

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 Mr. Joseph D. Rowe

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

Official School Name Ironton High School

(As it should appear in the official records)

School Mailing Address 1701 South 7th Street

(If address is P.O. Box, also include street address.)

City Ironton State OH Zip Code+4 (9 digits total) 45638-2262

County Lawrence State School Code Number* 017491

Telephone 740-532-3911 Fax 740-532-2314

Web site/URL http://www.tigertown.com E-mail joe.rowe@tigertown.com

Facebook Page

https://www.facebook.com/pages/Ironton-

Twitter Handle City-Schools/578392818865028 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*Mr. William Nance E-mail: dean.nance@tigertown.com

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

District Name Ironton City Schools Tel. 740-532-4133

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. Tim Johnson

(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 (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 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
 - Rural
3. 11 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	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	63	54	117
10	63	57	120
11	51	50	101
12	45	40	85
Total Students	222	201	423

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 7 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88 % White
 - 5 % 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: 20%

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 <i>to</i> the school after October 1, 2012 until the end of the school year	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	60
(3) Total of all transferred students [sum of rows (1) and (2)]	85
(4) Total number of students in the school as of October 1	423
(5) Total transferred students in row (3) divided by total students in row (4)	0.201
(6) Amount in row (5) multiplied by 100	20

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 49 %
 Total number students who qualify: 208

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: 16 %
69 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>7</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>14</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>29</u> Specific Learning Disability |
| <u>5</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>7</u> Multiple Disabilities | <u>6</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	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 18:1

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	95%	95%	94%	94%	93%
High school graduation rate	94%	91%	97%	83%	92%

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	103
Enrolled in a 4-year college or university	72%
Enrolled in a community college	1%
Enrolled in career/technical training program	2%
Found employment	10%
Joined the military or other public service	0%
Other	15%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

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

PART III – SUMMARY

Ironton High School is located in Lawrence County, Ohio. The school district is in an urban area approximately 30 miles southeast of Portsmouth, Ohio and 20 miles northwest of Huntington, West Virginia. The high school serves approximately 425 students in grades nine through twelve.

As of the 2010 U.S. Census, there are 11,129 residents in Ironton, Ohio. The City of Ironton has one public school (Ironton High School) and one private school (St. Joseph Central Catholic). As of 2013, Ironton High School has 49% of students who are economically disadvantaged and 16.7% of students with disabilities. Our white, non-Hispanic population is 88.3% of the student body.

The faculty of Ironton High School believes that we should provide all students with the opportunity to learn. Our mission is to prepare students academically, ethically, physically and socially; to provide students with access to technologies and experiences that make them respectful, productive citizens; and to enable students to adapt to changing economic and social conditions.

Ironton has a rich tradition in excellence. Despite the challenges and opportunities associated with our high percentage of economically disadvantaged students, we continue to set and exceed the high expectations we have for our students. The Ohio Department of Education has designated Ironton High as “Effective” for eight of the last ten school years, and each year since 2008. During that time, we have shown significant progress in closing achievement gaps with reference to our economically disadvantaged and students with disability subpopulations.

Our successes in closing the gap are a direct result of our initiatives to provide high quality professional development and intense intervention to at-risk students. Our professional development is in areas such as differentiated instruction, high-yield instructional strategies and other proven instructional models. The local educational service center provides this on-going professional development. What separates Ironton from others is that this professional development takes place during the school day, once a month, at a time when the core disciplines meet in one of their planning periods.

Our teachers also have common planning times with the department and the intervention specialist who team-teaches with them in periods throughout the day. The core departments meet twice per week in collaboration meetings and follow a standardized meeting blueprint to analyze data. This analysis allows teachers to ensure students learn essential content and skill development necessary in their discipline. During collaboration, close attention is given to the identification of subpopulations (economically disadvantaged, individualized education plans, attendance, discipline, past test results in Ohio Academic Achievement Test, Terra Nova, Ohio Graduation Test, PLAN, etc.). The departments have devised an intervention curriculum specific to their discipline. With this curriculum, we provide students with targeted instruction during the school day, which may affect the child’s scores on the Ohio Graduation Test. In the previous five years, Ironton has been in the top 10% in the state with reference to closing the gap in reading and math with the subpopulation of economically disadvantaged students.

Ironton High School has a team that analyzes data and supports the classroom. This team is called a Student Services Management Team. The team looks at trending data and participates monthly in grade level meetings to identify students who are at risk due to grades, attendance, and discipline. Counselors and/or administration chair this team with help from grade level teachers to discuss best practices that have proven successful with the child in question. We have an enrichment opportunity to analyze data and see if the current placement in the child’s schedule is optimum for success. This team meets during one of our teachers planning period, which allows the intervention to happen during the school day where resources are available.

Ironton High School serves as a center of pride in the community. Community support is evident on the athletic fields, as well as in celebration of the performing arts. This is most evident from the community input and support given to the construction of new facilities. The citizens of Ironton committed \$3.1

million in locally funded initiatives to construct a state of the art performing arts center within our school building. Currently, the community is engaged in an initiative to raise the funds to install field turf and upgrade the playing surface for basketball.

The community of Ironton sets high expectations for the school. Our students take great pride in meeting or exceeding the expectations of others. Our traditions trace decades of success in athletics, as well as the performing arts. Additionally, we are leading the way with state standardized testing in closing the achievement gaps. In January 2014, the State Superintendent of Schools, Dr. Richard Ross, honored our school with recognition from the Ohio Department of Education to Ironton High School as a 2013 State Superintendent's School of Promise. The state awards this designation to only 2.8% of the school buildings in Ohio.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) The Ohio Graduation Test (OGT) is a state standardized examination administered during a student's 10th grade year. In order to graduate with a high school diploma, students must pass all parts of the test (reading, writing, math, science and social studies) with a score of 400 or better. A score of 400 represents the state's standard for proficiency. Of the students tested, 75% must meet the minimum 400-proficiency level in order for the school building to meet state requirements. The Ohio Academic Content Standards are included in the OGT.

Ironton High School strives to meet 12 indicators from the state. These indicators include attaining the minimum 75% proficiency in the five subject areas for 10th grade and five indicators for 11th grade students, a minimum 93% attendance rate for students and a 90% four-year graduation rate. Ironton has the expectation of meeting a minimum of 10 out of 12 indicators, making our school an effective building. We have achieved this goal by meeting 10 out of 12 indicators two of the last five years and 11 out of 12 of the remaining three years.

Our state report card Performance Index has indicated our success in creating intervention opportunities for those identified as performing at the limited and basic levels. The performance index score is a mathematical formula that gives value to the various student achievement levels (limited, basic, proficient, accelerated and advanced) to provide a performance number. Over recent years, Ironton's performance index score has trended upward from 94.0 in 2010 to 97.7 in 2013 (our second highest in recent years).

The guidance office performs a great deal of work in the planning of our Ohio Graduation Test Summer Intervention Program. This program has been extremely successful in helping us to meet the five 11th grade indicators each of the last five years. Students attend 10 hours of instruction during the summer months and then take the test. A high percentage of 11th and 12th grade students who are still working to pass all five parts of the OGT attend this program.

b) Closing the achievement gap is an important component of Ironton High School's intensive intervention strategies. Students participate in intense intervention three times a year, with the final time taking place just before we administer the OGT to sophomores in March. Five years ago, our economically disadvantaged subpopulation was 9.1% behind in language arts and 6.3% behind in mathematics. Last year, that gap was 0.7% in both areas. Likewise, five years ago, students with disabilities were 45.2% behind in language arts and 11% behind in mathematics. Last year, that gap was 16% and 7.7%, respectively. Ironton High has shown further success in closing the gap between school and state averages. Last year, Ironton was 20% ahead of the students with disabilities' state average in language arts and 29% ahead of the state average in mathematics.

We are very proud of our success in closing the achievement gap, as well as our accomplishments in moving students from the proficient level to the accelerated and advanced levels. In regards to our economically disadvantaged subpopulation in language arts five years ago, 23.1% of our students were considered at or above accelerated while none were considered advanced. Last year, 43.5% of our students were at or above accelerated and 9.7% achieved a level of advanced. These gains are in spite of a 16.1% increase in the number of students considered economically disadvantaged.

Closing the gap between state averages and our school's proficiency scores is also a source of pride for Ironton. Five years ago, our overall language arts score was 84.5%, which was 0.4% below the state's average (though still above the minimum requirement). The same year, mathematics was 1.8% above the state's average of 81.4%. This past year, Ironton was at 91.0% in both areas, which is 3.4% ahead of the state's language arts average and 7.1% ahead in mathematics.

Ironton's success in closing the achievement gap between the economically disadvantaged and school averages and between the school and state averages is due to the strong intervention efforts of the teachers.

The English, math, science and social studies departments have worked as teacher based teams to create model intervention curriculums used to address at-risk student populations. These intervention strategies have not only closed the achievement gaps, but have also led to enrichment opportunities. This enrichment is responsible for moving students beyond the proficiency level and into the accelerated and advanced statuses.

Ironton High School believes our success in helping students identified as limited or basic levels to achieve proficiency on state standardized tests is a direct result of ongoing professional development and the creation of professional learning communities, in the form of teacher based teams. All of this takes place during the regular school day and does not require teachers to meet before or after school. The intervention happens during the school day, so students are also not required to attend outside of school. After-school tutoring is available four days per week. Administration may adjust tutoring times to accommodate school-related functions and student work schedules.

2. Using Assessment Results:

Teachers at Ironton High access data to analyze their departments or non-core counterparts. The data entries contain a breakdown of the child's status with reference to economic status, student disabilities, race, 7th and 8th grade Ohio Achievement Assessment scores in reading and mathematics, EXPLORE (8th grade test data demonstrating benchmarking and college readiness through the ACT) scores. We also analyze 9th grade Terra Nova scores, OGT data (applicable to 11th and 12th grade and also a barometer for 10th grade success), PLAN (10th grade test that gives benchmarking and predicts an ACT scoring range) scores, Pre-SAT (given to top 25 juniors that predicts candidate's preparedness for senior AP curriculum), and the ACT (the number one predictor for college readiness and success). Attendance and discipline concerns, and whether the students need additional intervention based on the preceding criteria is also considered. We use this data to infer or predict possible student intervention needs for the OGT. Our subpopulation of economically disadvantaged students is closely monitored using response to intervention methods. We also use the information to help place students in the course offerings where they will be most successful. We use teacher recommendations from grade level meetings from the preceding year to place them in successful course opportunities.

We administer end of course exams for all course offerings at Ironton High School. Through the State's Ohio Improvement Process, we meet quarterly with our district leadership team and each building leadership team presents progress monitoring of quarterly assessment data and tracks the progress for all courses. In addition, the teacher based teams analyze the end of course exams results and generate the teacher based team's 5-step process. This process is a standardized meeting template to ensure that the meeting entity stays focused on their specific goals. The blue print outlines a process to collect examples of student work, analyze student work specific to the data, establish shared expectations for implementing specific changes in classroom, implement changes consistent in classrooms, and analyze pre/post data.

The Ohio Improvement Process has guided us to establish that departments reflect, in collaboration notes and Student Services Management Teams, how we can address weaknesses identified in quarterly assessments with strategies for student improvement. The teachers post homework and weekly plans through a web portal accessible to students and parents. The post contains the focus of each lesson, the assessments used, the common core standards covered and how assessment results will inform instruction.

At the end of each quarter, Ironton High School conducts an incentive assembly for celebrating outstanding merit in grade point averages, good attendance and discipline, and students of the quarter. We have collaborated with businesses to reward the students for a job well done. The administration presents an analysis of attendance, student discipline and quarterly assessment results and the progress made to all stakeholders in an assembly. Additionally, we recognize the top ten student athletes and top ten performing arts students with public acknowledgement of the student's grade point average each marking period.

3. Sharing Lessons Learned:

The Ohio Leadership Advisory Council is a partnership between the Buckeye Association of School Administrators and the Ohio Department of Education. Their primary goal is to provide resources to educators for shared and effective leadership. Ironton High School's math team recently presented at the state Ohio Leadership Advisory Council conference in Columbus.

Our presentation outlined how our eight-period day allows teachers to have common planning times with department members and grade-level teams during the school day. We were able to share other initiatives including our ability to provide extra intervention to at-risk populations. The response to intervention was used in the identification of the at-risk population. Those students include economically disadvantaged, students with disabilities, those with excessive discipline referrals, and those with poor attendance. The core departments collaborate to prepare the curriculum by evaluating trending data of previously released state assessments and study of testing blueprints. The power standards are taught to our at-risk population during the regular school day. This extra intervention is responsible for closing the achievement gap in subpopulations.

Ironton's teachers provide input and intervention strategies utilized in Ohio Leadership Advisory Council's teaching modules used throughout the state as school improvement models. The Council taped several of our teacher based teams and we were able to outline many of the strategies we utilize within our departments for Ironton High School improvements. Further, our presentation team and school administration has been contacted by numerous districts whose representatives heard our presentation at the conference or have viewed our recordings. Our team has shared our enhanced daily schedule, quarterly assessment database, collaboration meeting agendas and our innovative scheduling practices that are a direct result of our eight-period day.

Neighboring school districts have studied Ironton's master schedule and intervention strategies in an effort to improve teacher collaboration. We were able to share the creation of a senior level class for ACT preparation, FAFSA identification, resume development and college application and narrowing processes. This class, Journeys to College, is scheduled for seniors during fourth period each day and allows for post-secondary institutions to make presentations to the entire senior class without disruptions to the school day. The extended ACT preparation allowed by Journeys to College has equated to a 25% increase in the number of Ironton students taking the ACT in the past five years, while the average composite score has increased from 18.7 to 19.4. We are proud of these results, especially considering the national average composite score has decreased to 20.9.

4. Engaging Families and Community:

Ironton High School offers a reward system to acknowledge student merit in grade point averages, attendance and discipline. We partner with local businesses to help provide quarterly incentives for student merit. The business partners provide coupons to the students for their hard work. Additionally, the community's businesses support the efforts of our yearbook and school performing arts each year with patronage advertisements. Parents and business leaders are also active on our school's committees, including our after-prom committee to organize post-prom activities for students in a safe environment. Community support is a vital component of our school and is in spite very limited economic growth.

Community outreach and communication are very important to Ironton's future. A recent audit performed by an outside firm, noted a need to engage the community on a greater scale. As a result, our district website now includes building and district information to communicate our school's initiatives. Through our website, www.tigertown.com, the public may also read our five-year strategic plan outlining key performance indicators. We communicate to our community through a local public access channel. Our district has a Facebook page through which the district communicates to parents weekly about activities and/or awards students have received. This social media connection has been an excellent tool to reinforce our communication with the community. Additionally, our district has the technology to utilize a "single-call" communication system to keep parents and guardians informed about school and district events.

Along with parent-teacher conferences, the faculty works to keep parents informed about the happenings in the classroom and the progress of their students. Teachers post their lesson plans and homework assignments to a web portal accessible by parents and students. This portal also lists the student's attendance and a progress report of their grades and details the work currently engaged by each student's class, homework and when it is due, and teacher lesson plans. Additionally, four progress reports and four report cards are sent home to parents each year.

Freshman orientation has proven to be very valuable in our efforts to introduce middle school students to the high school. Freshmen are taking advantage of this opportunity and feel much more comfortable in their new setting. For our juniors and seniors, our guidance department has engaged in college night. Some 25 colleges, universities, trade schools and branches of the military have participated, helping to bridge the gap from high school to post-secondary experience.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Ironton High School has developed a curriculum designed to support student growth and to develop well-rounded citizens. Our core curriculum is built from the standards set by the Ohio Department of Education and includes English-language arts, mathematics, social studies and science. That curriculum is accompanied by foreign languages, home economics, and business and technology. Currently, our English and mathematics departments are fully engaged in utilizing the Common Core Standards and the science and social studies departments are strengthening their class curriculums in preparation for the Common Core, as standards for those two subjects are not yet completed at the state-level. We believe our course offerings coupled with high expectations is the key to providing students with the tools to succeed in their post-secondary lives.

This spring, we are piloting the new Partnership for Assessment of Readiness for College Careers (PARCC) examinations for the state, as Ohio prepares to replace our graduation test with the various PARCC exams. Our hope is that experiencing these tests ahead of the state's schedule and viewing the results through a reflective lens will help us to prepare students for the requirements of these new examinations.

The English department offers courses at all four grade levels aligned to Ohio's Common Core Curriculum. Advanced courses are available in all four core disciplines, as well as team-teaching classrooms that include an intervention specialist to address special needs and those students identified as at risk of academic failure. An advanced placement course is available to English 12 students, providing value-added enrichment. The administration works closely with the department to ensure that strong, data-driven curricular decisions are made. Extensive professional development and high expectations are employed to make certain that Ironton High School is working to close the achievement gap, while still providing a challenging curriculum to students.

The math department also works diligently to ensure provide an outstanding curriculum while addressing the learning needs of the students. Geometry and algebra I and II are offered with courses that include a team teaching design, regular classroom and weighted courses. For the advanced students, pre-calculus and calculus are offered as weighted courses. Additionally, a senior-level transition to college math course is offered for those preparing to attend a post-secondary institution and who are struggling mathematically.

Four levels of courses are offered by our science department, also with weighted, regular classroom and team teaching options. Physical science, biology, chemistry, physics and anatomy & physiology are offered, with an advanced placement option for chemistry. Along with standard laboratory practices, the department works to participate in trips locally and to offer experiences in science. A nearby planetarium at nearby Shawnee State University is visited frequently by the freshman class. In a partnership with the Center of Science and Industry in Columbus, students use distance learning technology to view a knee replacement surgery, during which students can ask the surgeons questions about their profession and the operation.

The social studies department offers four levels of courses that encompass United State history, world history, world geography, government and economics. Weighted, regular classroom, and intervention specialist team teaching options are all available to accommodate the varied levels of student learning. Along with these courses, upper classmen visit the middle school to adjudicate their social studies fair in the spring. This interaction provides an excellent learning experience for high school and middle school students.

Our foreign language department offers four levels each of German and Spanish, as well as weighted courses. Foreign language students also visit the younger grades of our schools. Upper-level Spanish students teach elementary students about the Spanish language and culture for a couple of weeks each year. This learning opportunity also serves as a feeder program as it engages and excites the younger students. Our local college branch—Ohio University-Southern Campus—offers Día de los Muertos activities, allowing post-secondary experiences for our students.

Fine arts are a source of particular pride for Ironton High School. Along with elective courses in four levels of art, our school offers instrumental and vocal music options, as well as the opportunity for students to take part in our spring musical. Over half of the school's student population (some 250 students) participates in performing arts. The dynamics of the musical and of concert productions is heightened by the performing venue—our \$3.1 million state-of-the-art auditorium.

2. Reading/English:

The English Department at Ironton High School, working in conjunction with the administration, the building leadership team, and the district leadership team, has implemented a seamless data-driven curriculum. The department uses methods developed in Robert J. Marzano's "Instructional Strategies for Effective Teaching and Learning". Using common planning time, the department meets biweekly to align curriculum and identify special needs students and strategies based on test scores. The curriculum calls for writing and reading across the subject area as well as cross curricular activities for students of all learning styles. The school uses a rigorous assessment regimen with pre and posttests to help evaluate critical thinking skills and higher-level cognition. The English curriculum is aligned with Ohio's Common Core Standards. Ironton High School strives to create a desire for lifelong learning among students.

Methodology for teaching begins with Maslow's Hierarchy of Needs. Instruction for each student is varied in approach. Students are identified by data including socioeconomic status, free/reduced lunch and individual education plans. The class size and structure at Ironton allows teachers to work with large groups, small groups and individual students. Project based learning is promoted with projects like quarterly book projects, video projects, poetry projects, and much more. Courses are designed so that students develop a broad knowledge base of literary terms at each level. In addition, grammar skills are incorporated in lesson plans throughout the curriculum. These projects encourage the development and potential of each student through critical thinking, collaborative learning, and problem solving in a safe, structured environment.

Ironton High School provides value added services to students who are overachievers or underachievers. Students are assessed through a variety of techniques as developed by the department and the leadership teams. Students identified as at risk are supplied with extra opportunities to learn. Intervention specialists work in each English classroom. At-risk students are scheduled into Student Intervention classes where they receive extra instruction. The school dedicates a special "Blast Off" program for students identified as at risk in reading and writing. Students identified as advanced have the opportunity to take weighted English classes at each grade level. In addition, seniors have the opportunity to take Advanced Placement class. Ironton High School enjoys an excellent passing rate on the Advanced Placement Test.

3. Mathematics:

Ironton High School's Mathematics Department has developed a comprehensive curriculum, which ensures all students master the standards. The curriculum is rigorous and different instructional strategies foster students' distinct learning styles, which results in the improvement of their mathematical abilities. The curriculum is challenging to every student regardless of his or her ability level. The students are in mathematics classes for approximately 45 minutes for five days a week. Common Core Standards drive the use of all materials in the classroom, including the recent purchase of a 7th thru 12th grade, standards-aligned textbooks and resources. In addition, the students are preparing for the PARCC assessment. Technology is an important tool in the classroom. Our technology includes an interactive white board, an ALEKS computer program, Blue Pelican Math, Kuta Software, websites involving the PARCC assessment, and other various websites regarding mathematics.

In any one of our mathematics classrooms, there are diverse activities going on daily. The teachers are using classroom manipulatives to assist in the learning process. These manipulatives include calculators, rulers, protractors, compasses, volume blocks, and other hands-on materials. Teachers address different learning styles to ensure that all students have an understanding of the content. The teachers are teaching aloud for the auditory learners. The students are copying notes from the interactive white board for the visual learners.

Then, the students complete hands-on activities for the kinesthetic learners.

The math department uses the Ohio Improvement Process and Common Core Standards to perform a comprehensive evaluation of our curriculum. We have identified areas of weakness to address through continued evaluation of student performance data. Quarterly analysis of testing data assists in determining student strengths and weaknesses in order to guide instruction. We also use this data to aid in future placement of students in mathematics courses. Teachers use multiple enrichment activities as an extension of the concepts addressed by Common Core-aligned textbooks. Additionally, higher functioning students assist the teacher as peer-to-peer tutors to help lower functioning students. Intervention specialists are also available in classes that include at-risk and lower functioning students.

4. Additional Curriculum Area:

In preparing our students for their post-secondary lives, Ironton High School offers addition curricular offerings with our satellite programs. Our college and career readiness course, Journeys to College, provides an excellent platform for the process of connecting with post-secondary institutions. This class takes place during the same period for all seniors and meets daily.

Journeys to College encompasses post-secondary options for our seniors, including ACT preparation, completion of college applications, resume development, assistance with FAFSA completion and scholarship applications. This time also allows college representatives to make presentations on their institutions including procedures and requirements for admission what life on campus can encompass. Journeys to College also assists students in arranging college visits and in job shadowing.

Ironton High School has several satellite programs, offered in coordination with our vocational school, operating in our building to assist students in their career options and readiness. We currently operate a very successful Project Lead the Way engineering program for grades 8 through 12. This program has produced numerous engineering majors in college over the past several years and continues to grow in its offerings. We are especially proud of this cooperation because we firmly believe that we are preparing students to be competitive in an ever-changing global economy.

Our Nursing Co-Operation program with the local vocational school has also proven very successful. Students receive top-notch medical training and have the opportunity to participate in clinical training during their senior year and become certified nursing assistants. This program, too, has grown over the past several years and has guided numerous students into the health care profession.

For junior and senior students, Ironton High School offers a Teacher Academy Career Technology course in cooperation with the vocational school. Teacher Academy trains students in the art of education and places them at the elementary and middle school level to assist certified teachers in their classrooms. The students who complete the course have the opportunity to earn three hours of college credit and the program pays the cost for students to take a test to become a certified paraprofessional.

Automotive Technology is a long-time course offering at Ironton. The program includes a pre-automotive educational strand for newcomers and juniors and seniors have the option to utilize technology certified by the National Institute for Automotive Service Excellence (ASE). Students in this program have the opportunity to participate in job shadowing, on-the-job training, the latest in automotive publications and their exit exams include components that show mastery in the various ASE automotive skills. Student transcripts indicate mastery levels in these areas. Students may use results as they seek employment or to further their education.

5. Instructional Methods:

Teachers understand that a variety of delivery styles may be required to meet the multiple learning requirements of students, and therefore teachers use a variety of proven methods for differentiation, such as

use of manipulatives, anchoring activities, Frayer model, and pre and post tests. In the classroom, teachers apply a selection of accommodations to address groups that include individualized education plan students, the regular classroom student, college preparation students, and to meet the high expectations of the weighted classes. Interactive white boards, laptop computers and iPads are available to assist teachers in varying their teaching delivery.

Accommodations used include graphical representations, diagrams, take-home exams and open book exams. A variety of test questions are used, including an assortment of multiple choice, fill-in-the blank, short-answer, diagram interpretation, essays and questions that include high-level thinking. Teachers also use modifications which include an adjusted grading scale for students with special needs, a reduction in the amount of possible answers, and intervention specialists are available to read tests to students and provide additional support. When dividing students into groups, our science department, for example, ensures that laboratory teams include special needs or non-visual learners paired with students who have an aptitude for the laboratory process.

Monitoring student growth is an important component of ensuring student success and identified intervention or enrichment needs. Ironton has evolved from a nine-week testing format to an end of course exam method given five times a year—a baseline and quarterly. We chose this method in preparation for new state-mandated testing utilizing the PARCC examination. These PARCC exams will have a direct effect on student credits for graduation. In addition, establishing a baseline and evaluating testing data on a quarterly basis provides an excellent student growth monitoring system.

Test-item analysis information takes place by all teachers to ensure progress growth monitoring. Reflection of test data occurs in multiple teams and teachers collaborate using the standardized 5-step process. Teachers decipher strengths and weaknesses in order to address deficiencies and opportunities for enrichment. This information also helps to guide teachers in the modification of their instructional patterns and ensure identification of at-risk students.

The at-risk students are also encouraged to take advantage of tutoring outside of class time. The school provides free tutoring four days per week. Tutoring is required of students who participate in extra-curricular activities, but are failing to meet a minimum “C” average in all courses. This system has been instrumental in increasing the mean grade point average to 3.0 for all marking periods in 2013.

6. Professional Development:

The creation of our enhanced daily schedule provides the opportunity for on-going professional development within the common planning times of departments and grade level meetings. Professional development is outlined and monitored by the administration through reflections presented weekly utilizing our standardized meeting agenda.

The local educational service center is the primary provider of professional development. The center chooses the topics through teacher suggestions, the latest proven developments in education, and part of an education plan to stay current with state mandates. The administration works with the educational service center during the summer months to select dates for the professional development and arrange what topics to discuss.

Over the past five years, professional development has included a variety of subjects to improve teaching strategies and differentiated instruction. A significant amount of time involved 21st Century Skills that is a national partnership of business leaders, education leadership and policymakers to provide resources to prepare students to compete in a complex economy. "Classroom Instruction that Work" is a book of high-yield instructional strategies by renowned education expert Robert J. Marzano. Considerable time has been spent studying Marzano's Nine Instructional Strategies and the district has underscored the importance of the strategies' incorporation by incorporating them into teacher evaluations

Additional strategies examined in on-going professional development include differentiated instruction, end

of course exam development, review and implementation of state-approved Common Core Standards, student learning objective development, and student growth measure training. Local law enforcement provides additional professional development in the areas of self-defense training and identification of students at-risk for substance abuse.

The building leadership team ensures that all teachers are aware of students identified as at-risk, as well students who are economically disadvantaged or on an individualized educational plan. Teachers use this information to help develop their differentiation strategies and cement these plans through student learning objectives in the teacher evaluation model.

Recently, the focus of professional development has been in the areas of student progress monitoring and teacher preparation for changes to Ohio's Teacher Evaluation System. The student growth measure and student learning objectives components are directly tied to the new evaluation models. Teachers experienced the training for the new evaluation system a year prior to its use.

Teachers are also able to use their grade level meeting times to collaborate on instructional strategies that have proven effective. This is especially important for the mentoring of younger teachers as they develop effective means of differentiating their instruction.

7. School Leadership

Ironton High School believes that every student deserves the opportunity to learn. Regardless of the learner's disabilities or disadvantage, we strive to prepare students academically, ethically, physically and socially and set high expectations for success. This philosophy is at the heart of our decision-making and our ultimate goal is to make them productive citizens. All school stakeholders believe in this philosophy and have allowed us to close the achievement gap—especially for our economically disadvantaged population.

The administration at Ironton High School has been greatly influenced by the Ohio Improvement Process and the innovation that has come about through an enhanced master schedule. This improvement process has underscored the importance of communication and collaboration of stakeholders. The establishment of district level initiatives has helped to focus our school to utilize its resources toward the improvement of our school. Our building's philosophy follows the district's goals and objectives, while adapting it to the needs of Ironton High School.

As a component of the Ohio Improvement Process, the school administration examined multiple enhanced schedules in order to create greater opportunity for teacher collaboration. The selection of an eight period day and redevelopment of the master schedule allowed for horizontal and vertical alignment. Common collaboration times for departments (horizontal) and the formation of teacher-based teams (vertical) led to learning communities in which stakeholders have a shared leadership and are empowered to make important decisions about student learning. These teams meet weekly and members from each group meet monthly as Student Services Management Teams. Using the 5-step process, the teams provide the content of this collaboration submitted to the principal each week.

Communication has been an important component to our success. Along with the development of common collaboration times, teacher based teams and student services management teams, our enhanced schedule has promoted greater communication among all stakeholders.

All stakeholders, we believe, should take ownership of student success. Shared leadership is evident in Ironton High School's strong usage of professional learning communities. As a building and a district, our schools take a reflective look at our current status and makes appropriate adjustments for improvement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
 All Students Tested/Grade: 10
 Publisher:

Test: Ohio Graduation Test
 Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% At or Above Proficient	91	89	75	78	83
% Advanced	24	31	16	17	14
Number of students tested	100	87	118	112	107
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	4	2	2	0
% of students tested with alternative assessment	2	5	2	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% At or Above Proficient	90	82	63	61	77
% Advanced	21	22	8	10	6
Number of students tested	62	50	60	51	52
2. Students receiving Special Education					
% At or Above Proficient	83	69	41	43	72
% Advanced	8	25	0	5	11
Number of students tested	12	16	22	21	18
3. English Language Learner Students					
% At or Above Proficient					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% At or Above Proficient					
% Advanced					
Number of students tested					
5. African- American Students					
% At or Above Proficient					
% Advanced					
Number of students tested					
6. Asian Students					
% At or Above Proficient					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% At or Above Proficient					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% At or Above Proficient					
% Advanced					
Number of students tested					
9. White Students					
% At or Above Proficient	92	89	78	76	83
% Advanced	27	29	20	18	15
Number of students tested	83	80	96	98	95
10. Two or More Races identified Students					
% At or Above Proficient					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% At or Above Proficient					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% At or Above Proficient					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% At or Above Proficient					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 10
Publisher:

Test: Ohio Graduation Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% At or Above Proficient	91	85	84	82	84
% Advanced	10	18	14	5	10
Number of students tested	100	87	118	112	107
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	4	2	2	0
% of students tested with alternative assessment	2	5	2	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% At or Above Proficient	90	74	72	73	75
% Advanced	10	6	8	4	0
Number of students tested	12	16	22	21	18
2. Students receiving Special Education					
% At or Above Proficient	75	50	32	57	39
% Advanced	0	19	0	10	0
Number of students tested	12	16	22	21	18
3. English Language Learner Students					
% At or Above Proficient					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% At or Above Proficient					
% Advanced					
Number of students tested					
5. African- American Students					
% At or Above Proficient					
% Advanced					
Number of students tested					
6. Asian Students					
% At or Above Proficient					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% At or Above Proficient					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% At or Above Proficient					
% Advanced					
Number of students tested					
9. White Students					
% At or Above Proficient	90	86	88	82	86
% Advanced	11	18	18	5	11
Number of students tested	83	80	96	98	95
10. Two or More Races identified Students					
% At or Above Proficient					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% At or Above Proficient					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% At or Above Proficient					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% At or Above Proficient					
% Advanced					
Number of students tested					

NOTES: