

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 Miss. Josie Sanfilippo

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

Official School Name Westerly Elementary School

(As it should appear in the official records)

School Mailing Address 30301 Wolf Road

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

City Bay Village State OH Zip Code+4 (9 digits total) 44140-1621

County Cuyahoga County State School Code Number* 15OH469PU

Telephone 440-617-7550 Fax 440-617-7551

Web site/URL http://www.bayvillageschools.com E-mail Josie.Sanfilippo@bayschoolsohio.org

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. Clinton Keener

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

E-mail:

Clinton.Keener@bayschoolsohio.org

District Name Bay Village City Schools Tel. 440-617-7300

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

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Dr. Robert Piccirilli

(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. 6 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	92	98	190
4	93	92	185
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	185	190	375

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 4 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 93 % 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: 2%

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	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1	387
(5) Total transferred students in row (3) divided by total students in row (4)	0.018
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 0 %
2 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Amharic
8. Students eligible for free/reduced-priced meals: 7 %
 Total number students who qualify: 29

Information for Public Schools Only - Data Provided by the State

The state has reported that 7 % 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: 10 %
37 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>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</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>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff
Administrators	1
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	10

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 22:1

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	98%	97%	97%	97%	97%
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: Westerly School is a great place to get an education. Our belief is that Westerly prepares students for success academically and in developing an individual sense of purpose.

PART III – SUMMARY

Bay Village is a close-knit community of about 15,000 covering close to five square miles on the shore of Lake Erie, about 20 miles west of downtown Cleveland, Ohio. Ninety-eight percent of the property is zoned residential, and 91 percent of the residents own their own home.

Residents have high expectations for our schools -- more than 56 percent of our adults hold bachelor degrees or higher. The Bay Village City School District serves approximately 2,500 students in four school buildings — Normandy Elementary School (grades K-2), Westerly Elementary School (grades 3-4); Bay Middle School (grades 5-8) and Bay High School (grades 9-12). The district also offers a daycare and preschool center which includes a preschool for special needs children.

Westerly School was first opened in 1955 as a K-5 neighborhood elementary school. In the seventies, Westerly became an upper elementary community school for grades 3 and 4 with eight or nine sections of each grade level depending on enrollment. In 2005, Westerly celebrated its 50th birthday with a school-wide birthday party honoring past students and staff. In 2010, Westerly led the school district's involvement in the community celebration of Bay Village's Bicentennial. The students created t-shirts and made floats representing Bay Village's history for the Bicentennial parade. Westerly recognizes the importance for students to create a life-long connection with their school and community.

Westerly's educational philosophy has always been to engage the whole child in learning to achieve their full potential with support from teachers, staff, parents, community and business. Consequently, our strategies incorporate all members of the Bay Village community.

First, Westerly's PTA (Parent Teacher Association) is a cornerstone in supporting the students and staff with educational assemblies, materials, and volunteer hours. The PTA supports the students academically and culturally by sponsoring artists-in-residence programs including composers, dance, opera, poets, authors, illustrators, and scientists. These programs include students involved in creating the own poems, stories, or musical instruments. This year the composer artist in residence worked with the students to create our very own school song. Imagine the pride and joy of over 360 students singing their very own song for the very first time altogether.

The Westerly PTA also knows the importance of student wellness and physical activity. They funded new playground equipment and a walking path around the perimeter of the school play yard. With the guidance of our physical education teacher, students' walking progress is recorded. This year we are well on our way of breaking the school mileage record of 3450 miles.

In recognition of their outstanding commitment to staff and students, Westerly PTA was awarded the National PTA School of Excellence Award for 2014-2016.

Next, The Bay Village Education Foundation, a community philanthropic organization, provides funding for programs and materials that enhance student learning and experiences. Every year teachers at Westerly apply for grants from the foundation including appropriate literature books for students at risk, funding for a community wide environmental fair, and technology to aid student learning. This year they funded One School One Book, a reading initiative that provided the same book for each student in K-4 as well as participating community businesses who provided tokens for students for daily prize drawings. Community involvement in developing literacy has always been an important tenet of Westerly's overall goals. Throughout Westerly's history we have consistently engaged the community in our reading programs including community reading goals, community members reading to students, and creating videos to broadcast to the community of students reading and acting in their original plays.

Knowing the importance of instilling citizenship qualities in students, parents, teachers, and our guidance counselor worked together to create a program to enhance student growth as leaders and overall citizens. Student council further promotes citizenship by designating pride days and voting for special event days.

Good citizenship is exemplified by service projects including making blankets for homeless shelters, raising money for The Heart Association and The Leukemia Foundation, and donating hats and mittens for children.

Environmental education is supported by our Outdoor Science Lab, an open courtyard in the center of the school. This designated Outdoor Wildlife Site includes a pond, greenhouse, and several bird feeders. As the seasons change in northern Ohio, students can engage with nature by observing and recording the life cycle of plants and animals.

Westerly recognizes that student learning can be demonstrated and enhanced by a variety of learning modalities. For students with spatial intelligence, we provide a Lego Club that encourages students to demonstrate their engineering and architectural skills. For students with musical talents, Westerly provides string instrument education as well as a performing chorus program. To promote creativity and problem solving skills, Westerly supports several Destination Imagination teams. These teams compete at the local level and some teams have gone on to compete at the state level.

Westerly School is an environment that reaches outside of its brick and mortar walls to engage all citizens in developing the students who will become our future.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Since 2010, the Bay Village School District has been working on aligning instruction practices to the standards of the Common Core for math, which have been adopted as part of Ohio's Learning Standards. The principal, teachers, and staff are committed to achieving high standards of learning for all students and high standards of teaching and leadership for all instructional and support personnel. Ongoing in-service on The Foundations of Formative Instruction Practices (FIP) help teacher teams have meaningful interactions about how to turn learning into action. Through FIP, teachers are developing clear learning targets that direct the teaching and learning process. Teachers are making better instructional decisions by collecting and documenting accurate evidence of student learning. Using this data, teachers are providing effective feedback to students about their progress which enables students to take ownership of their own learning.

From this foundation of Common Core Standards and FIP evidence of learning, each core curriculum is developed by a district level curriculum committee. Meeting on a monthly basis, each curriculum team has a representative for each grade level, K-12, to insure consistency in content and instruction from grade level to grade level. Westerly School teachers are active members of these teams and share with their colleagues the district level decisions.

At Westerly, English Language Arts/Reading (ELA) Common Core standards are implemented using literature and informational reading trade books. Since 1989, Westerly has built their reading instruction from the rich text of high quality trade books. Teachers have written author studies, thematic units, and cross-curricular units using the trade books. Reading different books by the same author allows the students to compare characters, their motivations, and their impact on the events of the stories. Vocabulary development is enhanced through author's skillful use of words to create the literary picture or tone of the story or informational texts. A research based, systematic approach to phonics guides our reading and spelling skills. Technology programs also track student reading development and comprehension. In ELA teachers have developed Student Growth Measures and formative assessments. All students are assessed four times a year for fluency development, an indicator of reading success. Students who fall below passage rate receive additional tier 2 fluency instruction and monitoring. Westerly teachers are continuing to develop evidence based documentation of student reading progress to make better instructional decisions.

For at risk reading students, intensive small group instruction is provided daily using a research based, intervention program of systematic phonics classroom program. These students also participate in after school reading intervention instruction.

At Westerly, Common Core Mathematics Standards, as adopted as part of the Ohio Learning Standards, are the focus for math instruction. Using the math CCSS as the core for instruction, teachers have developed lessons, implemented internet resources, and built a scaffold approach to the shift in the current math standards for math instruction. Teachers use specific questioning techniques that enable students to explain their thinking and compare their ideas with other solutions. Struggling math students receive intervention from support staff members who target the specific needs of each child. Teachers have written Student Growth Measures based on the major math focus in each grade level. Formative and unit assessments are also being developed by the teachers.

Implementation of the Common Core Mathematical Practice Standards throughout all curricular area is a building goal for Westerly School. Teachers incorporate these problem solving and reasoning standards in all their lessons.

Science instruction is based on Ohio's Learning Standards. The district has partnered with a local nature and science center to develop lessons that reflect the intent and goals of the standards. This partnership provides extended resources for our students to develop science process learning. Teachers use a variety of resources to implement the standards from a textbook, to information texts, to hands-on learning projects. Using open-ended questions, teachers encourage students to make sense of the world around them and make the

connections to the standards. Teachers are in the process of developing formative and summative assessments of evidentiary learning.

Social studies instruction is also based on Ohio's Learning Standards. The teachers use a variety of resources to implement standards from textbooks, to trade books, to field trips. Reading historical fiction about the history of Cleveland or the Underground Railroad help students make personal connections to the past. Reading informational texts about the Woodland Indians or the people of Mexico provides insight to other cultures. Teachers are in the process of developing formative and summative assessments that will document student learning.

Students performing above grade level in the different content areas receive differentiated instruction from the classroom teachers as well as specialized instruction from a gifted intervention specialist.

Westerly teachers are involved in all levels of development/adoption of district-wide curricula and approaches to instruction. They believe in curriculum coherence based on the Ohio's Learning Standards and are developing instructional strategies that work well with the content, learning outcomes, and learners. The teachers are actively involved in creating evidentiary assessments that will move student learning forward.

The success of Westerly students is reflected in well-documented state criterion-referenced test performance.

2. Other Curriculum Areas:

The Bay Village City Schools strives to provide a well rounded education for all their students including offering Physical Education, Music and the Visual Arts at Westerly Elementary.

The students attend Physical Education twice a week for 40 minutes throughout the school year. The curriculum is based on the Ohio Physical Education Standards established by the Ohio legislature. The students are exposed to a wide range of activities that include pre-sports skills, non-traditional activities such as juggling, cup stacking and cooperative challenges. Students are provided ample equipment to practice skills on their own without having to wait in lines to improve their skills. The students have for the past ten years participated in the American Heart Association's Jump Rope for Heart collecting over \$20,000 for the fight against heart disease and stroke. The program received a grant from the Cleveland Browns, the NFL and the Copper Institute to administer the FitnessGram test battery as part of the effort to get kids to understand the importance of lifetime fitness. The Physical Education teacher and music teacher collaborate every year to provide a family dance party celebrating the diversity of different cultures. The program in conjunction with the PTA sponsors a Walking Club every week to promote fitness and exercise outside the gymnasium. Westerly takes pride in providing a quality education in fitness and health.

Music at Westerly is full of opportunities for all children in third and fourth grade. The curriculum is Orff and Kodaly based, sequentially moving through solfege and rhythms in the music we sing. We have 23 barred instruments plus several unpitched instruments allowing children to participate in making music both instrumentally and vocally in the music room. Monthly, the children are assessed on their accuracy of matching pitch. By the end of the school year, approximately 98% of the children at Westerly school are able to accurately match pitch. Performances include the Holiday Program which involves all children in the school, each having their own part. An after school program, Fourth Grade Chorus, meets Thursday afternoons. This year, 130 fourth graders (about 68%) voluntarily rehearse our spring musical. In September and October of 2014, we invited a composer to our school to write a song just for Westerly. The composer worked with a group of 25 students to jointly write a song that is now sung during special times at our school.

We also study a composer who is famous in music history. Our composer this year is Ludwig van Beethoven. Our third graders are excited about attending a Cleveland Orchestra concert in April and hearing a piece by Beethoven played by the orchestra.

Westerly's visual arts program contains a comprehensive scope and sequence of learning. Students are engaged in cognitive and creative learning processes seventy-five minutes each week for the school year. Students reflect on the historical, cultural, and social contexts of art through the examination of various artworks. Through these encounters, students gain an understanding of the role of art in past cultures, and in our local and global communities. Personal expression is performed through the use of a variety of age appropriate materials. Our students take great pride in perfecting their craftsmanship and technical skills while creating a portfolio of work. Westerly celebrates their success with an art show each spring. Our "Westerly Art Gallery" hosts a selection of student artwork chosen for their original and creative qualities. Our students develop an aesthetic understanding of the arts through activities that involve describing, analyzing and interpreting, and evaluating their own works and the works of others. Students learn and use appropriate design vocabulary during discussions and critiques, allowing them to develop their own aesthetic philosophy. Westerly art students have the opportunity to meet local professional artists through our "Creative Encounters" program once a month. Artists are invited to share their story and expertise with our aspiring young students. The visual arts program at Westerly School strives to prepare our students with the reasoning and creative problem solving skills needed in an ever changing world.

3. Instructional Methods and Interventions:

Instruction and intervention are an important focus at Westerly elementary school. Westerly uses the three tier Response to Intervention (RTI) system to establish the needs of students and classrooms. Each classroom is equipped with a classroom teacher and one or more secondary teacher(s) (intervention specialist, enrichment specialist, paraprofessional) to allow for flexible grouping in ability and size. Teachers provide whole group, small group, and one-on-one instruction based on the needs of the students. Several of our high needs students are provided with a one on one teacher to allow them to access our curriculum at an appropriate level.

We use a variety of strategies to help all of our learners here at Westerly. Our intervention assistance team (IAT) meets to discuss new strategies for our at-risk students. These students are also involved in our extended day program in math and reading. Our Lego club after-school program promotes creativity and group work. Our gifted program provides enrichment instruction to those students in our gifted population. We send multiple teams to compete in Destination Imagination every year which promotes "out of the box" thinking and creativity. These students meet to practice in teams and are lucky enough to work with the regional tournament director, who happens to be our enrichment instructor.

We at Westerly are very proud of our reading program. Our building holds a wealth of knowledge in reading intervention. We currently have five level I and two level II certified teachers in direct multisensory systematic approach to decoding. There are also two teachers currently being trained in level I certification. These teachers are both interventions specialists as well as general education teachers. With our Title I funding, we provide small group/individual reading instruction for our at-risk population. Repeated reading is also done with students in the classroom to help with reading fluency.

As technology in our world continues to grow, so does its use at Westerly. We currently have two traveling computer labs of twenty-five computers each for classroom use, and one permanent lab of computers in our media center. These labs are used for a variety of activities. Classes doing research projects use our labs to locate their resources as well as create their presentation in word document form or power-point presentations. Problem-based learning is done using introductory coding sites such as code.org and scratch.mit.edu.

As you can see, we here at Westerly use everything at our disposal to provide quality instruction and intervention to meet the needs of all levels of learners to reach their maximum potential.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Third and Fourth grade students at Westerly have shown consistent improvement in reading proficiency as measured by the Ohio Academic Achievement [OAA] tests from 2011-2014. The Third grade teachers implement Foundations, a research -based reading program, as their tier 1 approach to reading instruction. This program is used with fidelity in grades k-3 in the district. Teachers receive ongoing coaching and support in the use of Foundations. The Fourth grade team begun to implement the Foundations program in 2013-2014 with a one classroom pilot, which was expanded to a three classroom pilot for the 2014-2015 school year. Tier 2 reading intervention in grades 3 and 4 is provided through Wilson certified tutors.

Third grade students at Westerly have remained consistent in their math proficiency as measured by the Ohio Academic Achievement [OAA] tests from 2011-2014. Fourth grade students have shown improvement in their math proficiency after a downward trend during the 2012 and 2013 school years. There is a gap between the Students With Disabilities subgroup and the Fourth grade students as a whole. On the 2013-2014 OAA, Special Education students showed a 81% proficiency rate in math compared to 94.5% proficiency for the entire student population at Westerly. The district is in the process of reviewing and adopting a new k-5 math program that is aligned to the Ohio Learning Standards for math. One of the factors being looked at in the review of the materials is tier 2 support materials as well as program suggestions for differentiating learning in the math classroom. Students in grades 3 and 4 with gaps in their math learning also may participate in an extended day program that is supervised by the classroom teachers.

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

Beginning in 2013-2014, the district implemented the Ohio Improvement Process [OIP] as a way to communicate about and focus on district goals and data. In 2013-2014, Westerly put in place a Building Leadership Team. During the 2014-2015 school year, Teacher Leadership Teams have begun to meet. The Third and Fourth grade teams have developed common assessments in English and math which are being used as Student Growth Measures. The teams meet to score and discuss the pre and post test results of these SGMs. Students in the building also regularly take Accelerated Reader [AR] tests as part of the STAR Reading assessment. This data, along with regular benchmarking data collected through DibelsNext helps to identify students who are on-track for reading and students who may need tier 2 intervention. Parents are provided with the DibelsNext parent reports. Teachers also regularly share student progress on the AR and STAR Reading tests with parents as a way to help them with selection of home reading materials that are at the appropriately complex reading level for students. The NWEA MAP test is used as a secondary measure of reading proficiency for students who have not demonstrated proficiency on the OAA test. Data from MAP is combined with DibelsNext data to form a clear picture of the student's reading proficiency to meet the Third Grade Reading Guarantee. NWEA MAP test data from grade 2 along with DibelsNext data from grade 2 is used to make decisions on 3rd grade classroom placement and the initial creation of tier 2 intervention groups for the beginning of the grade 3 year.

Part VI School Support

1. School Climate/Culture

The mission of the Bay Village Schools includes phrases such as “providing a quality, comprehensive education in a safe and supporting environment”, “actively engaging them in their ever changing community,” and “offering opportunities for all students to achieve their maximum potential.” Visitors walking in to Westerly are immediately aware that student work covers all of the halls. The HUDDLE program connects fourth graders with high school students serving as role models for making positive choices. Teachers at Westerly have a commitment to service learning and the connection it makes with the inherent caring and concern young people have for their world. The principal supports these opportunities, so examples of these life-long lessons abound. Note cards created by students are sold in packs to support The Village Project, a non-profit local organization that provides meals to families undergoing cancer treatment. Children realize that their art work has value and that they are easing the stress for families struggling with cancer. Students make no-sew fleece blankets and deliver them to children at an inner-city after school program. Barriers of prejudice vanish as children from both groups interact and share entertainment provided by the Westerly students. A program called “Weston Woofs” makes dog-bones to sell, with profits going to groups such as Safe Harbor Animal Rescue. Other examples include writing letters to troops in the military, creating cards for nursing home residents, sending school supplies to Haiti, Pennies for Pasta with monies donated to prevent childhood cancers, and Jump Rope for Heart, which supports the American Heart Association. Westerly’s administrators offer incentives and prizes to students to encourage the love of reading. The Westerly PTA supports students by providing meaningful educational assemblies, offering treats at holiday celebrations, organizing a fourth grade party, and sponsoring an elaborate carnival for students, families and the community. They also support teachers by honoring them during Teacher Appreciation Week and providing luncheons and dinners during conference times. Teachers demonstrate a commitment to service by collecting items for Fill This House, a non-profit organization that provides new kitchen, bath and bedding supplies to children aging out of foster care who have no support. Teachers also send meals to families of Westerly students when a crisis or emergency occurs. Westerly models the Bay Village Schools mission statement and serves as a strong, positive example for the students and the community.

2. Engaging Families and Community

Westerly School staff makes engagement with families and community members a priority. Westerly seeks to involve our entire community in the education of our students. The One School One Book program engaged community businesses, as well as the families of every student, in the reading and discussion of one book which was given to every student. Area businesses displayed clues about the book and offered prizes to encourage reading. Our Public Relations Officer mails quarterly updates to the entire community, highlighting school and district successes. Student Ambassadors serve as hosts to community members who visit the building.

Family involvement is critical to student success. Multiple strategies are utilized to involve our families. We encourage parent involvement in student learning through regular Math Nights. Parents are shown how concepts will be covered in class so they may better assist their child at home. Westerly School has a website to assist parents with their child’s learning. Numerous links provide additional practice and reinforcement of concepts taught. Classroom newsletters and blogs are used to share information specific to individual classrooms. In addition to information sent via email, fliers are sent home to parents to make them aware of upcoming activities taking place at our building. Family members are encouraged to be part of their child’s learning through special events such as student plays, the Westerly art show, holiday concerts, a family holiday breakfast, mystery readers, and sharing their professions in the classroom. Grandparents are invited to spend time with their grandchild during Grandparents’ Day. Our Westerly PTA shares student successes with their monthly newsletters. This newsletter includes upcoming events and information on student performance from the Principal’s Office. Parent phone calls are made to share student progress. Individual conferences are held with parents to discuss student progress and individual needs.

Adult volunteers are an essential part of our school. Parent volunteers serve in our library and as PTA officers. Individual classrooms utilize parent volunteers to work with small groups of students. Parent volunteers assist in a biannual math challenge day. Students spend the entire day involved in a wide variety of math activities that are offered in every classroom of the school. Our annual Field Day, manned by volunteers from the community, promotes health and wellness activities for all our students. Westerly embraces the contributions volunteers make to our student success. Family and community are a vital part of our students' education.

3. Professional Development

The district utilizes a professional development model that has a heavy emphasis on job embedded professional learning opportunities. Professional development centers around the district goals. These goals were developed by the District Leadership Team using district testing data are tied to the instructional shifts associated with Ohio's Learning Standards. The goals focus on the use of Informational Text across content areas, Mathematical Practices across all content areas and the use of good Formative Instructional Practice [FIP]. Teachers at Westerly have the opportunity to participate in a yearly series of professional workshops focusing on FIP. These workshops are led by the district Curriculum Director and are designed to allow teachers time to learn the skills necessary to utilize a wide range of formative and summative assessment strategies in their classrooms. There is an expectation that they will continue discussions of quality formative instruction in their grade level team meetings. Principal walkthrough data collected as part of the Ohio OTEs process indicates that 100% of teachers at Westerly are utilizing FIP strategies. The Building Leadership Team works to identify additional professional development needs in the building targeting the use of Informational Text and the Mathematical Practices. Based on building survey data and team discussion, faculty meeting time has been used to share out strategies for Close Reading, and application of the 8 mathematical practices. DLT Survey data indicates that 100% of teachers at Westerly are now including the 8 mathematical practices in their weekly instruction. DLT Survey data also indicates that 70% of teachers at Westerly are using Close reading strategies as a way to help students build knowledge through Informational Text. Additional professional development focusing on Close reading strategies is being planned by the DLT and Westerly BLT. Teachers in the building also work with the building principal to identify topics for the 2 inservice days built into the district calendar. Many of the inservice day workshops are led by the teachers in the building. The principal also budgets yearly for teachers to attend statewide workshops, including the Ohio Education Technology Conference, as well as regional workshops hosted at the Educational Service Centers.

4. School Leadership

The leadership structure at Westerly Elementary School consists of a Building Administrator, a Secretary Administrative Assistant, Attendance Secretary, School Counselor and a contracted School Nurse through Partners for Success and Innovation (PSI). A District Nurse provides additional staff and student support one day a week, as well as any necessary medical training throughout the school year at Westerly. Providing a friendly, welcoming environment for students, staff and parents is a top priority.

The Westerly staff demonstrates an open, respectful and collaborative leadership style. Students and staff are provided a nurturing, safe and supportive, yet challenging learning environment. Westerly provides all levels of learners the ability and experiences to enable them to reach their maximum potential and become lifelong learners.

Additionally, Westerly utilizes a third and fourth Grade Level Chair structure as an important leadership component. Each Grade level Chair collaborates with their respective grade level members to support curricular needs, building initiatives, student differentiation and team business. A monthly meeting with the Principal enables discussion around building needs, classroom instruction and student growth as each team works to improve practices across the curriculum.

Westerly's Building Leadership Team (BLT) focuses on the core principles of the Ohio Improvement Process (OIP) to effectively implement District academic goals and improve instructional learning practices. Westerly's BLT represents staff from general education, fine arts and the special education classroom. The Westerly BLT provides support to grade level and/or department Teacher Leader Teams (TLT) to maximize each student's achievement. Teams utilize the Five-Step Process to collect and chart student data, analyze student work specific to data, establish shared expectations for implementing specific changes in the classroom, implement consistently changes across classrooms, and analyze student data, Further, the building Principal chairs numerous meetings and committees that are designed to review and improve the policies, programs, relationships and resources focused on improving student achievement. Examples of this include: weekly meetings with the school counselor, monthly staff meetings, monthly PTSA meetings, the building level Response to Intervention team, administrative council and regular meetings with the Superintendent.

The leadership structure at Westerly Elementary School provides stakeholders an opportunity to collaborate in a nurturing, safe and supportive, yet challenging learning environment. Westerly provides all levels of learners the ability and experiences to enable them to reach their maximum potential and become lifelong learners.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Ohio Achievement Assessments</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Ohio Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	94	93	93	93	92
accelerated and advanced	65	65	65	66	57
Number of students tested	185	201	157	193	184
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	100	84	100	79	71
accelerated and advanced	57	21	61	54	21
Number of students tested	14	19	13	24	14
2. Students receiving Special Education					
Proficient and above	83	80	100	66	78
accelerated and advanced	50	40	64	47	50
Number of students tested	18	25	25	21	14
3. English Language Learner Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	90				
accelerated and advanced	45				
Number of students tested	11				
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	93	93	92	92
accelerated and advanced	69	66	64	68	58
Number of students tested	168	192	143	180	175
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: Publication years are 2014,2013,2012,2011,2010

#4 Hispanic or Latino Students--less than 10% for 2012-2013, 2011-2012,2010-2011,2009-2010

Less than 10% for #3,5,6,7,8 and 10

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Ohio Achievement Assessments</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Ohio Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	94	92	94	96	93
accelerated and advanced	77	76	77	79	78
Number of students tested	200	163	197	189	209
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	91		82	84	86
accelerated and advanced	58		69	57	62
Number of students tested	12		23	19	29
2. Students receiving Special Education					
Proficient and above	79	86	66	65	59
accelerated and advanced	54	45	45	45	40
Number of students tested	24	22	24	20	27
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	94	92	95	96	93
accelerated and advanced	78	75	79	79	78
Number of students tested	191	151	182	179	193
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: Publication years 2014,2013,2012,2011,2010

#1 less than 10% 2012-2013

Less than 10% #3,4,5,6,7,8,10

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Ohio Achievement Assessments</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Ohio Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	98	97	95	94	96
accelerated and advanced	91	82	81	81	85
Number of students tested	185	201	157	193	184
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	92	94	100	87	92
accelerated and advanced	85	78	76	70	57
Number of students tested	14	19	13	24	14
2. Students receiving Special Education					
Proficient and above	94	88	88	71	78
accelerated and advanced	83	72	64	57	64
Number of students tested	18	25	25	21	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	98	97	95	94	96
accelerated and advanced	93	82	81	82	86
Number of students tested	168	192	143	180	175
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: #4 Hispanic and Latino less than 10% 2012-2013,2011-2012,2010-2011,2009-2010
Publication year 2014,2013,2012,2011,2010
Less than 10% #3,5,6,7,8,10

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Ohio Achievement Assessments</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Ohio Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	98	96	94	96	95
accelerated and advanced	70	65	60	66	58
Number of students tested	200	163	197	189	209
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	100		82	94	82
accelerated and advanced	33		43	52	41
Number of students tested	12		23	19	29
2. Students receiving Special Education					
Proficient and above	91	90	79	80	66
accelerated and advanced	37	54	37	20	37
Number of students tested	24	22	24	20	27
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	97	94	96	95
accelerated and advanced	70	66	61	66	59
Number of students tested	191	151	183	179	195
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: Publication years 2014,2013,2012,2011,2010

#1 less than 10%

Less than 10% #3,4,5,6,7,8,10