

U.S. Department of Education
2015 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. Larry Foos

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

Official School Name Shawnee Maplewood Elementary School

(As it should appear in the official records)

School Mailing Address 1670 Wonderlick Road

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

City Lima State OH Zip Code+4 (9 digits total) 45805-4516

County Allen County State School Code Number* 064303

Telephone 419-998-8077 Fax 419-998-8085

Web site/URL http://www.limashawnee.com E-mail larry@limashawnee.com

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date

(Principal's Signature)

Name of Superintendent*Mr. Michael Lamb E-mail: mike@limashawnee.com

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

District Name Shawnee Local School District Tel. 419-998-8031

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. Clay Balyeat

(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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 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. 3 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	97	103	200
4	90	81	171
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	187	184	371

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 4 % Black or African American
 - 1 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 86 % White
 - 6 % 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 2013 - 2014 year: 5%

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, 2013 until the end of the school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1	382
(5) Total transferred students in row (3) divided by total students in row (4)	0.055
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 0 %
3 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Spanish, Tagalog, Chinese
8. Students eligible for free/reduced-priced meals: 31 %
 Total number students who qualify: 114

Information for Public Schools Only - Data Provided by the State

The state has reported that 32 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 6 %
21 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>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>7</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>6</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>7</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>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalent (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	15
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 25:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
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 2014

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

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

15. Please summarize your school mission in 25 words or less: Maplewood’s mission is: "We will work hard with positive attitudes to be successful learners". It is brief and a “living” document written using grade appropriate language. It has evolved into daily recitation of the "Maplewood Pledge."

PART III – SUMMARY

Shawnee Maplewood Intermediate School is a public elementary school and one of four buildings in the Shawnee Local School District. The district consists of Elmwood Primary School (K – 2), Maplewood Intermediate School (3 – 4), Shawnee Middle School (5-8) and Shawnee High School (9-12). The district serves approximately 2500 students and is located in Shawnee Township which is southwest of Lima, Ohio. The community takes great pride and actively supports its schools. The median income of families in the district is \$39,155. Thirty-five percent of district residents are college graduates and Thirty-nine percent are employed in professional occupations. An oil refinery and chemical plant are the main industries in the district. Fourteen percent of district students are minorities, with Eighty-six percent being white.

The per pupil expenditure for Maplewood is \$9059. Eighty-five percent of the teachers at Maplewood have Master’s Degrees and one hundred percent are properly licensed and highly qualified. They are well trained through multiple professional development opportunities that are job embedded. The staff has consistently met the ever changing challenges faced by public education, which include new standards, new tests, new teacher evaluations, increasing accountability requirements, changing demographics and tight budgets. Student achievement remains the focus for Maplewood and the staff works relentlessly to insure that all students learn. All initiatives have the same goal in mind --- student achievement. The staff and principal are diligent in their quest for students to be academically successful. The staff and principal engage in regularly scheduled teacher based and building leadership teams. Additionally, the principal meets quarterly with every staff member to discuss individual students. The building holds the belief that ALL students can learn and that ALL students are important. Attendance is closely monitored and students are rewarded for reaching individual, as well as, classroom perfect attendance goals. Students are also rewarded for their academic achievements through the “Hard Work Cafe,” “Triple A Club,” and “Bugs Club.” Social behavior is recognized with a weekly drawing of students who have been “Caught Being Good.”

There is a sense of warmth and order in the building. Maplewood is a place where students feel safe and respected. Students know that their purpose in being there is to learn. This is reinforced everyday when the “Maplewood Pledge” is recited. The mission itself has evolved into the “Maplewood Pledge” which is recited daily with “The Pledge of Allegiance.”

I pledge today to do my best in reading, math and all the rest.

I promise to obey the rules in my class and in the school.

I'll respect myself and others, too.

I'll expect the best in all I do.

I am here to learn all I can, to try my best and be all I am.

It is very evident when one walks through the door, that learning is taking place. The subject area standards are the cornerstone of all instruction and assessment. They are posted and each lesson begins with the objective which is revisited throughout the lesson. Student achievement is monitored through assessment of the standards, and interventions for enrichment or remediation are provided. There are four specialists in the areas of art, music, physical education and science lab that work closely with classroom teachers to connect curriculum in their specialty areas to that of the core curriculum. They also assist during the daily intervention time. Another important component of the program to educate the total child at Maplewood is Guidance. There is a full time guidance counselor at Maplewood. In addition to focusing on student achievement, the emotional well being and ability to thrive socially are addressed through lessons in developing social skills. The counselor not only counsels individuals and groups, but also works with all children in the building to learn and practice the appropriate social skills necessary to function in school, and later in society. Maplewood also provides health services to students through a school nurse. She is part of the entire school team in addressing the needs of the total child. Parents are actively involved at Maplewood through volunteering in individual classrooms and also through Parent Teacher Council activities. This is evidenced by their many funded projects. For example, the Parent Council funded the science lab at its inception. This included buying all equipment and materials to start the STEM based program. The community provides one-on-one tutoring through the Shawnee Optimists. The optimists recruit a cadre of volunteers to tutor students four days per week in math and reading. Finally, support staff (secretarial, technology, custodial, cafeteria, maintenance, transportation) are critical members of daily activities and participate in school initiatives such as the bullying prevention, and health and wellness committees.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Ohio's New Learning Standards, which include the Common Core, are our pathway used for each curricular area. Teachers have collectively made curriculum maps for each core subject based on these standards. From these mappings, our classroom instruction is data driven based on past assessments. When a deficiency is found, interventions are provided in the classroom, in the reading lab, or through our special education inclusion teachers. FOCUS, which is our gifted education program that students attend once a week, allows higher learners to be challenged beyond the regular curriculum. Using data allows us to diagnose and thus, better meet the needs of all students in all content areas.

Reading foundational skills start at Elmwood Primary School. The primary school teachers explicitly teach systematic phonics using the Saxon Phonics program. Teachers at the primary building also have been trained in the Orton-Gillingham Approach. Students are assessed using DIBELS Next including progress monitoring. Teachers base instruction on the results of the assessments. This process is then carried through to Maplewood Intermediate School. At Elmwood Primary, students are taught to read; whereas at Maplewood, students are taught to read to learn. The STAR and Accelerated Reader programs are used to establish individualized reading goals that are based upon student reading levels. A basal reader is used to monitor progress in all components of reading. We use the philosophy of the National Reading Panel's Five Pillars of Reading which include phonemic awareness, phonics, fluency, vocabulary, and comprehension. In language arts, we use the 5 step writing process. Each grade level designed a language arts writing framework, based on Common Core standards, that builds upon each other with expectations for the year. We address the needs of all students with scheduled monthly teacher based data teams. Technology is used during the writing process using individual student Chromebooks. Students have the ability to share their documents with teachers and receive feedback. Weekly Reader and Story Works also provide online resources for teachers and students to delve into articles using graphs, interactive questions and games, and videos.

The Common Core standards lead us in our math instruction. We implement our instruction with various learning modalities in mind: visual with pictures and word walls, auditory with songs and cheers, and kinesthetic with various manipulatives. We have chosen Houghton-Mifflin's My Math series for grades K-5. Students are asked essential questions throughout the chapter to get a thorough understanding of the topic. There are reteaching and enrichment pages in order to differentiate instruction and homework. Students learn not just how to do the math, but to understand why math works the way it does. They explain their work using mathematical vocabulary, equations, expressions, and drawings. Students work through skills sequentially building on previous skills. In conjunction with the math series, our Epson projector technology provides videos, online manipulatives, and multiple math resources for teachers and students. Foundational computational skills are based on the Rocket Math program in grades 1-4. This is an individualized, goal-driven program used to increase math fact fluency from addition through division. We address the needs of all students with monthly teacher based data teams.

Social studies is often taught with cross curricular activities. Based on Ohio's New Learning Standards, teachers include reading and language arts skills in their social studies instruction using Weekly Reader and Social Studies Weekly magazine. Students enjoy visiting the Columbus Statehouse, to better understand their state government, and Sauder's Village, to experience the pioneer lifestyle.

Science instruction and STEM activities are often used in cross-curricular activities as well. Based on Ohio's New Learning Standards, students learn science standards in the regular education classroom and in the STEM Lab. This is true when learning their foundational skills in science at Elmwood Primary as well. Experiments give them a hands-on approach to learning. Field trips have been taken to the Fort Wayne Children's Zoo, Suter's Pumpkin Farm, and the Ohio Caverns. Classroom instruction is geared to learning standards based on the information they will enjoy on the field trips. For example, before the trip, students do a research report on an animal that actually resides at the Ft. Wayne Children's Zoo. When they arrive, one of their main points of interest is seeing this animal in person.

2. Other Curriculum Areas:

The Shawnee School District believes that the arts and other curriculum areas contribute to children's education and preparation for life in numerous ways. Maplewood's students receive comprehensive music, art, physical education, and science lab instruction based on a four day rotation schedule of fifty minutes a day. The specialist teachers collaborate with classroom teachers in many ways to insure accuracy, consistency, and cross curricular instruction. There is an open dialogue that allows for all teachers to learn from and share with each other. The specialist teachers help provide daily interventions in the regular ed classrooms. All school committees include a specialist teacher representative to insure that all subject areas are represented.

Maplewood's third and fourth grade music classes are cross curricular explorations. The music program builds upon language, phonics, and fluency that is taught in the classroom. Students also learn that these areas are vital keys to singing. It is also stressed that poetry and rhythms go hand in hand. History of musical genres is explored and how it represents periods in time where music has been shaped by major events. The fourth grade music performance is a multicultural showcase which explores both the historical significance of the literature as well as an in-depth study of the country, people, resources, and musical influences. The students learn how science and music are connected to each other through sounds being created by vibrations of individual sound waves. Maplewood's music program introduces students to a wide variety of genres including marches, anthems, alma mater, celebration songs, spirituals, jazz, blues, folk songs, classical, multicultural, and movie themes. This allows for historical exploration, cultural, and language. Maplewood feels that music is a vital connection to all other curricular components. It is a safe classroom environment where students gain self confidence in not only their musical skills, but their overall knowledge base.

In art, students learn many skills that they will use throughout their life. Through Maplewood's Art program students observe, compare, contrast, make connections to their life and the world, reflect, express moods, solve problems, collaborate, experiment, brainstorm, self assess, and give feedback to others. The intensive art instruction at Maplewood allows for student growth in motor skills, language development, decision making, creativity, confidence, visual learning, inventiveness, cultural awareness, and accountability. The visual arts program is dedicated to growing the skills of young artists. Student work is displayed year round and highlighted with a community art show displaying hundreds of students' work throughout the building.

Physical education at Maplewood sets a path for students to have a healthy lifestyle. Students learn skills that teach self discipline, leadership with others, teamwork, and stress reduction. The different units taught in P.E. improve physical fitness and motor development. The physical education teacher incorporates many science, math, and reading skills in the classroom. Some of the cross curricular topics include measuring, adding, subtracting, multiplying, learning words in different languages, nutrition, and parts of the body. All P.E. classes participate in Jump Rope for Heart. The money that is collected from the fundraiser is donated to the American Heart Association. By participating in PE at Maplewood, students strengthen peer relationships, improve self-confidence, and set goals.

Maplewood's science lab is based on the STEM concept. STEM stands for science, technology, engineering, and mathematics in the classroom. Students receive fifty minutes once every four days of instruction from our science lab teacher in addition to the daily science instruction that students receive in the classroom. This approach allows for differentiation of material and helps meet the needs of all learners. Science lab lessons are based around finding a solution to real-world problems in science and emphasize project-based learning. In the science lab, students learn an understanding of how and why things work the way they do. The science lab allows students to extend their thinking, collaborate with others, explore careers in science, and solve problems. Technology is stressed in the science lab. Students complete research, organizes data, complete web quests, and virtual labs. Maplewood feels that having a strong specials program improves academics and creates a link to lifelong learning.

3. Instructional Methods and Interventions:

Shawnee Maplewood School uses a variety of instructional methods and interventions to meet the needs of a diverse population. Teachers work collectively to analyze data and determine appropriate instruction. Classroom teachers and specialists differentiate curriculum to provide rigorous instruction to students of all abilities. Teachers base instruction on the best way to meet the needs of each student. The expectation in the building is to provide students with activities and interactions to promote individual student growth.

Several programs have been put into place to help each individual succeed at his or her level. Students who meet the criteria for gifted education receive instruction in a program called Focus. Focus meets with a gifted education teacher one day a week. Our special educational services are provided in an inclusive setting with the co-teaching of a classroom teacher and an intervention specialist. Students who are not meeting benchmark goals receive support from classroom teachers, intervention specialists, and two reading intervention teachers in the building. Students who receive reading interventions receive remediation with research based reading programs like Levels to Literacy by Fountas and Pinnell and REWARDS, a word attack and fluency building program. We use other research based programs like Read Naturally and Rocket Math to help students make gains towards benchmark goals.

Individualized and small group instruction occurs every day during a 30 minute reading and math intervention time in every classroom in the building. During this intervention time, the classroom teachers, as well as the art, music, physical education teachers and specialists in the building work with children individually or in small groups. This is a time set aside every day for students to receive specialized reading and math instruction to either remediate or accelerate the academic achievement for each student.

Technology is present in every classroom. Each classroom is equipped with document cameras and Epson Interactive whiteboards. Technology is a seamless part of the curriculum. Our building has four sets of classroom Chromebooks, a computer lab, and five desktop computers for classrooms to utilize. Teachers and students work together to meet the requirements of a technology supported curriculum. For example, in the science lab, students access the day's lesson using Chrome Books and responding through Google Docs.

The staff of Shawnee Maplewood provides students with a supportive environment to learn. Teachers use a variety of methods to reach each individual student. Students and parents are provided immediate feedback regarding student achievement. Through a collaborative effort of the students, staff, and community, students at Shawnee Maplewood are receiving a high quality education that focuses on the needs of each student.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

A review of Maplewood’s assessment data indicates high levels of achievement. The percent proficient in reading is higher for all groups than the percent proficient in math. However, the discrepancy is small. The data demonstrates that the “All” student group has made gains of 10% over the last five years, and maintained over a 90% proficient percentage in both reading and math in grades three and four for at least three consecutive years. We attribute these gains to monthly curriculum alignment meetings, use of benchmark assessment data, daily intervention time, teacher based and building leadership teams, and community involvement.

In addition, the percentage of the “All” student group scoring in the advanced and accelerated range in both reading and math is above sixty percent for the majority of the last five years. The most recent year’s data shows a discrepancy of greater than 10% among economically disadvantaged students compared to the white and all student groups in the percentage of students reaching the advanced and accelerated levels on state assessments. This occurs in both reading and math. It is noteworthy that with regard to the percent proficient, economically disadvantaged students score within five percent of the aforementioned subgroups with the exception of grade three math. Even though these results are admirable, we are not satisfied. Our goal is for all students to achieve at high levels. We are working to close this gap by focusing on differentiation in our Teacher Based Teams this year. We are striving to develop and implement interventions that provide enrichment for students who are already proficient on short cycle assessments. The district also sponsored a week long professional development class on differentiation. This was a district wide course (college credit was offered), taught by the gifted supervisor for our county. It provided the opportunity for bridging and sharing of ideas from kindergarten through grade 12. This summer teachers will be given time to develop and strengthen curriculum and a math specialist will work with math teachers.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

DIBELS Next assessment data is used three times a year in grades kindergarten through fourth to benchmark assess in the areas of basic reading, reading fluency, and comprehension. Results are discussed in grade wide curriculum meetings and students who do not meet benchmark on the assessment are then placed on interventions and progress monitored on a weekly/biweekly basis. This data is shared with parents through colored graphics, which show growth toward goals, as well as verbally communicated in conferences.

Quarterly, each student takes the STAR reading test which generates an individualized reading level for each student. STAR data is used by teachers to determine areas of needed comprehension intervention, i.e. cause/effect, story structure, etc. Results of each STAR test are shared with parents through a parent report indicating areas of mastered skills and those needing intervention, along with a growth chart containing baseline data.

Grades first through fourth assess math fluency of single digit facts weekly through Rocket Math. Each student’s individualized goal is determined by a writing test administered at the beginning of the year. Students work toward their two minute timed goal by mastering various one minute levels where new facts are introduced. Classroom teachers use the rates at which students successfully pass levels to determine when and how to intervene so that students are mastering their basic math facts. Goals and progress are communicated with parents through two minute time sheets and intervention forms.

Common short cycle assessments are administered monthly for both math and reading. A pre assessment is given at the beginning of the month or topic and grade/content specific teacher teams analyze results to determine areas of strengths and weaknesses to drive classroom instruction. A post assessment is then given once the material has been covered. Teacher based teams then analyze post assessment data to determine areas that are in need of intervention and/or enrichment. Post data results are then shared with parents identifying specific standards mastered, and those that are areas of need.

Part VI School Support

1. School Climate/Culture

Classroom attendance incentives, are delivered by the principal, for every sixteen days of Perfect Attendance logged. Individual Perfect Attendance is acknowledged at our school wide quarterly Academic Awards Assembly. Recognizing Academic Achievements: AAA Club (third) and Hardwork Cafe (fourth) for all A's. Both grade levels can become part of the BUGS (Bringing Up Grades Successfully) Club, gaining access by raising one core subject grade a full letter grade without dropping any grades. Students receive a certificate and free meal coupon. Third graders who score advanced on the fall Reading OAA are treated to a bowling reward. Before state testing, Shawnee Optimist Club cooks and serves a healthy breakfast ensuring students' minds are well fed. After state tests, the principal throws a pizza party for students who displayed a hard work ethic.

Socially, Maplewood offers a parent volunteer led Chess Club and in conjunction with the local bowling alley, an after-school bowling league. Results and achievements are posted on a hallway bulletin board. High school students come over for sports/band/drama assemblies. This develops an excitement for what students can achieve with continued hard work. Fourth Graders have a skating party, create a memory book, and have a celebration for moving on to the Middle School.

Weekly, Maplewood recognizes "Caught Being Good" students; names are announced, they receive a pencil and their group picture is displayed on a hallway bulletin board. For disasters within our community we have Hat Day donating \$1.00 that is given to the family in need. Our guidance counselor teaches a monthly guidance lesson; topics include bullying, positive thinking, accepting others, test-taking strategies, among others.

Teachers are valued and supported in monthly parent newsletters. Breakfasts, lunches, dinners, and treats are provided by our Parent Teacher Council (PTC) and principal on occasions like Parent - Teacher Conference Evenings, Teacher Appreciation Week, and other special times. PTC affords teachers \$150 yearly to spend on books and supplies. The school indulges each teacher with \$450 annually to support the instructional styles of teachers without stipulations. Additionally, teachers are given money to make small purchases for which they document need.

Money is furnished to cover all Professional Development teachers choose to attend outside of the district provided PD. The principal reads teacher lesson plans on a weekly basis to create dialogue on instructional strategies and potential student intervention. Lines of communication are left open and used between teacher and principal to allow teachers the comfort of knowing they will be supported as educators doing what is best for children.

2. Engaging Families and Community

Shawnee Maplewood has built and maintains strong relationships with parents, community members, local businesses, and area universities. From the Parent Teacher Committee (PTC), to the Shawnee Optimist Club, ties are continuously made to help increase and support student success.

The PTC sponsors curriculum based field trips for each grade level to enhance content. They also host a family night for each book fair (fall and spring), encouraging families to attend and increase their at home libraries. PTC also sponsors an array of social activities from a bowling party for students who pass the fall third grade achievement test and a skating party for fourth grade students. For years Maplewood along with the PTC hosts a Blood Drive encouraging parents and community members to give back as well as a yearly Penny Drive to support United Way.

In the fall Maplewood along side the PTC, hosts a Bingo Nacho Literacy Night where parents and students are invited to participate in educational breakout sessions before playing Bingo and eating nachos. Parents attend small groups that include but are not limited to; crash courses on computer programs being used by

students, tips for studying vocabulary/spelling with their child, and ways to encourage their child to write outside of school. While parents attend these sessions administered by classroom teachers, students attend sessions where community members, such as the police chief, or local doctors partake in a story read aloud. Likewise in the spring, Maplewood hosts a Bingo Nacho Math Night. Similarly, parents attend sessions hosted by teachers that range from tips to work on fact fluency to how the textbook series is structured. At this session students attend hands on math labs organized by middle school math teachers and community members, such as local engineers, bank tellers and doctors.

The Shawnee Optimist Club, comprised of local business leaders and retired professionals, spends a great deal of volunteer time with students. Each spring around one hundred members, tutor students one on one after school. Before testing they host a pancake breakfast and encourage each child to do their best. Throughout the school year members volunteer in the school library reading to students and providing enrichment activities.

Within the area there are various higher education institutions (The Ohio State University at Lima, Bluffton College and Ohio Northern University) in which Maplewood partners with to aid in training future educational professionals. University students learn to use data and provide interventions to students to aid in their academic growth. Maplewood also partners with a local church which provides after school tutoring for students.

Maplewood opens its doors to community members throughout the school year to reach out to students. Together the school, parents, community members, and businesses help to continue to support and enhance student learning, leading to greater student success and achievement.

3. Professional Development

Professional development is focused on providing teachers with resources and strategies to improve student achievement as we empower learners to reach and exceed academic standards and improve our school. We have scheduled two hour delay days and bi-monthly curriculum meetings embedded into our yearly schedule. With the assistance of our district curriculum director, principal, and testing coordinator, we delve into the intricacies of the Common Core by grade levels, which leads us into the mapping of our yearly curriculum. We also gain skills for incorporation of the PARCC assessments and OTEs (Ohio Teacher Evaluation System) evaluations. All this information is imperative for superior teaching and student learning in this new era of educational accountability.

For several years, we had a job-embedded literacy coach in our building. The coach provided training during teacher based data teams in taking short cycle assessment data and analyzing it for individualized or small group instruction. Our 30 minute building wide Academic Assist time, or Response to Intervention, stemmed from this training. Classroom teachers and specialists join together to meet students in their areas of need.

Teachers have also received week long summer training and morning book studies. An intensive Data Director training guided us into a computerized program for teacher creation of short cycle assessments. Book studies included training in building quality student and teacher relationships, instructing students with learning disabilities in the classroom, and meeting the needs of gifted students. Our county gifted director led this training which was offered to all teachers in the district in order to continue its implementation throughout grade levels.

Occasionally, teachers experience local professional development trainings at our educational service center as well as attend out of town workshops. Teachers collaborate with other educators and specialists in our area, gain knowledge, and then share their new resources with colleagues when they return. These trainings have included co-teaching, using poetry and songs to increase reading fluency with Tim Rasinski, Rocket Math, DIBELS Next, and many others.

Because each pod of grade level teachers has a daily common planning time, the information is carried back to our teams for further discussion. We share our thoughts, ideas, activities, and plans for implementation in our classrooms. When teachers provide quality lessons that are aligned to the standards in order to provide or exceed academic standards and increase school improvement, we see the culmination of this professional development in action.

4. School Leadership

School Leadership:

The school board, superintendent, curriculum director and principal work together to provide leadership at the school and district level. The school board provides resources, both human and material, so that students can receive a quality, well rounded education. The superintendent establishes a direction for the district and sets expectations. Curriculum is aligned through regular meetings with the curriculum director and professional development opportunities. Daily, the principal provides the cohesive link between district goals and the school.

The Leadership philosophy at Maplewood is to meet the academic needs of all its students through tutoring and quarterly teacher/principal meetings. These meetings focus on the academic performance of every student within the building, implementing academic interventions to those students struggling in specific curriculum areas. During this time, the teacher and principal review student data and classroom performance, to devise instructional strategies that differentiates instruction to meet the needs of all learners. The goal of the Maplewood Principal and its teachers is to avoid students being overlooked on an academic level and falling through the cracks. There is a continued effort from the teachers and principal to communicate with parents through assignment notebooks, e-mails, and phone calls home. The participation of our parents in their child's education is essential to the success of our students and their school.

Improving technology at Maplewood has been a focal point for the building principal. Resources have been allocated to provide Epson interactive projectors in all classrooms. Staff Professional Development has been ongoing to train teachers to use the projectors effectively and seamlessly. This technology has helped teachers differentiate instruction, and enables students to use a variety of learning styles.

Members of the community are invited to participate in educating their children. Various activities such as Nacho Bingo Reading and Math Nights are organized through the principal. These informative academic nights help parents to better understand how to assist their children at home. The Shawnee Optimists provide tutoring services through a volunteer program which is coordinated through the principal and Optimist President. The two work closely to facilitate program operation. Since partnering with the Optimists in 2012, Maplewood students have shown significant gains on state assessments. Finally, the Parent Teacher council provides both monetary and human resources to assist with implementation of the educational program at Maplewood Intermediate School. The principal swerves as the liaison between PTC and the Maplewood staff.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	92	90	92	93	82
accelerated and advanced	63	60	58	71	51
Number of students tested	164	190	177	182	216
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	86	87	80	86	75
accelerated and advanced	47	45	43	55	30
Number of students tested	51	60	51	56	73
2. Students receiving Special Education					
Proficient and above					
accelerated and advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
accelerated and advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
9. White Students					
Proficient and above	94	92	92	92	84
accelerated and advanced	66	62	57	57	53
Number of students tested	140	160	143	162	176
10. Two or More Races identified Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
accelerated and advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
accelerated and advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
accelerated and advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	95	96	94	86	85
accelerated and advanced	71	74	65	54	54
Number of students tested	202	172	184	211	205
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	94	90	85	75	76
accelerated and advanced	59	67	41	33	36
Number of students tested	63	45	59	72	76
2. Students receiving Special Education					
Proficient and above					
accelerated and advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
9. White Students					
Proficient and above	96	97	95	88	88
accelerated and advanced	73	74	67	55	55
Number of students tested	164	134	164	172	191
10. Two or More Races identified Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
accelerated and advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
accelerated and advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
accelerated and advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	97	94	92	94	87
accelerated and advanced	85	80	80	84	76
Number of students tested	164	190	177	182	216
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	94	88	78	86	81
accelerated and advanced	71	70	67	73	59
Number of students tested	51	60	51	56	73
2. Students receiving Special Education					
Proficient and above					
accelerated and advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
9. White Students					
Proficient and above	98	95	92	94	88
accelerated and advanced	89	83	82	86	76
Number of students tested	140	160	143	162	176
10. Two or More Races identified Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
accelerated and advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
accelerated and advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
accelerated and advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	97	97	96	93	88
accelerated and advanced	66	64	59	55	45
Number of students tested	202	173	184	211	205
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	95	96	92	86	76
accelerated and advanced	52	49	49	31	28
Number of students tested	63	45	59	72	76
2. Students receiving Special Education					
Proficient and above					
accelerated and advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
9. White Students					
Proficient and above	97	96	97	93	86
accelerated and advanced	68	65	60	52	47
Number of students tested	164	135	164	172	191
10. Two or More Races identified Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
accelerated and advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
accelerated and advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
accelerated and advanced					
Number of students tested					

NOTES: