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 Dr. Eric Brown

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

Official School Name East Elementary School

(As it should appear in the official records)

School Mailing Address 714 East Vine Street

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

City Mount Vernon   State OH   Zip Code+4 (9 digits total) 43050-3651

County Knox   State School Code Number* 009258

Telephone 740-393-5985   Fax 740-393-5987

Web site/URL   http://www.mvcsd.us   E-mail ebrown@mvcsd.us

Twitter Handle _____   Facebook Page _____   Google+ _____

YouTube/URL _____   Blog _____   Other Social Media Link _____

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

_____Date_____
(Principal's Signature)

Name of Superintendent*Mr. William Seder, Jr.   E-mail: bseder@mvcsd.us

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

District Name Mount Vernon City   Tel. 740-397-7422

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 Dr. Margie Bennett

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

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

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

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

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

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

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

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

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

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

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

                                              <u>8</u> TOTAL

SCHOOL (To be completed by all schools)

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

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

3. <u>8</u> Number of years the principal has been in her/his position at this school.

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	17	23	40
1	22	16	38
2	17	23	40
3	22	17	39
4	21	14	35
5	20	23	43
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	119	116	235

5. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 1 % Asian
                                     0 % Black or African American
                                     2 % Hispanic or Latino
                                     0 % Native Hawaiian or Other Pacific Islander
                                     94 % White
                                     3 % Two or more races
                                     100 % Total

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

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 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 *to* the school after October 1, 2012 until the end of the school year	23
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	28
(3) Total of all transferred students [sum of rows (1) and (2)]	51
(4) Total number of students in the school as of October 1	254
(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: 3 %
                                                        8 Total number ELL

    Number of non-English languages represented: 2
    Specify non-English languages: Spanish and Khemer

8. Students eligible for free/reduced-priced meals: 47 %

    Total number students who qualify: 120

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: <u>17</u> %

                                                                        <u>44</u> Total number of students served

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>21:1</u>

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

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

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

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

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

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

PART III – SUMMARY

East Elementary is located in the city of Mount Vernon, Ohio in the central part of the state. It is the county seat of Knox County. The area is noted for its educational institutions: Mount Vernon Nazarene University and Kenyon College. The city is also noteworthy as the home of songwriter Dan Emmett, author of the renowned Dixie.

East School was formerly called the First Ward School. The original school was built in 1851. In 1881, a new First Ward School opened on East's current site. This school was substantially rebuilt and opened as the "new" First Ward School in 1908. It had eight classrooms for grades 1-8. A fire in the following year almost completely destroyed the school. The school was rebuilt and it reopened in 1910. Five classrooms and a multipurpose room were added in 1952, which gives us the building we have today. At this time, approximately 250 students attend grades K-5. There are two classes at each of the grade levels.

Many of our students are from families who have lived in the area for many generations. As our community changed, however, East Elementary School has changed. Due to mobility and economic downturns, a sizable percentage of our students are now economically disadvantaged. Currently, over 40% percent of our students receive free or reduced price lunches. Our student population has become more and more diverse. The staff also has some variety with a mix of veteran and newer teachers. The number of teachers with advanced degrees exceeds the state average, and the East Elementary staff has several members who have achieved the state's Master Teacher designation.

East Elementary School's commitment to high performance can be summarized by our motto "Excellence Starts with You!" It is our mission, in cooperation with our community, to meet the total educational needs of our students and to provide them with the skills and foundation for future learning throughout their school and life experiences. Beginning with the first day of school, as our students step onto school grounds, the process of ensuring each child's success and achievement becomes our charge.

Community and traditions are important to East Elementary School. Students take pride in serving the community. As well, community members and parents are an important part of the school. The school has annually raised money to provide coats and mittens for needy children and to stock the county food pantry. Annual events that foster community and family involvement include: Holiday Carol Sing, Red Ribbon Week, Back-To-School Night, Literacy Night, Food for the Hungry, Jump Rope for Heart, Donuts for Dads, Muffins for Mom, Fall Fundraiser and Family Fun Fair. Daily events, such as student led morning announcements and safety patrol, develop self-esteem and school pride within our students.

These traditions help to keep our school community connected and encourage our students to achieve academically. For example, our school has held a summer-long reading program for several years. This program begins with a kickoff near the end of the school year and concludes at the start of the following year. The principal agrees to complete the challenge when the students read record numbers of books, and they have routinely exceeded our goals. As a result, the principal has karate chopped boards, participated in an Olympic obstacle course, and even kissed a pig.

In addition to being nominated for this award, East Elementary School was recently recognized by the Ohio Department of Education as a 2013 School of Promise. The Superintendent of Public Instruction for Ohio, in presenting this award, made the following statement, "The Ohio Department of Education recognizes your success in closing the math or reading achievement gaps for the students in your school. As one of an elite group of 141 Schools of Promise in Ohio, you have set a strong example of what we can achieve when educators, parents and community members come together to help all students succeed."

In addition to providing students with opportunities that support high academic achievement, East Elementary School is an award-winning school in other ways. East Elementary School works to ensure that all students experience a positive and nurturing learning environment. The school is truly dedicated to the success of all our students, and it is this dedication that makes East Elementary worthy of being named a National Blue Ribbon School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Ohio Reading and Mathematics Achievement Assessments are annual tests that measure how well students have learned the reading and math concepts taught in grades 3–8. The Ohio Science Assessments are annual tests provided to students in grades 5 and 8. These assessments are designed specifically for Ohio students and are based on Ohio's Academic Content Standards. The exams are not designed to test a student's intelligence or aptitude and are not meant to compare students' abilities instead they assess the grade-level skills outlined in the standards.

The No Child Left Behind Act of 2001 (NCLB) requires all states to establish academic standards that show what students should know and be able to do in reading and mathematics at the end of each grade. NCLB also requires states to test all students in grades 3–8 annually in reading and mathematics to assess how well students are meeting the academic content standards.

The level of proficiency a student demonstrates in each of the subject areas tested is reported. In Ohio's accountability system, there are five levels of student results – Advanced, Accelerated, Proficient, Basic, and Limited. Students who score Advanced, Accelerated, or Proficient are considered to have mastered the Ohio Academic Content Standards for that grade level and content area.

East Elementary is consistently performing at or above predicted scores on all Ohio Achievement Assessments. On the 2012-1013 school report card, East received an A rating in meeting indicators in the area of student achievement. The school met 7 out 7 indicators. Indicators met measures how many students have passed the assessments at a proficient level. At least 75 percent of students must pass to get credit for the indicator. Over the past 5 years, East students have consistently scored with percentages in the 80's and 90's in each subject and grade level.

Ohio's accountability system grades the school using a Performance Index Score that reflects the achievement of every student. The Performance Index is a weighted score determined by student performance on the state assessment and is calculated for each subject and grade level tested. As the percentage of students achieving above Proficient increases, the higher the school's Performance Index. East Elementary School's Performance Index Scores were 100.1 in 2008-09, 102.1 in 2009-10, 103.5 in 2010-11, 103.1 in 2011-12 and 104.7 in 2012-13. This steady progression in our performance index scores indicate that each year more students are scoring in the highest performance categories.

Almost one half of the student population at East Elementary is economically disadvantaged. In 2012-2013, this sub-group was 43.7%. The fact that our economically disadvantaged sub-group has been able to score close to the general population in both reading and mathematics over time can be credited to our core curriculum and our teaching staff's commitment to seeing all students succeed. Although the results are generally lower than the general population, our staff diligently works to provide support to meet the needs of these economically disadvantaged students. In 2013, Ohio released a new report card, and East Elementary received a grade of A in the area of gap closing. Annual Measurable Objectives (AMO's), the state's new gap closing measure, compares the performance of all students to a state goal, and East Elementary met 100% of these objectives in reading and mathematics for the 2012-2013 school year.

After receiving the Ohio Achievement Assessments results, our staff analyzes the data. We study item analysis, performance levels, and subgroup information to determine the strengths and areas of concern. This helps us identify specific areas of strength and weakness for students. It also allows us to examine our school's curriculum to assist in the development of goals for continuous improvement.

In reading, our entire teaching staff participates in the creation and analysis of an assessment wall. The purpose of this assessment wall is to monitor the reading progression of all of our students, study patterns and trends within our student groups, ensure interventions are systematically assigned, and engage teachers in professional conversations on reading achievement. The practice of using reading assessment walls has

supported the development of a teaching culture that finds solutions through formative assessments and data-driven discussions.

In mathematics, our teachers focus on the students' retention, understanding, comprehension and problem solving abilities to improve achievement. To do this, our teachers pay close attention to the needs of each student individually. They set performance goals for each individual student. Not every student learns at the same rate; therefore, we believe that the best way to improve achievement is to set performance goals that are reasonably within the student's ability. Moreover, while instructing our teachers encourage all students to participate in an environment of open class discussion. This allows our students to reinforce their own mathematical thinking and skills while supporting the learning of others.

Our successes at East Elementary are a result of our attention to data and responding to it appropriately. Our school has structures in place, such as progress monitoring and teacher-based teams, to address individual learning needs. The school's Intervention Assistance Team carefully reviews each student's progress in a cohesive and reliable manner. Teachers track individual student data closely to place students into proper interventions and support staff are assigned based on data. Our focus on all students and our ability to address individual needs is what has allowed us to close the achievement gap and help all students be successful.

2. Using Assessment Results:

The staff at East Elementary constantly assesses student data to improve teaching and learning. We use assessment results to plan instruction so that all students may meet or exceed the standards. Teachers at each grade level meet weekly to study assessment data. Data is collected from several sources such as Ohio Achievement Assessments, practice tests, Successmaker results, Diagnostic Reading Assessments, running records, Go Math assessments, and the school's report card. We use this information to drive instruction and planning differentiation. Plans are developed to ensure that all students are successful.

Our school has an Intervention Assistance Team to aid teachers and parents when students are not demonstrating appropriate progress. The team includes parents, classroom teacher, intervention specialists, school psychologist, principal and possibly others such as the reading tutor or speech pathologist. Assessment data is used to determine additional interventions and goals. Structured tutoring, intervention programs, and related academic assistance are provided to at-risk students.

Study Island Benchmark Assessments, which are aligned with state standards, are administered throughout the school year to our students in grades 3, 4, and 5. The purpose of these benchmarks is to provide a consistent assessment and feedback system that measures a student's cognitive skill level and understanding of state standards. Teachers use the resulting data to modify and strengthen instruction and guide intervention. These benchmarks provide us with an effective way to measure, monitor, and improve student growth and academic achievement.

The staff at East Elementary uses a variety of ways to communicate with parents. Each student's progress is carefully monitored and shared with parents. Formal parent-teacher conferences take place in November. Parents receive interim reports and grade cards at scheduled times throughout the year so they are informed of their child's academic progress. Many teachers use Progressbook, an online grade book, to communicate student progress on a daily basis. Our teachers also communicate with parents via telephone, email, newsletters, and student agendas. The school produces a monthly newsletter and has an updated website both of which inform parents of academic performance, upcoming events, and current happenings.

When the results of the Ohio Achievement Assessments are available, the State of Ohio releases a report card for each school building and district. Parents also receive a student assessment report for their own child. The student report has performance results presented in easily understood charts and bar graphs. District and school results are posted on the Ohio Department of Education website so that the public can view and compare results. Local newspapers often publish the results of these assessments. Parents can also gather additional information by visiting our school's and district's website at www.mvcsd.us.

3. **Sharing Lessons Learned:**

Sharing professional strategies and best practices has been a common practice among the East School staff. It is the belief of our staff that sharing best practices can be an important adjunct to the school's other improvement approaches. Our staff has found that focusing on what people do right raises morale, and sharing helps them to grow professionally. Our district provides opportunities for teachers to share with other schools in the district. The principal encourages the sharing within the building as well.

The principal and teachers are members of several professional organizations. These organizations provide us opportunities to share and learn with educators outside of our district. East Elementary School also encourages outside educators to visit the school to observe our programs and engage in professional conversations.

Our district supports a range of activities connected with collaboration and learning. District in-service days are a venue through which our teachers share best practices with their colleagues. Effective practices are also shared as teachers and principals attend district-wide grade level meetings during these in-service days.

Teachers from East Elementary participate on district-wide committees in content areas such as: English/Language Arts, Mathematics, Science, and Social Studies. It is a forum to share ideas and research new curriculum. Additionally, it is a time to make changes that have an impact on student learning and achievement. These committees also provide our staff with an opportunity to share with colleagues and to engage in professional discussions. Our intervention specialists participate in monthly district-wide meetings to discuss best practices.

The principal attends monthly meetings and has the opportunity to communicate successes with fellow principals from the district's five other elementary schools. The principal also attends Leadership Team meetings where similar opportunities are available for sharing. The principal and a teacher are members of the District Leadership Team. They join the superintendent, central office administrators, building principals, and teachers throughout the district in professional discourse. This team collaborates in order to analyze student achievement data and share successful classroom practices.

4. **Engaging Families and Community:**

Engaging parents and community members effectively in the life of our school has been a critical part of the success of students at East. Given the importance of this involvement, our staff has developed ways of engaging parents and community members successfully with the goals of our school. For example, families are encouraged to participate in all aspects of their child's education. We develop partnerships with local businesses, civic organizations, and other community groups to promote participation in education and to maximize the resources for learning.

We believe that literacy begins at home. Our families engage in literacy on a daily basis through conversations with their children and reading with them. We encourage these practices since they are the backbone for a child's literacy and overall academic success. Teachers communicate frequently with parents about reading and students regularly take books home to share with parents. Through telephone calls, newsletters, and parent/teacher conferences, East School stays connected with families.

East Elementary School tries to involve parents in other meaningful ways. We believe that parent assistance is an invaluable resource, and our school continues to accept numerous volunteers. Our building is served by parent volunteers, senior citizens, retired teachers, and an active PTO.

Currently, parents are invited to visit our building for many special events. We have established several days for parents and grandparents to visit classrooms and to join their children in reading. We host morning events such as "Muffins for Moms" and "Donuts for Dads." These events emphasize that reading is important for everyone. Additionally, we host evening events such as Back-to-School Night, Kindergarten Roundup, Math and Literacy Nights. Awards assemblies are held where we celebrate the successes of our

students. Parents, volunteers, and community members are invited to attend these assemblies.

East Elementary has formed a good relationship with the Mount Vernon Nazarene University and often benefits from their education students being placed in our building. The university has also supported us by holding East School Basketball Night for our families and by sending their student athletes to our school to present, inspire, and motivate our students to do their best. Our school has also benefited from the efforts of local businesses that support our academic programs by donating to our Summer Reading Program, providing reading intervention materials, and sending guest speakers. The Salvation Army of Mount Vernon provides an after school program, which many students regularly attend.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

At East Elementary School, the curriculum is designed to meet the needs of all students regardless of their ability levels. East Elementary School follows a challenging curriculum aligned with Ohio Newly Revised Learning Standards and Common Core Standards. The result is that our students are being taught what they are expected to learn. Teachers make the most of their knowledge of student strengths and needs to deliver instruction so that all students acquire knowledge and skills.

English/Language Arts is taught using a combination of Fountas and Pinnell's Balanced Literacy model and the instructional shifts in Common Core Standards. While differences may exist from class to class and grade to grade in the reading materials that are used, the primary elements of the reading program remain the same in all classes and include: Read Alouds, Shared Reading, Guided Reading, Literature Study, Independent Reading, and Word Study. Running records are used to determine the skills and strategies students use or need to acquire.

The workshop model is used to teach writing. This approach allows students to write about topics of their own choosing, to "try out" their writing styles and to practice their editing skills. Students engage in Shared Writing, Interactive Writing, Guided Writing, Independent Writing, and Word Study. Teachers meet with students to evaluate their writing and support their efforts.

A new math program, Go Math, was adopted this year for our district's elementary schools. This constructivist model provides students with an understanding of mathematical concepts and computations through problem solving. Math manipulatives are used extensively to help students gain a stronger understanding of each concept. The curriculum emphasizes number sense, develops critical thinking skills, and meets the needs of a range of learners, from those who need more support to those who need a more rigorous level of challenge.

In social studies, students first study families; next, they examine their local community, followed by the study of state and country. Throughout their investigations they also examine geography, government, and economics. Students are taught how to use literacy skills to build knowledge through engagement in content-rich non-fiction and informational texts. Students are also taught how to use evidence from a variety of documents to defend their opinions. Students learn research skills to assist them in their explorations.

In science, students participate in "hands-on" activities as they explore life, physical, and Earth science. Our students are encouraged to ask questions and find answers. Students observe, record, organize, and classify data, and draw conclusions. Students are taught problem-solving strategies. The process skills of observing, inferring, hypothesizing, and analyzing data spiral through the grades, helping our students improve their competencies as they mature as learners.

Our art and music instruction play a critical role in developing the 21st century skills of creative problem-solving, reflecting, exploring, collaborating, and critical thinking. Our art and music teachers provide a curriculum that is sequential, comprehensive, and integrated with other core subjects and everyday life. The goal of physical education is to instill within our students an understanding that physical activity provides a person with a long, fulfilling, and healthy life. Our program is aligned with the state's physical education learning standards, and students learn to perform basic motor and manipulative skills.
Technology is used to support and enhance instruction in all academic areas. Teachers are able to use web-based programs, such as Study Island and Successmaker, to monitor students' progress, identify mastery of skills, and provide both intervention and enrichment. Classrooms are equipped with 5 student computers and a projector. Teachers have access to I-pads, classroom response systems, interactive tablets, and SMART boards. In addition, there is also a computer lab which can accommodate an entire class available to enhance delivery of instruction.

2. **Reading/English:**

Our school employs a balanced research-based approach to reading instruction within a daily 90-minute literacy block. The focus is on learning to read in kindergarten through second grade and reading to learn in third through fifth grade. Encouraging students to go from learning to read to reading to learn, supports our mission of creating life-long learners.

While using a balanced literacy approach, there are daily opportunities to read independently, in small groups, and as a class. Our students also write every day. Direct instruction supports the students as they move from invented spelling to standard spelling. The writing process (write, revise, edit, publish) is taught. Through authentic reading and writing experiences, our instruction provides all students with skills for comprehension and interpretation of various texts as well as an appreciation of literature.

Differentiated instruction is a priority in teaching reading. Small group reading instruction is provided for all students. Teachers use the Developmental Reading Assessment 2 and other individualized reading assessments to form flexible guided reading groups. These assessments and small group instruction allow our teachers to develop essential reading strategies while actively guiding students through their cognitive thought processes. Students are engaged in appropriate reading materials to develop strategies and master skills when they are ready to learn them.

Classrooms have access to a wide range of leveled books that include fiction and non-fiction. Teachers provide a continuum of support for students' reading and writing depending on students' needs. In reading, the continuum flows from reading aloud, then shared reading, next guided reading, and finally to independent reading. In writing, the progression begins with language experience and shared writing, then moves to interactive writing, guided writing, writers' workshop, and finally independent writing.

Students who are not showing adequate progress within our core instruction are evaluated by our Intervention Assistance Team. Generally, the Intervention Assistance Team reviews what actions have already occurred on behalf of the student and discuss what additional options might be available. Often the options include the use of "evidence-based" instructional practices, such as Fountas & Pinnel Leveled Literacy Intervention program, Wilson Reading System, or additional strategies that have been designed, and utilized, for specific weaknesses. We offer a before-school 'Boost' Program where students are taught test-taking strategies so that they build confidence for the Ohio Achievement Assessment.

3. **Mathematics:**

Our mathematics curriculum is aligned with the Ohio Newly Revised Learning Standards and Common Core Standards. Our teachers use manipulatives when teaching math and consistently teach problem-solving strategies to our students. Math standards are effectively integrated throughout the curriculum daily. Over the course of the past two years, teachers at East joined with other district teachers to select a program that helps with transitioning to the Common Core practices. The GO Math Series by Houghton Mifflin Harcourt was adopted.

Our students are engaged in unraveling complex story problems that reflect real-world situations on a daily basis. Students experience both whole class and small group instruction. The problem solving approach presented by Go Math is combined with experiential hands-on learning. Our teachers emphasize building math vocabulary and model mathematical processes in multiple ways. These approaches support differentiation of instruction.

Based on progress monitoring and other assessments, we differentiate instruction in small groups to meet the needs of all students. When a weakness is found, skills are targeted and concepts are modified to help students achieve proficiency. In addition, cooperative learning experiences are provided within classrooms to reinforce skills and build student confidence. On-line educational programs are used by our teachers to build upon concepts and to differentiate instruction. Students have access to these online programs both at school and at home.

SuccessMaker, an online instructional resource, offers embedded assessment. This program determines a student's appropriate initial placement level and individualizes mathematics instruction. Although this program is universally used, it is ideal for the above grade level students, in that it challenges them to go above and beyond grade level expectations. Students who perform above-grade level are challenged through enrichment activities which extend the concepts and skills taught at their assigned grade levels. Acceleration, the acquisition of advanced grade level skills, is an additional method of meeting the needs of high-achieving math students.

Students who are not showing adequate progress with our core math instruction are evaluated by our Intervention Assistance Team. The Intervention Assistance Team discusses the concerns, identifies probable causes, develops potential ways to address the concerns, and then analyzes the possible interventions. Struggling students are shown strategies to help them better understand key concepts. Additional support occurs in our before-school 'Boost' Program where students are not only taught test-taking strategies, but are also able to build confidence prior to the Ohio Achievement Assessment.

4.   Additional Curriculum Area:

It is part of the East School mission to provide our students with the skills and foundational knowledge needed to be successful and productive citizens. In order to achieve this goal, our teachers do their best to engage students on a daily basis in stimulating and challenging activities which address all learning levels.

Social studies curriculum at East Elementary is based on Ohio's Model Curriculum which includes History, Geography, Government and Economics. As students progress through the grades, the focus transitions from self to family to community to the world. Students learn their roles and responsibilities as productive members of society. In grades three and up, students have a greater opportunity to apply their knowledge and skills as the social studies curriculum becomes more project-based. For example, in third grade students read about famous historical figures and present in costume, the knowledge they acquired. Fourth grade students study Ohio from pre-colonial times to the Revolutionary War. Students apply their knowledge by engaging in mock debates and elections. Fifth grade students examine the formation of the United States and compare our country to other countries in our hemisphere.

Our social studies curriculum encourages students to practice leadership as they are engaged in stimulating activities. Students read non-fiction texts, study primary historical documents, and engage in thought-provoking writing. Students are taught critical thinking skills which allow them to analyze and assess information.   Technology is employed as students search appropriate websites to gain greater understanding of their surroundings, both past and present. Students also learn research skills to help them with their studies.

Our teachers endeavor to find innovative ways of presenting history as well as involving the students in current events. Field trips and assemblies are selected in order to motivate and excite the students about social studies. In addition, students are often engaged with projects, games, mock debates, elections, and geography adventures. Students also participate in independent presentations.   These authentic learning experiences encourage our students to become life-long learners and civic-minded citizens.

5.   Instructional Methods:

Differentiation across the curriculum is at the heart of our instructional methods. There are times when the best routines and strategies simply fail to work with some of our students. In these circumstances, our teachers understand the need to come up with individualized adaptations. Through an in-depth study of the Common Core's instructional shifts, our teachers have gained a greater understanding and appreciation for scaffolding, as well as, the need to select challenging and stimulating assignments.

Our teachers instruct students based on their ability levels and learning styles. To accomplish this goal, they provide instruction using a combination of whole group, small group, and individualized instruction. Our

teachers regularly talk to their students about learning strategies, particularly in reading. Teachers prompt students by explaining why and how a strategy is to be employed. Small groups are used to remediate skills as well as to challenge the thinking skills of our advanced learners. Struggling learners are assisted by the use of specialized methods of instructions. Two of these methods include the Fountas & Pinnell Leveled Literacy Intervention System (LLI) and the Wilson Reading System.

Our teachers often employ inquiry-based questioning and active engagement for student learning. Students are required to use reflective and critical thinking skills across content areas. On a daily basis our students are involved in exploration, questioning, making discoveries, and testing discoveries to search for new and deeper understandings. Teachers use learning centers and open-ended activities to encourage individual student learning. Our students develop critical thinking skills as they question, discover, and create.

Students are engaged with instructional technology and applications that are integrated into their regular classroom routine. Our teachers use technology to support the different learning styles of our students. Interactive white boards and interactive tablets provide opportunities for students to be actively engaged in multi-sensory learning experiences. In addition, students have access to a computer lab for whole class instruction and interventions. Our school also uses web-based programs such as Earobics, Study Island, and Successmaker to target individual skills in reading and mathematics. These programs allow students to progress at their own pace.

6.   Professional Development:

The staff at East Elementary is a professional learning community and has a culture that embraces the sharing of ideas and resources. The principal and teachers grow professionally by collaborating with colleagues, attending professional conferences, and participating in professional development offered by our district. Teachers collaborate during their planning time and also take the initiative to collaborate during unscheduled times in order to share ideas.

Our district provides professional development that addresses curriculum, instruction, assessment, and technology. Our teachers often benefit from Best Practice workshops taught by staff within our district. Each teacher creates an Individual Professional Development Plan (IPDP) that includes professional goals that are aligned to the building's goals of improving progress and performance in the content areas of reading and mathematics. Collectively, these efforts ensure that all of our teachers are working together to enhance their instruction in reading and mathematics.

Our district also provides support for new teachers. An experienced and trained mentor is assigned to all new teachers. New teachers receive training through our Education Service Center (ESC) and continue to meet regularly throughout the year with their mentors. The Ohio Resident Educator Program helps our new teachers hone the skills necessary for good instruction and other teachers the support needed to be successful in their formative years as an educator.

Release time has been granted by the district for the building staff to examine data, explore the Ohio Newly Revised Standards, and implement models aligned to these new standards for the purpose of improving instruction. For the past few years, our teachers have also benefited from the assistance of a literacy coach. This professional development is embedded in individual teacher practice and is research-based. Conversations are focused on improving reading instruction as well as student progress.

Continuous collaboration and learning occur among our teaching staff. Each grade level meets weekly in teacher-based teams to discuss student progress, interventions, and instructional strategies. Vertical articulation also occurs as our Building Leadership Team meets monthly. This team is composed of a representative from each grade level. Additionally, general monthly staff meetings allow teachers to share new learning and instructional practices with their fellow teachers.

7. School Leadership

At East, a culture has been established based on mutual respect and a belief in teamwork. Leadership begins with the principal but is shared with staff. Structures and teams are established that support this participative leadership. Responsibility for student success is shared by all staff members. Although our school's environment is friendly and agreeable, opposing points of views are both encouraged and respected.

As the leader, the principal supports the staff and ensures that decisions are made with the needs of children at the center. This happens by focusing on the school's culture. The principal cultivates collegiality, cooperation, and shared commitments within the school community. We are fortunate to have a teaching staff of leaders who rise to the occasion. Our staff is caring and they support each other in times of crisis. Much like a family, we grow together and work together.

Teams have been established and they meet, as needed, to address topics that range from academics to school celebrations. The three teams are: Communications & Collaboration Team, Caring for Self & Others Team and Critical Thinking & Creativity Team. These meetings allow teachers the venue to meet to share ideas, plan events, and to solve problems. Decisions made by each team are made through consensus. Our Building Leadership Team oversees the school's improvement efforts and the work of these teams.
Our school believes in collaboration. At each grade level, teacher-based teams meet weekly to analyze data and plan strategies to improve student achievement. Extended conversations occur during staff meetings, early releases, and state-approved waiver days. The principal also supports this collaboration by covering lunch duty; thereby, allowing teachers additional time for collaboration. This also affords the principal consistent interactive time with students.

Our leadership team also appreciates the important role that parents have in student success. Several parents volunteer daily and participate in our building activities. The school benefits from an active Parent Teacher Organization.

Our school's culture encourages suggestions and input from all members of our school community. The collective efforts of our students, parents, and staff have resulted in all students making substantial progress. Our belief is that by working together, great things can be achieved.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 3
Publisher:

Test:
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	97	93	93	83	88
% Advanced	60	60	68	50	64
Number of students tested	37	42	41	40	33
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	95	85	90	81	
% Advanced	47	39	58	31	
Number of students tested	19	13	19	16	
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	97	93	92	82	86
% Advanced	62	58	69	49	62
Number of students tested	34	40	36	39	29
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher:

Test:
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	93	86	93	91	85
% Advanced	76	55	51	68	70
Number of students tested	42	49	41	34	40
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment			1		
% of students tested with alternative assessment			2		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	82	83	94	85	54
% Advanced	64	46	28	31	39
Number of students tested	11	24	18	13	13
2. Students receiving Special Education					
% Proficient plus % Advanced		50			
% Advanced		10			
Number of students tested		10			
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	92	87	93	90	85
% Advanced	77	60	50	65	70
Number of students tested	39	45	40	31	40
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher:

Test:
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	91	85	82	90	82
% Advanced	58	66	67	67	50
Number of students tested	43	41	27	39	44
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	71	73	60	80	91
% Advanced	29	36	30	47	48
Number of students tested	17	11	10	15	21
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	90	88	80	89	81
% Advanced	60	68	68	68	50
Number of students tested	40	40	25	37	42
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher:

Test:
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	92	93	95	80	94
% Advanced	78	76	71	58	85
Number of students tested	37	42	41	40	33
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	90	85	95	75	
% Advanced	79	69	58	44	
Number of students tested	19	13	19	16	
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	91	93	94	80	93
% Advanced	79	78	72	56	86
Number of students tested	34	40	36	39	29
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA   **Test:**
All Students Tested/Grade: 4   **Edition/Publication Year:** 2013
Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	98	92	88	82	83
% Advanced	52	45	37	59	48
Number of students tested	42	49	41	34	40
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	91	88	83	62	46
% Advanced	36	29	17	31	15
Number of students tested	11	24	18	13	13
2. Students receiving Special Education					
% Proficient plus % Advanced		60			
% Advanced		10			
Number of students tested		10			
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	97	91	88	84	83
% Advanced	51	47	35	58	48
Number of students tested	39	45	40	31	40
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA   **Test:**
All Students Tested/Grade: 5   **Edition/Publication Year:** 2013
Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	88	86	82	85	86
% Advanced	23	38	26	23	18
Number of students tested	43	42	27	39	44
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	91	73	70	82	94
% Advanced	14	20	10	9	0
Number of students tested	21	15	10	11	17
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	88	88	84	84	86
% Advanced	25	38	24	24	19
Number of students tested	40	40	25	37	42
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: