

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 Mrs. Annette Gorrell

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

Official School Name R. F. McMullen Elementary School

(As it should appear in the official records)

School Mailing Address 224 East Bustle Street

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

City Loudonville State OH Zip Code+4 (9 digits total) 44842-1508

County Ashland County State School Code Number* 023903

Telephone 419-994-3913 Fax 419-994-5116

Web site/URL http://www.lpschools.k12.oh.us/mcm E-mail lopr_agorrell@tccsa.net

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. John Miller E-mail: lopr_jmiller@tccsa.net

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

District Name Loudonville-Perrysville Exempted Village School District Tel.

419-994-3912

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. David Hunter

(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. 1 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	42	44	86
1	40	33	73
2	43	42	85
3	36	41	77
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	161	160	321

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 98 % White
 - 0 % 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: 12%

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	24
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	38
(4) Total number of students in the school as of October 1	321
(5) Total transferred students in row (3) divided by total students in row (4)	0.118
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 1 %
4 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish, Chinese
8. Students eligible for free/reduced-priced meals: 47 %
 Total number students who qualify: 151

Information for Public Schools Only - Data Provided by the State

The state has reported that 47 % 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: 20 %
66 Total number of students served

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

<u>4</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>6</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	16
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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%	95%	96%	95%	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: Our mission is to build a community of self-confident, lifelong learners, who are empowered to reach their full potential.

PART III – SUMMARY

R. F. McMullen Elementary School (hereafter referred to as McMullen) is located in the village of Loudonville, Ohio, in the southern corner of Ashland County. Loudonville and the neighboring town of Perrysville consolidated in 1962, forming the Loudonville-Perrysville Exempted Village School District. Presently, McMullen School serves students in grades Kindergarten through third grade in a rural, agricultural community. The present enrollment is 321 students with 47 percent of these students designated as economically disadvantaged and 20 percent with identified disabilities.

The vision statement was developed by a representative team of teachers, staff members, parents, and community members when the school began the process of applying for a Venture Capital Grant in the mid-1990's. As a result of the grant process, a new and guiding vision for the school was developed:

"The School Community encompasses everyone who touches our children's lives. We value and celebrate the uniqueness and diversity of each person in order to build a community of self- confident, lifelong learners who are empowered to reach their full potential."

A critical component for improving learning that emerged during the grant writing process was the concept of teamwork. As a result, the school staff and community began an intentional journey of working together to make the vision a reality each and every day for each and every student. The students can tell anyone who asks why they come to school that they come to school to learn! The vision statement developed by the team over two decades ago continues to be the driving force for the work we do. As part of the cycle of continuous improvement, staff review and reflect upon the vision of the school in the fall of each new school year. Every staff member commits to working together to live out the vision as we interact with the students, families, community members, and each other. The teachers at McMullen are committed to the educational success of every student. An intentional effort is made to not blame parents, the economy, etc. when students are not doing well, but to find the most effective practices to provide assistance. Teams meet regularly about students, addressing the needs of those who are showing at-risk performance or behaviors. The teams brainstorm ideas on how to best reach each student to help them meet their fullest potential.

Additional supports are provided by a district librarian, the library aide and the district technology coordinator who all work diligently to ensure that we continue to remain current in the use of research and technology. The school counselor and school & community liaison provide connections to families in need of support and assistance with social, emotional, medical, economic and any other concerns that may be interfering with their child's learning. Our community liaison has been a valuable asset building bridges for families that struggle to access resources designed to meet their needs.

Around 10 years ago, McMullen was fortunate to embrace its first Therapy Dog, Sammy. Sammy was on staff, staying with the library aide, providing encouragement and love to all students as well as the opportunity to enjoy the benefits and responsibilities of taking care of a pet. Classrooms may sign-out the dog for a morning or afternoon for a week at a time. Students in the classroom rotate the responsibilities of walking the dog and making sure it has clean, fresh water. This is especially meaningful for students who have not yet owned a pet. Sammy has retired and we now have Bella to continue the wonderful traditions Sammy helped us initiate at McMullen. Our therapy dogs represent the whole atmosphere of caring and concern that exists at our school. We feel unique, and grateful for our therapy dogs.

McMullen provides unique opportunities for students to develop in all aspects of their lives. Our second and third grade students are involved in our announcement program, where they produce and deliver the morning announcements via our interactive white boards. Students are building their technology skills through the use of videography, production and presentation. Another skill building activity is the school store. Students running the school store are gaining life-long skills in the areas of math, customer service, organization, and job responsibilities.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

McMullen Elementary School’s standards-based curriculum focuses on the core areas of English Language Arts, Mathematics, Social Studies, and Science. Grade level teams develop curriculum maps and pacing guides aligned to Ohio’s Learning Standards. The core content areas of English Language Arts and Mathematics are aligned to Common Core Standards, while Social Studies and Science Standards are aligned to Ohio’s revised state standards.

Teachers use formative instructional practices as a framework to develop and implement units of inquiry-based cross-curricular units study emphasizing 21st century skills of critical thinking and problem solving, communication and collaboration, and creativity and innovation. Teachers, working in teams, collaboratively plan core instruction, define learning goals and targets, develop formative assessments, discuss lesson impact on student learning, and determine Tier 1 (core) intervention needs throughout the unit. Lessons include clear learning goals and targets communicated to students in meaningful and engaging ways. Teachers “hook” students into each lesson and refer students back to what they are learning and why what they are learning is important. Students are active participants as they learn to be assessment savvy by tracking their own progress toward the learning goals in each classroom using a variety of methods, from data folders to individual data charts. Data folders consist of content area charts, checklists, writing samples with rubrics, and behavior calendars. Supporting formative instructional practices in lesson design and delivery, teachers are intentionally teaching students how to engage with each other and the content they are learning through accountable talk.

Integrated English Language Arts/Reading /Science/Social Studies

Students are immersed in literacy learning practically every minute of the day. We use an integrated approach to teaching literacy across all curricular areas. Teachers use inquiry-based, integrated thematic units, in addition to addressing foundational skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers use differentiated instructional strategies and a gradual release of responsibility model with students through reading aloud, shared reading, differentiated guided reading, and independent reading.

Each grade level explores a common topic using essential questions for students to investigate as they read, write, research, and discover answers to their questions around the science and social studies content being studied. Teachers ensure all students have access to grade-level concepts and content through grouping, materials, and activities. Teachers differentiate through texts used in guided reading, levels of scaffolding, and providing choice for students in work-stations. Technology is used as a tool for instruction, allowing for individualization for all students. Students have access to a variety of web-based educational games, learning activities, and web-based programs to support and extend learning. Each teacher uses formative assessments to monitor the reading progress of students. Our goal is to have every student meet or exceed our expectations in reading, writing, and math every year. Teachers in every grade level have worked on student engagement through the strategy of accountable talk.

A workshop model is used to teach writing standards with opportunities to write woven into the fabric of the 150 minutes of daily literacy instruction, K-3. Students at our school think and learn with their pencils in their hands. Students are given opportunities to write across all curricular areas as part of the learning process. Our teachers use writing before, during, and after content lessons to infuse written response and writing as a way to learn into our pedagogy.

Mathematics

McMullen Elementary School is in the eighth year of implementing Everyday Mathematics K-3. Students’ mathematical thinking and processes have been steadily improving since we began using the program as evidenced in our math performance data over time. Students are engaged in math instruction 60 – 90

minutes daily. Teachers use a similar lesson design for math as is used in content areas. Teachers introduce the learning goals and targets, provide direct instruction, set up differentiated math stations, and provide opportunities for practice using a variety of resources, including technology and educational games. During the math block, Title 1 staff and Interventionists co-serve students during the lesson. In addition to instruction in the core program, we have included Number Worlds, an intervention component of Everyday Mathematics with some targeted students as a result of data indicating our greatest learning gaps are in math between our nondisabled and disabled students.

2. Other Curriculum Areas:

At McMullen every student participates in Art, Music, Physical Education, and library/media. There are 60 minutes a week for Music and Physical Education, 50 minutes for art, and 30 minutes for library/media with an additional 30 minutes computer class offered to Kindergarten. Technology is integrated throughout all content areas in all classrooms including the arts, physical education, library, and interactive white boards are available in every classroom. Teachers and students have access to computers in two computer labs for research and tech skill development and assessment. Even our school counselor is teaching computer safety and ethics beginning in Kindergarten and progressing through third grade. Most importantly technology is not a means to an end; it's a tool for learning.

The librarian plans lessons aligned to the themes and topics being used in the classrooms across all grade levels with social studies and science activities. Her lessons incorporate the library media standards. Students explore features of fiction and nonfiction text. They are allowed to take books home and share with their families. Weekly awards are given to classes that have returned all their books. Family bookbags are available to be checked out filled with family activities.

Teachers in special areas use formative instruction practices to guide their lesson design. For example: In the visual arts, each grade level has specific learning targets aligned with state standards which points back to core curriculum. Students learn about artists' styles; studying their biographies as well as symmetry which ties into math. The art teacher also weaves science into the study of lines, shapes and textures. Accountable talk is used as part of their self assessment through their portfolio shares. Good News notes are awarded each class period to the student that best personifies exceptional teamwork, listening, and behavioral expectations. An annual art show is held in conjunction with spring parent teacher conferences. Each student participates in choosing a work from their portfolio to display. Student art is selected and framed to display in the office with new work selected each month. A monthly contest is held for students to research a famous piece of art and identify the artist.

In music, the teacher implements state and national standards using the Kodaly method. This method is developmentally appropriate using a sequence for teaching music to young children. The teacher uses hand signals to help students visualize notes and tones, as they sing; and, movement is incorporated into the musical experiences of the children. The teacher incorporates many cultures into the music as they study famous composers and what music means in many different cultures. Literature is used to reinforce the study of cultures and how music helps communicate their individual messages. Each nine weeks, one grade level presents a teacher-designed program to highlight targeted learning objectives. The program is performed for the student body as well as for the community. It is also aired on the local radio station.

In physical education, the premise of the program is a healthy lifestyle. The teacher uses individualized goal setting with each student aligned to the standards. Students know the purpose of each activity, and how it relates to a healthy lifestyle. The teacher partners with our PTO and participates in national studies such as "GET 60," which encourages families to get up and get moving while emphasizing that physical exercise is fun. Dance Dance Revolution, Virtual games and interactive mats are used to offer students fitness experiences. The teacher also has students participate in the Presidential Fitness Award Program.

The school counseling program supports the "Bucket Fillers" program by providing lessons weekly for Kindergarten and monthly to all other students. The school counselor leads classroom activities that focus on social and personal skills critical to developing and maintaining emotional intelligence. The goal is to empower our students to feel happy and successful so that optimal learning can take place. Additional support is offered to students on a small group (third grade girls can choose to participate in a "Girls

Group”) or individual basis to address a plethora of issues involving family dynamics, behavior difficulties and academic challenges.

3. Instructional Methods and Interventions:

Grade Level Learning Teams define the school’s multi-tier system for instruction and intervention using balanced literacy components for reading, writing and math at each grade level:

Tier 1 – core instruction and immediate intervention, aligned to Common Core and Ohio’s Learning Standards, focuses learning for all students, including students with disabilities

Tier 2 – strategic interventions are provided, in addition to core instruction to students at risk in reading using research-based programs (Fast Forward, Earobics, Foundations, Reading Horizons, Project MORE, K-PALS or PALS, SRA, STARS, Making Connections, Extensions in Reading, math guided small groups)

Tier 3 – intensive interventions are provided, in addition to core instruction to targeted students in reading using research-based programs (Reading Recovery, Wilson Language System, Reading Horizons: Discovery, Project MORE, Number Worlds)

In response to data from formative assessments in reading, each grade level learning team has created an additional 30 minute literacy block where students are arranged according to learning needs and receive differentiated instruction designed to accelerate learning. Grouping is fluid and changes are made based upon students’ progress toward meeting learning targets as follows:

Enrichment - for students who exceed the indicators for learning targets, whose scores show them to be accelerated in their achievement; instruction provided is tailored to students’ needs and interests; emphasizes conceptual thinking, real-world inquiry, and problem solving; helps students acquire increasing levels of knowledge, and understanding.

Challenge - for students who meet the grade level indicators for learning targets and whose scores and performance show them to be “on track,” teachers provide instruction to include activities that challenge the students to extend their thinking. Assessment occurs not less than every two weeks.

Practice - for students who are not yet meeting the requirements of the grade level indicators for learning targets, and need additional instruction and practice to help them become proficient; instruction provided is to strengthen the specific concepts and skills needed to become proficient and assessment specific to targeted skills and concepts occurs weekly.

Extended-Day Kindergarten is provided for all students to proactively support students in becoming literate; with instruction focused on phonemic awareness, phonics, fluency, vocabulary, and text comprehension to strengthen specific skills and concepts needed to successfully become proficient readers, writers, and communicators. Assessment occurs weekly.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The Ohio Achievement Assessments, aligned to the 2002 Ohio Academic Standards have been the benchmark for student achievement in reading and math for several years. Tests are administered to students in grades 3-8 annually. In 2014 McMullen set new achievement records for both reading and math. Reading scores jumped from a previous high of 93% to 100%. Previous results were consistent for all groups of students, and despite many interventions, a portion of our Economically Disadvantaged (ED) and a larger portion of Students with Disabilities (SWD) failed to reach the target each year. During the last five years, McMullen staff has participated in intensive professional development due to district participation in the Race to the Top Grant. We deepened our understanding of the value of high quality rigorous core instruction for ALL students. In 2012 we purchased a new integrated English Language Arts instruction program aligned to the Common Core. Teachers immediately saw results of increased achievement in the classroom. We also purchased Reading Horizons, an intensive reading intervention program we used as a “second dip” with our SWD. Reading Horizons, an Orton Gillingham program, is similar to other programs we have used for years, but Reading Horizons moved students forward quickly. Based on our data, we expanded the number of students receiving intervention with this program and found the success we had been seeking. In math, McMullen increased 12% in overall passage rate and effectively closed the gap for our ED students. We applied the same principle of high quality rigorous core instruction for ALL students. Instead of pulling students out of class for intervention, we use Instructional Coaches to push in and provide additional support in the classroom. Coaches work with small flexible groups of students that need another presentation of the lesson or extra practice.

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

At the classroom level, formative assessments are used by teachers and students to monitor progress toward learning targets. Teachers adjust their instruction and provide feedback to students to move them forward in their learning. This happens on a daily basis.

Grade level teams use pre-assessment data based on unit learning targets to plan differentiated tiered instruction in all content areas. Teachers analyze strengths and challenges. They look for entry points for learning for all students. Ongoing formative assessments are used throughout the unit.

Post assessment data are used to determine if all students reached expectations and to consider any ongoing intervention needs particularly in reading and math.

Students participate in the assessment process as they track their own data towards the targets. For example, in Kindergarten, all students are expected to recognize and name upper and lower case letters. Students keep track of the letters they know and can name, on their reading racers chart. First grade students use self editing checklists aligned to the writing rubric, as they compose narrative, opinion/argumentative and informative drafts.

The building leadership team monitors benchmark and quarterly data in reading, writing, math and behavior. The data is used to determine support needs, professional development needs, and intervention planning systemically. We also use that data to celebrate progress toward our building progress targets, academically and behaviorally.

Parents have access to a web-based progress reporting system in which they can check on their child’s progress at any time. Progress Reports are sent home quarterly. Formal Parent-Teacher Conferences are scheduled twice a year. We welcome conversations with our parents any time concern arises around student success. Teachers are available via email. In today’s world, many parents prefer getting text messages at any time of the day.

Part VI School Support

1. School Climate/Culture

McMullen School parents, teachers, students, and administrators researched and developed a positive behavior support system that was implemented in the 2011 school year. Everyone committed to teach and reinforce the school's identified building wide expectations. McMullen students and staff are respectful, responsible safe learners. Each morning the students and staff recite our pledge: "I have Redbird Power. I am respectful, responsible and safe. Today I will learn more, I will do more, I will be more, because I am great!"

In our school, discipline is defined as training that enables students to make appropriate choices in a climate of warmth and support. Social and behavioral expectations are taught through effective practices such as modeling, guided practice, repetition and reinforcement. Students, teachers and staff monitor school wide expectations consistently throughout the school day. At the end of each grading period, positive behavior is celebrated school-wide through events such as extra recess and viewing movies at our local movie theater.

Students are recognized and celebrated in classrooms as bucket fillers. The bucket filling concept is simple. The concept of a full or empty bucket helps students understand and connect with their behavior choices. When our buckets are full, we are much more inclined to fill the buckets of others. When our buckets are empty, we tend to find ourselves dipping into other people's buckets. We teach our students to treat others the way they want to be treated so all can have full buckets. We help students describe their feelings using words and take responsibility for their own behavior choices. All staff works with students in conflict resolution strategies that promote bucket filling.

Sometimes situations do arise when friends at McMullen disagree. When this occurs, we give a "high five." They follow the 5 step procedure of stop, explain what you're feeling, listen to your friend's feelings, think about ways you can solve the problem, and choose the best solution. This strategy allows students to independently work through problem solving in a positive way. We are always connecting it back to our school expectations that McMullen students are respectful, responsible and safe. When students feel respected, are responsible for their own learning, and safe at school, it has a direct impact on their academic performance.

2. Engaging Families and Community

McMullen School has an open door policy and we invite parents and community members to take an active role in the education of our students. Prior to the start of each new school year, the community is invited to our open house. Additionally, our families take an active part in parent teacher conferences, family math and literacy events, spring field day and end of school fun day. During the school year, our partnership with McMullen Parents Association allows for students and families to shop in Santa's Secret shop, provides incentives for our 2nd and 3rd graders during high stakes testing, and provides books for every child at Christmas. Additionally, through fundraising efforts of the McMullen Parent Association, classroom teachers are given support for academic materials and playground equipment has been purchased.

Field trips are available through community partnerships. Our students, many of whom never have the opportunity otherwise to leave the area, get to go places such as the Cleveland Museum of Natural History, Cleveland Metro Parks Zoo, and Canton McKinley Museum.

Loudonville Academic Boosters Club partners with McMullen Elementary to provide mini grants. They have funded projects such as the Legos in Education Serious Play program. Not only did they provide the kits for every student in grades 2 and 3, they provided the professional development by a Legos in Education trainer to support inquiry based learning.

Our School and Community Liaison, provided by the Mental Health and Recovery Board of Ashland County, works with our families with the goal of increasing student attendance, enhancing coping skills of our students, responding immediately to daily crisis in the school, increasing partnerships between families and school and helping to provide easier access to youth athletic groups.

The Loudonville Public Library works with McMullen to provide library cards for every student. Many classrooms visit the public library on a monthly basis. Third Grade students have the opportunity to hear about Loudonville history from a genealogist. The public library provides a summer reading program that encourages our students to continue reading throughout the summer.

Many community churches also provide services to our school. They donate clothing items, school supplies, after school tutoring and mentoring programs, and bike safety training for all our students each spring. Individual community members regularly volunteer in classrooms. Our doors are open to many organizations for weekly meetings including Girl Scouts, dance clubs and youth athletic groups.

3. Professional Development

We truly believe in lifelong learning not just for the students but for the adults as well. Professional development is multi-tiered. It can be focused individually, within teacher learning teams or as a building and/or district professional development goal. For example, as part of our Local Professional Development Committee, (LPDC) teachers individually write their own professional development plans aligned to their personal goals. As a district, we have participated in professional development focused on Positive School Climate. At McMullen School, professional development is centered on Formative Instructional Practices, an integral part of our success.

The implementation of Formative Instructional Practices (FIP) has been an ongoing focus in our building over the last five years. This job embedded professional learning has been supported through teacher leader facilitators in each grade level team. As a result of our study of John Hattie's visible learning research and effective practices, the staff agreed to focus our professional learning on Formative Instructional Practices (FIP). Our staff agreed to focus on formative assessment, effective feedback, questioning, and differentiated instruction. Three questions guide our work: What is it we want all students to know and learn? How will teachers and students know if they are learning it? How are teachers and students going to respond if they aren't learning it or they have already learned it?

One aspect of learning to implement FIP more deeply included having a regional FIP specialist work collaboratively with staff. Grade level teacher based teams viewed and worked through the Battelle for Kids FIP modules. Teachers and staff participated in a yearlong research study through the University of Akron around our implementation of formative instructional practices. A FIP University evaluator visited our school three times looking at our practices, interviewing staff, students, and the principal, and observing formative instructional practices in action in the classroom. In addition, the principal and a McMullen grade level FIP facilitator presented our FIP journey at Ohio's Battelle for Kids Connect for Success Summer conference.

Besides our focus on FIP, a majority of the McMullen teachers have earned their K-12 Reading endorsement as part of Ohio's Third Grade Reading Guarantee requirement. We continue to support our new teachers with Professional development as part of their Resident Educator Mentor Program. Our special education teachers received training in specialized reading instruction in research-based programs.

4. School Leadership

McMullen School embraces a model of shared distributed leadership. The building principal is a strong educational leader who values the expertise of the building staff. The principal, along with identified teacher leaders, serve an integral role in supporting as well as implementing district goals and strategies by participating on the District Leadership Team.

The leadership structure is based on collaboration, data driven decision making and teamwork. Weekly collaboration through Teacher Based Teams, gives teachers the ongoing opportunities to explore questions around the pre/post assessments, the learning targets, lesson designs, strategies that will be used, and how and when student learning will be monitored. This opportunity promotes teacher co-planning and co-serving to meet the needs of all students.

The Building Leadership Team (BLT) focuses on academics and school climate. The work revolves around implementing strategies aligned to the district plan. For example, one strategy is all teachers will use Formative Instructional Practices to increase student learning across all curricular areas. The BLT establishes action steps which align to the district improvement plan. The building principal and teacher leaders on this team monitor grade level and building wide student performance data and behavior data and respond appropriately, celebrating success and addressing areas of concern. The BLT also serves as a communication conduit from the teacher based team to the DLT in order to support teachers working to improve the outcomes for all students as they implement the district improvement plan. The communication and feedback loop is critical to all the leadership teams within the system.

Teacher leaders, trained in McREL's Power Walkthrough process, used the process to participate in peer observations in classrooms across the building. These teacher leaders also trained all other teachers in this walk through process. They created schedules for peer observations that included opportunities for feedback and debriefing, identifying effective practices that were happening throughout the building. These practices were shared with the BLT and directly impacted student achievement as these practices were replicated from grade level to grade level throughout the classrooms.

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	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Proficient and above	95	87	89	76	91
accelerated and advanced	53	46	56	43	49
Number of students tested	74	67	80	89	88
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	2	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	91	77	88	67	89
accelerated and advanced	42	31	49	33	43
Number of students tested	33	35	41	43	35
2. Students receiving Special Education					
Proficient and above	80	80	67	63	71
accelerated and advanced	27	30	40	32	36
Number of students tested	15	10	15	19	14
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	95	86	88	78	91
accelerated and advanced	52	47	58	43	49
Number of students tested	73	66	78	86	86
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: No data has been entered for subgroups with less than 10% of the total enrollment.

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	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Proficient and above	100	93	93	92	92
accelerated and advanced	91	69	71	67	77
Number of students tested	74	67	80	89	88
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	2	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	100	89	88	86	91
accelerated and advanced	88	60	68	60	80
Number of students tested	33	35	41	43	35
2. Students receiving Special Education					
Proficient and above	100	80	80	89	79
accelerated and advanced	87	60	53	53	64
Number of students tested	15	10	15	19	14
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	100	93	92	92	92
accelerated and advanced	90	68	72	67	77
Number of students tested	73	66	78	86	86
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: No data has been entered for subgroups with less than 10% of the total enrollment.