohio. Located in western Miami County, Pleasant Hill is a place where families are close and there is a true family-school partnership. Community members and parents support the school in a variety of ways including: volunteering to work in our Ohio Reads HOSTS program, band boosters, athletic boosters, and classroom and reading volunteers. Our community has no industry and depends on an income tax and property tax for financial support. The community's socio-economic status is lower-middle class. Our community is warm and welcoming to new families and staff members. Many of our school's traditions have developed over time, but one thing has remained consistent- our commitment to student successes, including academic, athletic, social, and emotional, stands firm. Newton Elementary serves 316 students in Kindergarten through grade six. Our school is the district's designated site for housing the Early Childhood Program through the Council of Rural Services in Miami County.

The mission of Newton Elementary School is to provide continuous learning for students, parents, and staff and to enhance all children's self-concepts through achievement and success. Our goal is for students to have respect for themselves and others, work cooperatively, and take responsibility for their own behavior and learning. This mission supports our pursuit for excellence for all students and encourages them to develop the 21st century skills necessary to compete and contribute in our ever-changing society. Newton Elementary has demonstrated outstanding student achievement as reported on the Ohio Department of Education's (ODE) School Report Cards. For the last five years, Newton Elementary has had designations of Excellent or Excellent with Distinction; meeting all state indicators, having an AYP of at least 104.0, and meeting Adequate Yearly Progress; demonstrating a dedicated commitment to high achievement for students in our district.

We attribute our school's success to our staff's willingness to pursue best practices and differentiate instruction for all of our learners. We realize the importance of establishing goals and measures; assessing those goals; and making corrections when and if the results indicate change is necessary. We also realize the importance of integrating all goals and innovative projects in order to ensure that all stakeholders are working toward a common goal. Newton Elementary has long provided a nurturing environment where students feel academically supported. We are focused on serving every student, based on their individual learning and social characteristics. All our programs provide students of varying abilities the opportunity to learn and develop in the most appropriate, least restrictive environment. Newton Elementary provides a wide array of interventions and enrichment opportunities at all grade levels through the utilization of our Special Education and County Gifted Programs, in addition to our Response to Intervention (RTI) program of learning. The Newton Elementary staff sets goals for high academic standards and student ownership of learning.

One hundred percent of our teachers and administrators are Highly Qualified as designated by the Ohio Department of Education. Newton Elementary teachers, including the principal and specialists in the building, collaborate weekly to reflect on student progress and examine data that presents a picture of the whole child. This data are used by teachers to develop instructional paths, which help each student achieve their personal best in achievement and social goals. Newton Elementary receives wide support from our community. Parents have always been proactive and involved with the success and well-being of the students. Parents volunteer their time in the school in the Title I reading room and in classrooms and help coordinate and plan educational activities for our students. Parents consistently demonstrate their dedication to Newton Elementary's mission and to student achievement with active involvement in school initiatives. Newton Elementary also benefits from a strong and supportive partnership with our local public library. The Miami County Library assists students with projects and research, endeavors to provide materials to support the school curriculum, and provides educational programs for students and staff. They provide monthly bookmobile to our preschool and Kindergarten rooms, putting books in the

hands of all students every month. Newton Elementary traditions have promoted the feeling of shared stewardship for the school, community and outside world. Participation in fundraisers such as St. Jude's Math-a-thon and local food pantry food collections help students develop empathy for others while helping their community around them. Connections with parents and the community are fostered through Parent Teacher Conferences, specific workshops for Early Childhood parents, Annual Art Show, Ice Cream Social, and Talent Show. Staff members have been recognized for various local, state and national honors. Additionally, student artwork has been honored at the community Art Show in Piqua, Ohio.

Newton Elementary School is deserving of the National Blue Ribbon Award because of its exemplary achievement. This is a direct result of our high level of dedication to best practices, continuous productive collaboration and thoughtful, data-driven classroom practices.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Newton Elementary has demonstrated outstanding student achievement as reported on the Ohio Department of Education's School Report Cards for the last five years (2007-08 through 2011-12). The Ohio Achievement Assessments (OAA) for grades three to eight are required tests that measure student achievement toward academic content standards in reading, math, writing, science, and social studies.

The standards describe what students should know and be able to do by the end of each grade level. Newton Elementary School has received the designation of "EXCELLENT" or "EXCELLENT WITH DISTINCTION" by the Ohio Department of Education (ODE), met all state indicators, improved our Performance Index Score, and met the Adequate Yearly Progress determinations for the past five years.

Students in grade 3 are tested in reading in both spring and fall, and in mathematics in the spring. Students in grade 4 are tested in reading and math each spring. The state of Ohio's accountability system identifies five performance levels which are used to determine a school's Performance Index: Advanced, Accelerated, Proficient, Basic, and Limited. To meet a test indicator in grades 3-4, at least 75% of students tested must score proficient or above on the reading and math tests. In addition, Ohio has added a value-added measure for the past four years which identifies students' yearly growth. Newton has met or exceeded the growth standard every year in math and reading since the Value Added measure began. Our strategic planning process, district and school mission, and vision have identified excellent academic performance as our primary goal. Over the past five years, Newton's Performance Index has increased from 102.1 to 103.8. The Performance Index (PI) reflects the achievement of every student enrolled for the full academic year. It is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is 1.2 for advanced performance to zero for untested students. This results in a scale from 0 to 120 points. Factors accounting for this include the high level of achievement at the advanced and accelerated levels for the general population, as well as for subgroups of students. In the past five years, third grade students at Newton Elementary have achieved a 91%-100% passing rate in reading and 91%-98% passing rate in mathematics. In grade four, 92%-100% of students scored at or above proficient in reading and 82%-100% in math. Our high expectations at Newton Elementary are highlighted by the increase of students performing at or above Accelerated from 45% to 67% in 6th grade reading. These trends show a steady increase in the percent of students scoring at the accelerated and advanced levels. These successes are a direct result of our attention to data, high expectations, and responding to student needs quickly. The individual student assessment reports from the Ohio Achievement Assessment help teachers identify specific areas of strength and target areas for improvement and greater growth. Newton Elementary staff members determine the most appropriate accommodations and interventions for student achievement. Teachers, administrators, aides, volunteers, parents, and other support staff work collaboratively using data driven decision making, the RTI process, progress monitoring through DIBELS, tiered models of support, analysis of formative and summative data and weekly collaboration focused on student needs to ensure that students not just pass the tests, but attain the highest level of success.

2. Using Assessment Results:

The teachers at Newton Elementary use data from a variety of assessment tools to plan for instruction, intervention and enrichment so that all students master the Ohio Academic Content Standards. Using data to improve curriculum and instruction is an important and regular practice at Newton Elementary, and we believe in getting an early start. Newton Elementary is the district's designated site for the Early Childhood Program. Preschool teachers administer the Get It, Got It, Go pre-reading inventory as well as the ASQ inventories. Get It, Got It, Go allows teachers to isolate areas of need and/or concern in the area of reading readiness. Information regarding the whole child is provided through the use of a

developmental rating scale and a social-emotional index (ASQ). Prior to kindergarten, students are screened for readiness. Beginning in kindergarten, teachers use the Kindergarten Readiness Assessment-Literacy (KRA-L), DIBELS monitoring, grade level quarterly assessments and other formative assessments to monitor and plan appropriate instruction and intervention. Teachers in all grade levels, Preschool through grade 6, use a three-tiered Response to Intervention (RTI) process that draws on data and collaboration to determine tiers of support for each student. Intervention strategies, specific to each child's needs, are addressed at monthly RTI data team meetings and weekly grade level collaborative sessions. Three times per year, teachers screen all students using DIBELS benchmarking. Additionally, Newton staff uses the Stanford, Cognitive Abilities Test (CoGat), Ohio Achievement Assessment (OAA), developmental spelling and reading inventories, as well as other formative and summative assessment data to inform and guide instruction and interventions and to identify trends in our grade-level and school data.

Teachers in grades 3 through 6 promptly disaggregate Ohio Achievement Assessment test data in multiple ways. Teachers conduct an item analysis to determine areas of strength and weakness for individual students and grade level performance measures. Using all of the information, goals are set and plans are created to address specific student needs.

Tier I interventions for classroom teachers include guided reading. An academic coaching program using special area teachers, teacher assistants, and parent volunteers is in place for students who are at-risk based on OAA test results and classroom performance on formative assessments. Progress monitoring determines that growth is being made toward educational goals or that a student needs more intense Tier II or III interventions. Newton staff determines the Tier II at-risk population by examining Tier I data. Supplemental math and reading instruction and strategic monitoring for Newton students who are not meeting benchmarks is provided in a reading intervention program led by a Literacy Coordinator with a Reading Endorsement. Additionally, data is used to indicate which gifted students may also benefit from enrichment and teachers are able to use this data to plan extension lessons and differentiate instruction which allows all students to be successful.

The efforts of Newton's teachers to use data to inform and guide instruction are evident in the positive state assessment results. A variety of assessment results are analyzed during grade level data team meetings to support our goal of all Newton students meeting or exceeding one full year of academic progress.

Newton Elementary communicates student data and assessment results in many ways. Students are encouraged to monitor their own progress through informal formative assessment and clear learning objectives, which are communicated in their personal data folders. Students also view their individual assessment results on the DIBELS and quarterly benchmark assessments and progress monitoring reports and discuss with the teacher their trends using data graphs. Goals are often set by the student and teacher collaboratively based on these results. This early introduction in using graphs to monitor progress is also reinforced through online learning programs such as Study Island and Reading A-Z. Parents receive and have access to these same graphs and three times per year are sent the DIBELS results, commencing with a fall parent/teacher conference. Progress report cards are sent home quarterly, which outline not only subject mastery, but also progress toward state indicators. Phone calls, letters, emails and parent meetings are also regular means of communicating assessment results. Ohio Achievement Assessment results are also disseminated through our school office to each parent. The State of Ohio releases an Annual Report Card for each school in the district. Every Newton family receives this report. District and building reports are also posted on the Ohio Department of Education's website, which allows families to view and compare results of state assessments. Newton Elementary maintains a comprehensive website to keep parents and the community informed of upcoming events, current happenings, and local report card ratings. Additionally, each Newton teacher has a link to his/her own webpage with important test dates, test-prep practice and enrichment resources, and other information. Newton Elementary strives to inform parents, students and the school community of data used to drive instruction.

3. Sharing Lessons Learned:

Newton Elementary School is committed to continuous improvement, innovative learning experiences and best practices. At the district level, teachers from our JH and High School meet several times during the year. These meetings are facilitated by the Curriculum Director and Principal with the purpose of reflecting on implementation of strategies and interventions in alignment with our Continuous Improvement Plan (CIP) goals. This year's emphasis has been on Value Added and Common Core transitions.

Elementary teachers have participated in the county wide training, which allow the opportunities for teachers to visit observe and reflect with colleagues on the Ohio Common Core Standards and transition strategies. Our certified nurses, psychologists, and guidance counselors meet bi-monthly to collaborate and share common practices in their field of expertise.

Newton 's Principal attends monthly administrative meetings, facilitated by the Superintendent and county office personnel, to discuss district wide initiatives, share practices and policies, stay current and aligned with state wide expectations. The classified staff meets as departments to share practices in relation to their job responsibilities to stay current and incorporate new procedures. A team consisting of the Superintendent, Central Office Personnel, Board of Education Representative, Principals, Teachers, PTA Council President and community representatives annually meet to review in depth the CIP implementation. Feedback is provided for each building to discuss with their staff so that the CIP remains a focus for all district level staff. Connecting outside the district adds another dimension to our teaching. Through blogs, online journals and professional networks, teachers connect globally with other educators.

4. Engaging Families and Communities:

Newton Elementary School offers a nurturing environment for children, parents and staff. Parents are involved in their child's learning process and our open door policy encourages them to become partners in the school community. Methods of communicating with parents include: teacher created and regularly updated websites; preschool through grade 6 parent information nights; orientations for new students and their families, and classroom and building newsletters. Open House is a family affair as students, parents and family members are encouraged to visit the school and meet the teachers. Parents receive information regarding grade level curriculum and Ohio's Standards, as well as information regarding volunteer opportunities and the policies and traditions of the school. Consequently, parents and grandparents are familiar faces in our building, often volunteering to work with students.

Parents of children who are experiencing difficulties at school are invited to meet with staff to participate in the planning and implementation of interventions specific to their child. Our parents and staff have developed exceptional relationships, and our building has a reputation as a warm, friendly place where everyone feels a part of the school family. Our building is active in implementing our district's Continuous Improvement Plan (CIP). We work together with community leaders, parents, administrators, teachers, and support staff. Our excellent relationship with Pleasant Hill's Fire department and the Miami County Sheriff's department provide our students with on-going safety education programs.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Newton's curriculum aligns with Ohio's Academic Content Standards and provides the framework for lesson planning, instructional delivery, and monitoring student progress. Classroom teachers are responsible for Language Arts, Math, Science and Social Studies and special area teachers instruct in Physical Education, Visual and Performing Arts. Technology is woven throughout the curriculum from preschool through grade 6.

The foundation of Newton's Language Arts instruction is a balanced literacy approach, integrating the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Teachers use multiple instructional strategies and tools to ensure that all students have the skills necessary to be successful readers and writers. The Ohio State's Literacy Collaborative Literacy program forms the core of our reading curriculum. Newton boasts two complete Guided Reading libraries, which provide a variety of genres.

Newton's Mathematics program aims to deepen conceptual understanding and problem solving skills through a constructivist approach while developing mathematical fluency. Use of the Scott Foresman Math program allows for inquiry into math concepts and is our primary curriculum resource. This is supplemented by the Pearson Computer Lab program, which allows students to attain fluency in computation and fact recall. Online programs, such as Study Island, further extend learning.

Science is based on a hands-on, inquiry model and the use of Scott Foresman modules allows for students to engage in STEM-like activities. Students have a unique opportunity to integrate science inquiry through Bruckner Nature Center, a mile away from Newton. The social studies curriculum is based on a progression from the self and family to the community, state and world. 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. Newton has raised over \$20,000 since 2008 for St. Jude's Children's Hospital. Our music and art curriculum is based on Ohio's Content Standards. Students receive vocal and instrumental music instruction, learn to play instruments, read, compose, study and appreciate music and its history. Students have opportunities to perform for others in the community.

Newton's physical education program is also based on a version of NASPE standards, adopted by Ohio. Learning experiences are provided to promote health, wellness, and sportsmanship through programs and activities: National Red Ribbon Week, field days, and intramural sports.

2. Reading/English:

At the heart of Newton's reading program is the belief that all children can read. It is the goal of every teacher at Newton to lay the foundation to develop fluent, thinking readers, for whom reading will become a life-long experience. The reading program is based on a balanced literacy approach. Students engage in daily reading, writing, and speaking activities. Every classroom reading program encompasses guided and shared reading and writing. The goal of guided and explicit instruction is to foster independent reading and writing. The Curriculum Director from the County ESC, elementary teachers, and Newton's Literacy Coordinator collaborate to develop a comprehensive reading program. Ongoing staff development focuses on best practices for delivering reading instruction. The approach is driven by the fundamental components of reading: fluency, vocabulary, comprehension, phonemic awareness, and phonics. The foundation for phonemic awareness and phonics is taught through the Ohio State Literacy Collaborative program, and supported by our Response to Intervention (RTI) program. To meet the more intensive needs of students at the RTI Tier III level, Herman Reading and Leveled Literacy Intervention is provided. Newton's classroom teachers use Scholastic leveled readers, and interventionists use *the*

Herman Program for phonics, fluency and comprehension instruction in guided reading groups. These programs are provided to students whose DIBELS assessments indicate below grade level performance. Newton's library of more than 14,000 volumes supplements research, independent, and recreational reading. Students visit the library weekly for instruction and book selection. The Media Specialist strives to match books with individual students, supporting and promoting the student's independent reading, their need for information, and their active interest in life-long reading. The teachers, literacy coordinator, and media specialist work collaboratively on the Accelerated Reading program.

The Pleasant Hill Library's summer program supports Newton's reading program by providing access to their extensive children's collection and by bridging the academic break between June and August. We collaborate closely with the local library as they are always willing to loan materials to our teachers.

3. Mathematics:

Newton Elementary math instruction follows Ohio Academic Content Standards. Newton teachers are also focusing on the transition to the new National Common Core Standards. Grade level teaming supports students as they are promoted to the next grade with informational data to inform instructional decisions such as: previous report cards, intervention or enrichment data, benchmark/progress monitoring data and end of the year assessments on math standards. Data teams meet to discuss students with previous year's teacher to implement research based strategies immediately for a seamless transition.

Newton teachers use two research based math programs: *Scott Foresman Math* and *Pearson SuccessMaker Enterprise*. The Scott Foresman program is inquiry based and requires students to explain mathematical processes used in both oral and written forms. The *Enterprise* math program was adopted to address components of curriculum that *Scott Foresman* lacks and to provide more formative assessments to guide future instruction. Newton teachers use data from Ohio Achievement Assessments (OAA) testing, curriculum assessments and other progress monitoring tools to intervene and enrich students. Intervention specialists assist with varying students' areas of need identified during collaborative team meetings. Along with differentiated instruction, teachers use a variety of technological skills to give students 21st century skills. Examples of various technology programs used are ENO board apps, Brain Pop site, Discovery Education, and iPad apps to enhance math lessons. Additionally, *Study Island* helps enrich and differentiate instruction. These tools provide targeted instruction for students' instructional math levels, formative assessments and progress monitoring data to monitor responses to intervention. Math websites are also provided to students to use outside of the school day.

Newton teachers have received various grants to enhance the curriculum. A grant from the Miami County Foundation and the Covington Eagles supported the purchase of various technologies to help enhance our curriculum. These materials will also be utilized when planning units of inquiry using the National Common Core Standards.

4. Additional Curriculum Area:

Students are involved in many STEM (Science, Technology, Engineering, Math) related activities at Newton and the scientific method is emphasized at all grade levels. In preschool, students observe the life cycle of butterflies and ladybugs. Kindergarten students monitor the growing of seeds into flowers, once the first sprout is spotted, they make and display posters advertising the event so all Newton students can see the growth. In first grade, students design and implement methods for melting ice cubes in the shortest time possible and observe the evaporation of the melted ice over several days. In second grade, students make instruments observe how light responds to different materials and look at shadows. The third grade students take a webquest inside the layers of soil. They sort, weigh, measure and conduct tests of properties such as luster and magnetism to identify rocks and minerals. Fourth grade students take part in Ohio Pioneer Days where they explore how we lived over 100 years ago. Each year Newton celebrates Earth Day by educating the school about environmental practices during daily announcements and classroom activities. School-wide science programs include the recycling of paper, cans, and bottles.

5. Instructional Methods:

Newton is dedicated to high achievement. The diverse needs of students are met through a tiered delivery of intervention and support (Response to Intervention/RTI); every Newton student is afforded instruction which addresses individual strengths and weaknesses. Good first instruction is at the core of Newton's academic program. Teachers are equipped with the tools, methods and strategies to deliver explicit, high-quality instruction. Struggling readers and students who have difficulty accessing content area subjects in a whole group instructional setting, receive Tier I support from classroom teachers. Teachers assess students using various tools such as DIBELS for reading, common reading, writing and math assessments, and teacher-developed assessments to target specific needs. Teachers access the Ohio Resource Center for Reading Research. The Herman Reading program and a guided reading program that is based on skill development enable teachers to provide focused interventions. *Study Island*, *iPad* apps, and other online math sites accessed on ENO boards are ways that teachers use technology to reach students. A County gifted teacher addresses the needs of the more advanced students. She provides small group activities, Saturday Enrichment days, and projects to enrich students based on current state standards. Tier II intervention is delivered by the literacy coordinator and the Intervention specialist who supports the learning in the regular classroom, and provides a more in-depth practice for struggling readers in a pull-out model. Finally, three Intervention Specialists attend to the individual educational needs of students who have been identified for more intensive, Tier III intervention. Instruction is geared toward moving students to achieve grade level expectations in the least restrictive environment. Intervention is delivered in a pull-out and inclusive setting. The *Herman* and Literacy Collaborative program is used to offer a more intensive study of words, fluency and language development. Each tier of intervention is supported by teaching assistants who can provide practice and reinforcement of skills for students.

6. Professional Development:

Newton Elementary supports all staff members in their pursuit of quality professional development. Staff members are offered professional development through our building based programs as well as those offered from our county office to enhance their knowledge and implementation of best practices. Our district's Continuous Improvement Plan outlines the areas of focus for professional development needs of the staff based on the timeline of the district and school level goals each year as well as the needs of the students.

Our teachers participate in collaborative time planning weekly. The main purpose for this collaboration is to learn and reflect upon new information which can be embedded into daily instructional practice and to increase student achievement in the areas of literacy, enrichment learning, and intervention for students needing additional support, math instruction and the upcoming new Ohio Common Core Standards. Professional development is provided monthly during regularly scheduled staff meetings. Topics are chosen based on the areas identified by the teachers, and by district and state lead initiatives. Professional development is provided to special subject area teachers (art, music, physical education) at the district level, maximizing subject area collaboration. Guidance counselors, psychologists, nurses and classified personnel are also provided yearly professional development at the building and district level. Each teacher in the district must complete a detailed individual professional development plan (IPDP), to stay current in best practices in their educational field. All teachers set goals and are evaluated yearly. In the last two years, our teachers have attended professional development in the following areas: autism, Ohio Common Core Standards, RTI, math and reading interventions, Value-Added, and restraint training. It is also common practice for any staff member to share articles from journals, magazines, newspapers or the Internet. All staff members are encouraged to grow professionally and seek opportunities to do so. Our professional development plan at Newton establishes a strong foundation of educational practice which fosters a school culture of excellence.

7. School Leadership:

The philosophy at Newton Elementary has been built and continues on a shared leadership style where all members play vital roles in making a successful school. The former principal of over 20 years provided a solid foundation. The school represents a community of learners and the role of the principal is to facilitate, motivate, challenge, and empower teachers and staff to accept leadership roles within the school environment, always keeping their focus on student success. Newton's current Principal has served the district for 7 years. She views her role as comprehensive whereby best practices are promoted and expected to be utilized daily and a culture of high expectations is nurtured to meet the needs of all students.

Specific examples include:

- Parents and community are actively engaged in our everyday culture. There are numerous parent volunteers who contribute on a daily basis. Parent sponsored events support our students and families through activities, assemblies and events designed to enhance educational experiences. They set goals which support the mission of the school.
- Our school supports our community through many avenues: yearly Food Pantry food collection, St. Jude's Math-a Thon fundraiser, and the recycling program to name a few.
- Communication is vital to establish an information highway to connect our families at Newton. All staff receive a daily email to keep them current; teachers write monthly newsletters; and the district publishes a monthly communication to keep everyone abreast of what is happening in all our schools. Our academic communication occurs specifically through report cards, IEP progress reports, and DIBELS reports. Through a collaborative effort, using all resources at the school, district and state level, the leadership component at Newton fosters student achievement to the height of excellence!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 3rd Grade Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Above	98	94	93	98	91
Accelerated and Above	73	59	51	67	64
Number of students tested	45	51	41	43	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	100	89	86		91
Accelerated and Above	54	39	21		36
Number of students tested	13	18	14		11
2. African American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
5. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6.					
Proficient and Above					
Accelerated and Above					
Number of students tested					
NOTES:					
Blank Cells indicate not enough students to report according to the Ohio Department of Education's reporting rules.					

13OH5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: Grade 3 Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Above	100	88	95	98	91
Accelerated and Above	93	78	83	84	73
Number of students tested	45	51	41	43	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	100	78	93		73
Accelerated and Above	100	61	79		55
Number of students tested	13	18	14		11
2. African American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
5. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6.					
Proficient and Above					
Accelerated and Above					
Number of students tested					
NOTES:					
Blank Cells indicate not enough students to report according to the Ohio Department of Education's reporting rules.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Ohio Achievement Assessment

Edition/Publication Year: 4th Grade Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Above	100	83	93	89	82
Accelerated and Above	65	39	43	53	40
Number of students tested	49	41	42	45	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	100	88		83	
Accelerated and Above	50	13		42	
Number of students tested	14	16		12	
2. African American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
5. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6.					
Proficient and Above					
Accelerated and Above					
Number of students tested					
NOTES:					
Blank Cells indicate not enough students to report according to the Ohio Department of Education's reporting rules.					

13OH5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Ohio Achievement Assessment

Edition/Publication Year: 4th Grade Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Above	100	93	98	98	92
Accelerated and Above	67	42	79	67	42
Number of students tested	49	41	42	45	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	100	88		92	
Accelerated and Above	57	19		42	
Number of students tested	14	16		12	
2. African American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
5. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6.					
Proficient and Above					
Accelerated and Above					
Number of students tested					
NOTES:					
Blank Cells indicate not enough students to report according to the Ohio Department of Education's reporting rules.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Ohio Achievement Assessment

Edition/Publication Year: 5th Grade Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Above	95	83	85	93	80
Accelerated and Above	65	49	62	63	33
Number of students tested	43	41	47	40	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	100	80	67		
Accelerated and Above	40	20	44		
Number of students tested	10	10	18		
2. African American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
5. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6.					
Proficient and Above					
Accelerated and Above					
Number of students tested					
NOTES:					
Blank Cells indicate not enough students to report according to the Ohio Department of Education's reporting rules.					

13OH5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Ohio Achievement Assessment

Edition/Publication Year: 5th Grade Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Above	95	100	87	85	83
Accelerated and Above	37	32	28	20	25
Number of students tested	43	41	47	40	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	90	100	78		
Accelerated and Above	30	0	11		
Number of students tested	10	10	18		
2. African American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
5. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6.					
Proficient and Above					
Accelerated and Above					
Number of students tested					
NOTES:					
Blank Cells indicate not enough students to report according to the Ohio Department of Education's reporting rules.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Ohio Achievement Assessment

Edition/Publication Year: 6th Grade Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Above	100	92	95	98	94
Accelerated and Above	85	63	74	82	70
Number of students tested	41	48	43	44	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above		94	92	100	
Accelerated and Above		47	33	90	
Number of students tested		17	12	10	
2. African American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
5. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6.					
Proficient and Above					
Accelerated and Above					
Number of students tested					
NOTES:					
Blank Cells indicate not enough students to report according to the Ohio Department of Education's reporting rules.					

13OH5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Ohio Achievement Assessment

Edition/Publication Year: 6th Grade Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Above	100	92	95	98	94
Accelerated and Above	85	63	74	82	70
Number of students tested	41	48	43	44	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above		94	92	100	
Accelerated and Above		47	33	90	
Number of students tested		17	12	10	
2. African American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
5. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6.					
Proficient and Above					
Accelerated and Above					
Number of students tested					
NOTES:					
Blank Cells indicate not enough students to report according to the Ohio Department of Education's reporting rules.					

13OH5