

***U.S. Department of Education***  
***2017 National Blue Ribbon Schools Program***

---

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I    [ ] Charter    [ ] Magnet    [ ] Choice

Name of Principal Mr. Thomas Kotsanis

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

Official School Name East Garfield Elementary School

(As it should appear in the official records)

School Mailing Address 936 North 5th Street

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

City Steubenville                      State OH                      Zip Code+4 (9 digits total) 43952-1812

County Jefferson County

Telephone (740) 282-5112                      Fax (740) 283-8952

Web site/URL http://www.steubenville.k12.oh.us/index.html                      E-mail tkotsanis@scsohio.org

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Mrs. Melinda Young                      E-mail myoung@scsohio.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Steubenville City School District                      Tel. (740) 283-3767

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. William Hendricks  
(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, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

## **Part I – Eligibility Certification**

---

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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. 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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. 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

---

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 5 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. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	34	20	54
K	29	29	58
1	35	35	70
2	39	30	69
3	35	38	73
4	34	29	63
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 or higher	0	0	0
<b>Total Students</b>	206	181	387

4. Racial/ethnic composition of the school:
- 2 % American Indian or Alaska Native
  - 2 % Asian
  - 37 % Black or African American
  - 0 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 38 % White
  - 21 % 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.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 24%

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, 2015 until the end of the 2015-2016 school year	47
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	57
(3) Total of all transferred students [sum of rows (1) and (2)]	104
(4) Total number of students in the school as of October 1, 2015	425
(5) Total transferred students in row (3) divided by total students in row (4)	0.245
(6) Amount in row (5) multiplied by 100	24

6. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
none

7. Students eligible for free/reduced-priced meals: 100 %  
Total number students who qualify: 387

8. Students receiving special education services: 20 %  
81 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 conditions. It is possible that students may be classified in more than one condition.

- |                                |  |
|--------------------------------|--|
| <u>6</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>10</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>17</u> Specific Learning Disability         |
| <u>4</u> Emotional Disturbance | <u>14</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>18</u> Mental Retardation   | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>11</u> Developmentally Delayed              |

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects	18
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	7
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 17:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	95%	94%	95%	94%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**  
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

<b>Post-Secondary Status</b>	
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 X No

If yes, select the year in which your school received the award. 2005

15. In a couple of sentences, provide the school's mission or vision statement.

East Elementary is working together to be responsible, respectful and to learn.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III – SUMMARY**

---

At East Elementary we, the students, the staff, and the community are devoted to the success of East Elementary! We are an enthusiastic pack working hard to make sure every student reaches his or her full potential. East Elementary serves pre-school through fourth grade students. Our school has consistently been ranked Excellent by the Ohio Department of Education. We will meet the developmental, multicultural, social, intellectual, and emotional needs of each student through the use of technology and various instructional techniques. Through these methods and combinations with standardized and non-standardized test results, students will learn how to think independently and become life-long learners as they are given challenges, opportunities, and positive reinforcement. Our school community is made up of economically disadvantaged families. We have roughly 400 students enrolled in school and approximately 80 students have an IEP. These IEP'S range from students with developmental delays to students with autism. Our community has always been enormous supporters of our school and have always been a phone call away. Without the communities support we would not be able to offer what we offer to our students. We have a partnership with the local Kiwanis Club and Rotary Club. These clubs often come into our school and present fun activities for students. They also provide students with any materials they need to succeed.

Here is a snapshot of our school. In 2006, East Elementary was completely remolded. We added interactive white boards to each classroom. We added two computer labs to meet the needs of the ever changing world. We also added dedicated spaces for our music and art programs. In 2005, East Elementary was awarded the National Blue Ribbon School award. Since that time we have carried that momentum forward. It gave us the energy and the drive to strive to be the best we can be every year. In 2014 East Elementary was awarded an Ohio School of Promise. In 2016, we were awarded The Momentum Award. The Momentum Award is presented by the State Board of Education and recognizes schools for exceeding expectations in student growth for the year. Schools must earn straight A's on all Value-Added measures on the report card. The school must have at least two Value-Added subgroups of students, which include gifted, lowest 20% in achievement, and students with disabilities.

Our goal is and has always been to create an atmosphere that students want to come to school. We understand our students don't come from the best home life. Our goal every day is to make their time at East Elementary the best time of their day. Our school continues to be successful because we have a group of teachers that care about students. The staff at East Elementary has always gone above and beyond for the students. They come early and stay late to either tutor or to make sure their class is ready for the next day. We offer tutoring both before and after school for our students. This allows us to prepare our students for our state test. Our central office provides us a school bus to transport students home who otherwise could not stay after school because of transportation issues. We have a partnership with the local university that provides us with additional tutors during the school day. By looking at student data we can identify the students who need additional help in certain areas. All of our students are offered music, computer labs, physical education and LEGO labs weekly. We use the Success for All reform models for our reading program. Every day from 9:00- 10:30 we have 90 minutes of uninterrupted reading. Every student in grades 1-4 is placed in a reading group according to their reading level. The Success for All models allows us to collect data on every student. This data shows us specific areas a student is struggling in.

We have a board of education that is behind us 100%. Our board of education makes sure they are visible at our school functions. They have always given us whatever we need to be successful. Our Superintendent is involved and supportive of all our goals. The end result for all this hard work is good test scores and an atmosphere where students enjoy coming to school. We respond to each student by helping them in any way possible. We have tutors, guidance counselors and resources officers to meet the needs of our students. We are fortunate to have enough teachers to keep our class size low which allows us to target all our students. Our philosophy at East Elementary is that every student is important, special and can learn. We believe every student can be successful.

## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum:**

East Garfield Elementary School's core curriculum places a strong emphasis on transferring knowledge and skills presented through daily instructional activities to student independent academic achievement. Our Success for All (SFA) Reading, Math, Kindergarten, and Pre-school curriculum lays the foundation for student success in all core academic subjects. Common instructional language and strategies are the starting points for early learning students as each grade level continues to build on curriculum structures and systems that advances learning.

Reading is a top priority. Beginning with emergent reading instruction in the early learning grades, first grade students develop decoding, fluency and comprehension skills. Second through fourth grade students advance learning through use of clarifying, questioning, predicting, and summarizing strategies to advance comprehension of increasingly complex informational and literature texts.

The English language arts curriculum focuses on developing writing skills students need across curriculum components and grade levels. Students practice clearly expressing their thoughts and knowledge when responding to a variety of subject questions. Instruction and activities increase in complexity from writing simple sentences to composing multiple-paragraph essays using evidence from research and linked texts.

Our enVision Math curriculum used in kindergarten through fourth grade is instructed using the SFA framework which allows students to construct mathematical knowledge through hands-on activities, interactive technology, peer discussions and teacher facilitation.

Instruction in the science and social studies curriculums incorporates hands-on, project and researched based activities to develop student understanding.

Cooperative learning is the key student engagement strategy in all grade level curriculum components. Through intentional instruction, practice, and daily celebrations of cooperative learning strategies, students learn the purpose of working in partnerships and learning teams to make the leap from cooperative work to independent assessment of learning objectives.

Teacher and student investment in cooperative learning prepares students to meet the College and Career Readiness Anchor Standards: Speaking and Listening K-12: Comprehension and Collaboration. Children begin practicing cooperative learning from the first day of preschool. Cooperative skills are routinely practiced and built on in kindergarten and first grade leading to refined application of engagement strategies in later grades.

Students in second through fourth grades work together to set team and individual goals for each instructional unit. Using teacher feedback, score data, language from rubrics, and learning objectives, students determine what they need to do differently to reach their goal. Students write two or three actions and daily rate their progress. This system allows students to identify gaps in performance, articulate what they need to do to increase scores, and know how to support one another as the team works toward reaching the learning goal. Students are invested in individual and team success as teacher and class celebrate improvements.

This process begins with our comprehensive preschool curriculum, Curiosity Corner, which closely adheres to Ohio's Early Learning and Development Standards. Children work cooperatively with partners and small groups as they explore new concepts through thematic units. The curriculum fosters development of language and literacy skills. Oral language and vocabulary development is a critical component of each day.

Young children begin to grasp mathematical concepts by exploring space, size, shape, and quantities of concrete objects through intentional targeted mathematic activities presented in the context of real life experiences. Science concepts are introduced and practiced throughout units as children explore scientific concepts through actively engaging with concrete materials such as magnets, magnifying glasses, and balance scales. Social studies themes such as community helpers, neighborhoods, and other cultures

introduces children to civic learning. Children begin to understand our culture's diversity and that they are important members of the community.

Our kindergarten curriculum continues to use thematic approaches to develop students' knowledge and skills in language, literacy, mathematical, science, and social studies. During the first half of the year, students develop reading-readiness skills through phonics and emergent reading instruction. Students transition to reading decodable stories the second half of the year.

Building strong foundational skills allows for increased rigor and expectations for students as they progress through each grade level. Gaps in student learning are addressed by using the learning standards to identify areas of difficulty. Examining the progression of skills allows teachers to plan interventions to meet where the student is and to bridge the learning gap. For example, if a third grade student has difficulty with characterization skills in reading (explaining how actions contribute to story events), the teacher looks back to determine the grade level standard student successfully meets. If the student is able to meet the first grade standard criteria of describing characters and events, the teacher can use the description in the second grade standard to specifically target skills of describing how characters respond to events and challenges.

Intentional, targeted instruction, cooperative learning strategies, and student investment in individual and peer success are the key components leading to student acquisition of core curriculum objectives.

East Garfield Elementary School houses three preschool classes for three, four, and five year old students. The preschools use the Success For All Curiosity Corner 2 curriculum. This curriculum uses eighteen theme units. Each unit provides thematic concepts that encourage the students to learn theme related vocabulary words and to increase oral language. This curriculum is aligned with the Ohio Early Learning and Development Standards and covers the following domains in each unit: Creative, Cognitive, Personal Social, Mathematical, Language/Literacy, Social Studies, Physical, Science and Interpersonal/Social. Most of the students who attend our preschools are well prepared for Kindergarten and have greater success in learning to read, because they have been given a strong foundation, can identify letters, have knowledge of theme words and can speak in complete sentences.

## **2. Other Curriculum Areas:**

East Elementary uses many different activities to support our curriculum and give our students the essential skills they will need in the ever-changing world. Communication is a huge component in our programs we offer. Teaching students to communicate at a young age will set them up for success in life. We use programs that align with our curriculum and build character education for students. We offer programs that teach our students how to deal with stress and emotional issues that many students have today. Our programs also tie in physical education with classroom activities. Our physical education class offers an interactive system used in classes and elsewhere. It features a library of pre-loaded PE and wellness content on a computer, a projector, speakers, and a remote. All the technology exists on a moveable cart so that it may be transported in and out of the gym and stored properly. One program we use is HOP Sports. HOP Sports promotes active, healthy, sustainable lifestyles and behaviors in the home, school and workplace. It introduces essential skills for a broad array of physical activity, encouraging healthy and sustainable lifestyles. It also makes exercise fun through the use of our unique digital platform that incorporates physical activity, educational information and the positive social messaging of popular sport governing bodies, athletes and celebrities. It aligns with major advocacy groups, corporations, foundations and institutions that share the common goal of improving the health of America's youth and communities. It provides a platform for end users to combine entertainment, education and fitness, achieving "my health, my fitness, on my time." Another program that we use is Remo Drums. Healthy Rhythms Curriculum: Series of percussion instruments and curriculum designed to release energy and express emotion through art. We also use a program called Kimochis. This curriculum utilizes dolls as a way to express themselves and identify emotions by assigning various feelings to dolls.

LEGO education is a program we offer to students. LEGO education brings abstract concepts to life with a fun, hands-on approach that really engages students. LEGO bricks turn numbers, words, and ideas into real models that can be touched, described, and innovated upon. And by making the subjects tangible, they foster

collaboration and encourage self-guided learning by creating enthusiasm and giving students the tools they need to overcome challenges. Abstract concepts are made concrete by using tangible elements. Students collaborate to solve problems. Hands-on materials encourage students become an active part of the learning process. The hands-on solutions ignite children's natural desire to explore and discover. Students learn subjects like language, math, science, technology, and engineering more effectively while improving and developing their 21st-century skills, like problem solving, collaboration and communication.

Success Maker is a program our school uses in computer labs and are able to log on from any computer no matter where they log on. Success Maker is an adaptive software program that provides individualized interventions for students. Success Maker has an internal process called the Initial Placement Motion (IPM) during which students are assessed by the program. The IPM reveals the current Math and Reading level of each student and provides a trajectory of use toward grade level. Students participate in 15- to 20-minute sessions. The number of sessions is determined by the level of intervention needed for the student and there is no "daily" requirement. However, the intensity and duration of intervention should be strategically determined in order for students to move to grade level quickly. Everyone at East Elementary participates in these programs. Our goal at East Elementary is to provide a well-rounded education to all of our students. All of these programs help us meet the needs of our diverse population.

### **3. Instructional Methods, Interventions, and Assessments:**

East Garfield Elementary utilizes a variety of instructional approaches, methods, interventions, and assessments to meet our diverse needs of students to achieve instructional goals. This includes meeting their individual goals as well. In order to maintain and increase our instruction, our school strives to be current and up to date on all research based curriculum and instruction. Co-teaching is an effective teaching practice at East Garfield Elementary providing tiered instruction with each teacher being able to group students according to needs. Technology is integrated into the daily curriculum and able to enhance the students' achievements. In these classes data is consistently taken to assess the students' growths, strengths, and weaknesses. This data is then taken to specific teams that are responsible for analyzing the results to find specific interventions for those students that need to make more progress. The data is also analyzed to look for specific problems that individual students are struggling with and how to overcome those obstacles. An example would be, a third grader that is scoring below level for Math on Success Maker and consistently scores extremely low in problem solving may indicate a problem in reading comprehension and therefore could be provided interventions in reading in order to increase achievement in both areas. Data is a key component at East Elementary and taken very serious. Success Maker is used in our computer labs, during tutoring, and in the classrooms. Success Maker is also highly research based and aligned with National Standards. This Board- chosen and adopted program not only generates reports on student's progress, the program predicts success.

Students at East Elementary are offered and highly encouraged to attend before and after school tutoring. This takes place daily. All students that arrive early at school due to busing or other arrival means, attend the daily tutoring provided by East Elementary teachers. One on one, small group, and individual instruction is provided during these times. Skills needed for state testing are reviewed during these sessions as well. Multiple instructional approaches are used to ensure all learning styles are met for the students. Students all learn differently and East Elementary teachers use multiple teaching styles and methods to ensure these styles are met.

Steubenville City Schools' Board adopted the Reading curriculum, is Success for All. This curriculum has been used by the district for almost 20 years. Success for All is research based and seeks to break the cycle of failure in disadvantaged communities like Steubenville. Tools given and implemented by the program include cooperative learning strategies, professional development for the educators and family support for a collaborative whole school framework. The Family Support Team is there to provide any and all support to the student and his/her family. Whether the support is needed to increase homework, overcome a struggle, or to provide counseling for a specific need. Steubenville City Schools collaborates with outside community resources in addition to the employed staff to meet needs that arise and hinder student's school achievement. With most of our students living in poverty, these students struggle with outside obstacles as well. We as a school community offer resources to help eliminate these obstacles. In addition to the tools that Success for

All provides, it also provides a data tool that is another integral part of instruction. Member Center is able to provide immediate feedback for students and staff. Students are responsible for setting their own individual goals in addition to team centered goals. Celebrations occur when goals are reached and teams and individuals are rewarded in which becomes a school wide celebration as well. With all of these methods, interventions, and assessments East Garfield Elementary strives to continue our achievements. Research and collaboration is the key to our success along with a whole school community framework.

## PART V – SCHOOL SUPPORTS

---

### 1. School Climate/Culture:

East Garfield Elementary has a warm and inviting school climate. East Garfield teachers take part in various committees and one committee is Cooperative Culture. This committee directly provides the entire staff with ways to keep the climate positive and engaging. Posters with 100 positive comments are hung around the school to visually remind teachers to keep the school culture rewarding and positive. This committee also encourages the students to complete random acts of kindness and are rewarded with “helping hands” and “look who’s being kind” owls and these rewards are posted in order to recognize the students and invite others to take part. Motivation is one of our key techniques of maintaining academic, social, and emotional success. Utilizing data and teacher collaboration, teachers and staff meet frequently and evaluate what motivation techniques are working and what was not working to increase and maintain success. A few specific examples are swim parties, popcorn parties, weekly “lunches” with choice of teacher, bi-weekly “lunches with principal”, and monthly drawings for smaller prizes and quarterly, semester, and yearly prizes increasing with time. Students earn tickets for these prizes and are able to enter each ticket he or she receives. Staff members are aware of individual students’ strengths and weaknesses and reach out to encourage the strengths and work to change the weaknesses. East students and families are almost surviving at or below poverty levels of income. Uniforms were recently introduced this current school year and have increased overall morale. Uniforms provide a positive family-like environment with similar dressing styles. Staff members volunteer time for before and after school activities to foster and encourage social, emotional, and academic growth. Tutoring, and interest related clubs meet weekly and bi-weekly depending on time. Teachers and staff are also involved in community outreach events and activities which intertwine the home-school connection.

Teachers and staff strive to build relationships with each other and the families at East. Teachers and staff truly all have similar goals and get along together. The school attends activities together such as evening literacy nights, seasonal parties/programs, cook outs, and community events held at East and outside of East. There is 100% participation with these activities by teachers. Administration provides teachers with needed resources and support. Appreciation of effort is acknowledged with monthly teacher rewards and luncheons. The teachers and staff all state that “we are a family” at East Elementary and function as one. Caring about each other and all the students and families is a key to the success.

### 2. Engaging Families and Community:

There are many attributes to making a school successful in today’s society. One of these important elements is the involvement of community and family to enhance success in students and improve the overall school climate. East Elementary School prides itself on the involvement of local businesses and families during our school day to improve social skills, learning abilities and aiding them to be appropriate citizens in society. Working collaboratively with prominent figures in society, provides our students with a pathway to mold them into socially and academically sound individuals in the future.

East Elementary School has designed solution teams, where each teacher participates as a group member on one of five teams. Two of the solution teams are parent/family involvement and community connections. These teams of teachers have worked diligently to incorporate our community members into our school to help enable students in both academic and social interactions both in the home and school environments. With the amount of poverty and low socio-economic families within our school, community and parent involvement should be difficult to exhibit positive outcomes. It is just the opposite at East Elementary. The groups utilize local stakeholders to help with daily tutoring, provide positive self-image programs, be special guests to read to students, provide food for weekend bags, and help with any additional needs the school may require (coats, shoes, etc.). East Elementary is also partnered with local clubs such as the Lion’s Club, Kiwanis Club, and The Rotary Club. Members of these organizations provide our students with a companionship where they are learning proper etiquette techniques, positive socialization interactions, and an understanding that these particular individuals are there to support and help them in any way to ensure success for them in future endeavors. As the East Elementary staff molds

our youth in all areas of development, it is a tremendous asset to have the collaborative effort brought forth from our community members and partners in education to help enforce rules, provide support and teach positive social interactions to our students. It is with great pride and appreciation that we commend the dedication of our family and community volunteers as they continue to help make East Elementary a rewarding place to teach our youth.

### **3. Professional Development:**

The Steubenville City School District targets professional development that facilitates school, teacher and student performance. We believe in distributive leadership to ensure that all levels collaborate to determine who and what professional development is needed to positively benefit the education of our staff and students. At a district level, the administrators meet monthly to determine areas of need based upon provided data from both the state and district levels. By collecting and analyzing this data, the administrators are able to present areas of need to their staff members in order to design an appropriate professional development that will help aide in closing the gap between students of mastery and those limited in ability.

Technology is a huge component in Steubenville City Schools' professional development. Departments use the data collected from various programs that we have implemented in our district to see what areas continue to need improvement and those that portray mastery. Success Maker, Learning.com and Success for All are just a few of the programs that are used to gather data both from the school and the state averages to compare our students to the other students in the state of Ohio. Any new implementations of these specified programs, are presented to staff members in a large group capacity and then broken down to building level. This way of introducing new objectives and learning outcomes to the already accessible programs, allows the building principals to assign tasks and/or resources to their staff members in a way that is conducive to their cliental and program of work.

Everyone in Steubenville City Schools has the same professional development vision and agenda, which is aligned to the schools' mission statement. However, based on each school or department need, professional development will be implemented to allow for the best and most efficient outcome. Professional development is evaluated at each level and then adjusted to fit the requirements of each particular building. To continue to benefit the staff and students of Steubenville City Schools, we as a district need to provide the most appropriate and informative professional development opportunities to find success in all learners.

### **4. School Leadership:**

East Elementary School is comprised of a principal, facilitator, and dean of students that each hold a duty to help ensure that the structure and foundation that has been developed continues to progress to show success in all areas. The leaders of East Elementary School work collaboratively toward a goal that is established by analyzing data that provides information on strengths and areas of improvement. Although the design of the leadership team is exemplified above, leading a successful school environment requires all school staff to work together towards a common, well-defined goal. It takes long-term commitment, professional training, a detailed action plan, set targets, and a culture of achievement.

The principal's main role as the lead administrator is to ensure that all of the students and staff are safe within the school building. The principal of East Elementary completes all evaluations on certified and non-certified staff members, shapes a vision of academic success for all students, creates a climate hospitable to education, cultivates leadership in others to portray the act of distributive leadership, and manages people, data, and processes. These constant, daily tasks allow the principal to work collaboratively with all members of the staff to confirm tasks and responsibilities are being overseen and carried through to accomplish the set goal of the school community.

The facilitator's main responsibility is to maintain the curricular assignments for the school. The facilitator works to ensure each student is placed in a group for academics that is learning and grade level appropriate. As the leader of our reading and math programs, the facilitator assesses each student at the conclusion of each grading period to identify strengths and weaknesses of each individual to provide concrete data for

district administrators as well as classroom teachers. The facilitator also holds the responsibility of conducting family support meetings when a student is struggling with academics or not attending school on a regular basis.

The Dean of Students at East Elementary School works to make certain that all special education paper work is indeed correctly processed and distributed accordingly. Another responsibility set forth for the dean of students is to work with the principal to manage discipline referrals each day and assign appropriate consequences and rewards. The Dean of Students works with an attendance team to help find ways to control absentee issues and work with staff and families to help alleviate these issues

Each role described above has a position at East Elementary School that leads the building to success in accomplishing the targets set forth for both staff and students. Working together as a leadership team, allows a distribution of selected responsibilities to individuals with experience and knowledge of certain topics to lead the school to mastery of goals.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

---

East Elementary School has multiple attributes that can be noted for its success in the state of Ohio. Students at East Elementary School are presented with academic programs, daily assessment tasks, and emotional coaching to help enhance their daily performances in all areas of social and academic development. Our students collaboratively work during daily learning activities to help enhance their academic and social interactions with both peers and teachers. The strategies that have been introduced and implemented to the students and staff have helped build a structure to find success in the students at East Elementary School.

Grades Preschool-4th Grade, utilize the program, Success for All. Success for All (SFA) programs are designed to instill a love of learning in children, and the framework to pursue it at each stage of their development. By giving struggling students the means to achieve literacy, matching or exceeding their peers in other schools, SFA set them up for a lifetime of success. Success for All builds it's learning around cooperative learning frameworks, with lessons enriched and made fun with multimedia, puppet skills, and videos. Students acquire the skills and strategies they need to read, comprehend, and critically dissect complex texts. SFA programs are designed to accelerate the development of struggling students, so they achieve at or above their grade levels.

In the area of socio-emotional development, we have recently implemented the partnership with one of the local mental health agencies to develop relationships with selected students at East Elementary School. Students as well as their parents complete an assessment with a counselor and/or therapist to identify specific areas of socio-emotional need. Students are provided with group and/or individual therapy up to three days weekly to help expose them to appropriate social skills, peer interactions, as well as to discuss issues that may be occurring in the home and/or school environments. The implementation of this program has helped increase a positive climate in the learning environment.

Another promising program that has been applied to the daily curriculum for the students at East Elementary School is Success maker. Success maker is an adaptive and prescriptive scheduling program delivering both reading and math curriculum. Stealth formative assessments adjust instruction with every click, swipe, and student response. Individual learner paths guide the student to targeted performance goals. Prescriptive scheduling tells you when students will reach key milestones, and dynamic reporting provides data to intervene when it matters most.

With the implementation of these select programs, East Elementary School provides each student with a foundation of learning to guide them in being responsible, intelligent individuals in society.