

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 Mrs. Tammy Renee Burchfield

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

Official School Name Waynesville Elementary School

(As it should appear in the official records)

School Mailing Address 659 Dayton Road

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

City Waynesville State OH Zip Code+4 (9 digits total) 45068-9588

County Warren County

Telephone (513) 897-2761 Fax (513) 897-3938

Web site/URL http://www.wayne-local.com E-mail tburchfield@wayne-local.com

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*Mr. Patrick Dubbs E-mail pdubbs@wayne-local.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wayne Local School District Tel. (513) 897-6971

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 Mrs. Sue Blair
(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):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 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	0	0	0
K	68	55	123
1	51	50	101
2	54	39	93
3	45	60	105
4	69	52	121
5	45	60	105
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
Total Students	332	316	648

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 3 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 3%

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	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1, 2015	644
(5) Total transferred students in row (3) divided by total students in row (4)	0.033
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 1 %
3 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Spanish

7. Students eligible for free/reduced-priced meals: 18 %
Total number students who qualify: 119
8. Students receiving special education services: 9 %
58 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.

- 2 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 3 Emotional Disturbance
- 0 Hearing Impairment
- 2 Mental Retardation
- 3 Multiple Disabilities
- 0 Orthopedic Impairment
- 8 Other Health Impaired
- 29 Specific Learning Disability
- 11 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	26
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	96%	96%	96%	96%
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.

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 X
If yes, select the year in which your school received the award.
15. In a couple of sentences, provide the school's mission or vision statement.
Our mission is to, in partnership with the community, develop the intellectual foundation and skills for our students to become informed, responsible, productive, and adaptive citizens.
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

Older than the State of Ohio, the village of Waynesville offers a fascinating combination of history and culture as it developed in southwestern Ohio. This town, named Antiques Capital of the Midwest and Home of the Ohio Sauerkraut Festival, is a microcosm of our American heritage. The Waynesville community embraces three things: antiques, sauerkraut, and its schools. Those three things are intertwined as antique shops sponsor school programs, school organizations have food booths at the Ohio Sauerkraut Festival, and festival dollars sustain those organizations and provide scholarships for the graduates. Wayne Local Schools along with the Waynesville community is rich in traditions and heritage whether it be the 48th annual Ohio Sauerkraut Festival, the 134th Annual WHS Alumni Banquet, or the canned food drive for the local American Legion for Christmas baskets for the needy. When something is going on in the community, everyone gets involved. In particular, the Waynesville Elementary School has remained a centerpiece of the community for more than 150 years. Its high quality education is a major selling point that draws new families here in a melting pot of educational and economic backgrounds.

Located in Warren County, this small town farm and bedroom community offers high quality education to its residents. The school's heritage remains a local priority, and expansion plans for the district include the preservation of the original 1915 building. The elementary joined the campus on top of the hill in 1953, which allows all ages to interact. One of the highlights each year is the Walk of Fame. A few days before graduation, as the elementary students line the hallways, the seniors walk through wearing their caps and gowns. Years later, those same students return for the annual alumni banquet, the longest continuously held in Ohio, to reminisce about how their years in Waynesville helped mold them.

This school district has earned and maintains a ranking in the top ten percent of Ohio's school for its graduation rate, which must begin in the elementary grades. Waynesville residents expect an inviting school environment that produces academically high performing graduates. Waynesville Elementary School, educating 645 students from grades K-5, has always encouraged children to love learning. Fifty years ago, it was a treat to walk to the local public library. Now there is a branch of the Mary L. Cook Library in the school building. The Waynesville Elementary Media Center accommodates grades K-5 on a daily basis. Current enrollment allows classes to visit up to two times per week. Scheduled media center time includes checking out books, silent readings, special lessons and computer time on a regular basis. Students have access to approximately 9,000 books from a variety of genres, some required readings and some for pleasure that allow them to develop their reading skills. This school ensures that students are supported each day, with breakfasts for those who need them and tutoring programs after school. All students are provided the highest possible quality education in a safe, nurturing, and caring environment, where 38 staff members demonstrate a deep and abiding respect for everyone. The school displays a passion for excellence around the district's adopted eight core values.

At Wayne Local Schools our motto is: We're small enough to really know our students, and that gives them big opportunities. One of the most influential practices in our school is the relationships we build with our students. Our teachers are committed to establishing an atmosphere of genuine care where students feel safe to take risks, to give and receive feedback, and to not only experience productive struggle, but to feel empowered by it. Not only do we pride ourselves on knowledge of our students, but on knowing our students well enough to be intentional with their learning. Once instruction begins, both teachers and students need to know how they are doing in relation to learning intentions. Formative Instructional Practices (FIP) are used to monitor student success toward instructional goals. The students, teachers, parents and members of the community are active and instrumental in the support of the educational process of providing a very diversified and meaningful curriculum that allows for the growth of each individual child. Our highly trained, caring and knowledgeable staff in each classroom provides the leadership to help all students function in the community with problem solving skills. Over the years, the school has been able to attract and retain highly qualified teachers, while remaining small enough for them to recognize that learning takes many forms. The teachers believe and reinforce daily the school motto with their strong relationships and individualized instructional processes and curriculum. Bottom line, Waynesville Elementary School teaches the value of community by modeling a caring community of learners.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Reading/English Language Arts

In our primary classrooms, Common Core ELA Standards lay the foundation for success. Without this skill set, students have difficulty understanding rigorous text and vocabulary in the K-12 ELA State Standards. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in Grades K-1 determines student performance with early reading skills. This assessment, given three times annually, identifies students who need extra literacy help. Additionally, the Developmental Reading Assessment (DRA) documents students' development as readers over time. This assessment identifies students' independent reading level based on accuracy, fluency, and comprehension. The DRA guides teacher instruction and monitors student progress. Students not meeting benchmark goals receive support through Rainbow Reading where they acquire foundational skills through meaningful strategies. The Rainbow Reading Classrooms use the Leveled Literacy Intervention (LLI) system in Grades K-3 as an effective short-term measure to advance the ability levels of struggling readers. Lessons designed to move quickly engage students in experiences. In Rainbow Reading, teachers survey student feedback about likes and dislikes. Then teachers choose books that engage and connect with students.

Mathematics

To assist our students to become lifelong problem solvers, our math department focuses on thinking and problem solving strategies, coupled with student engagement in a rigorous academic curriculum. We have implemented Math in Focus school wide, a comprehensive Singapore Math series. This program, supporting the Ohio's Common Core State Standards, balances conceptual understanding, visual learning, and application through real-world problem solving. When planning effective instruction, our math team clearly understands student proficiency as it unwraps standards and focuses upon learning outcomes. The team identifies foundational skills needed for student mastery. We develop rigorous lessons with a pace that ensures student success. Our flexible lessons adapt to student needs including specific interventions by both teacher and intervention specialist at each grade level. Varied instructional methods support student understanding including visuals, manipulatives, differentiation, leveled activities, learning stations, and on-line resources such as Google classroom, Edulastic, BoardWorks, First in Math, Math IXL. Through targeted professional development, our curriculum and instruction are enhanced by collaboration and vertical alignment; all of which facilitates student learning with real-life connections.

Science

Our school has adopted Science Fusion, published by Houghton Mifflin and Harcourt as our fourth and fifth grade science curriculum. This curriculum, aligned to the Ohio Science Content Standards, provides clear, understandable foundational skills. The accompanying textbook allows students to read the content and highlight critically important information. Students may interact with the text by notetaking in the book and answering outlined questions. An online version includes audio presentations for the students along with labs, quizzes and tests. Furthermore, the online book accommodates leveled readers for differentiation. All fourth and fifth grade students participate in our annual Science Fair to display the skills learned about the scientific method. Students identify and present a project that is judged based on their understanding of the methodology. The annual Science Fair, an important community event, is enthusiastically supported by our volunteers, business owners, and community members who volunteer as judges.

Social Studies/History/Civic Learning and Engagement

Children of Waynesville take great pride in their community and school. Our students are taught in our Social Studies curriculum about being a good citizen. Students are immersed in Citizenship and Civic Participation as outlined in Ohio's Learning Standards. This includes how communities are governed and how local government have social and political responsibilities. Fortunately, our local government plays an active role in our students' civic education. Every year third graders visit the Friends' Museum, and other prominent buildings during their town walk. Our City Council, retired teachers, and other citizens serve as guides for this learning activity. Our Mayor visits our classrooms to discuss local government's responsibilities and the function of City Council in making and enforcing laws. The fifth grade DARE (Drug

Abuse Resistance Education) program is taught by a county deputy who also discusses bullying with our third grade students. Our students, as hosts, are directly involved in our annual Veterans' Day program. They also are the driving force behind our American Legion's local canned food drive. Having the opportunity to learn about Waynesville and to connect to their local leaders helps students to become educated citizens for their Waynesville community.

2. Other Curriculum Areas:

Arts/Music

All day Kindergarten classes and students in grades 1 to 5 take visual art at Waynesville Elementary School. Students experience art class weekly and periodically have extended lab opportunities. Students explore a wide range of art materials from drawing, painting, collage to sculpture and clay. The curriculum, aligned with the State of Ohio Visual Arts Standards, challenges students to develop an enduring understanding of the visual arts that include personal choice and vision, critical and creative thinking, authentic application and collaboration and art literacy. In this program, steeped in art history, students explore a range of concepts and develop meaning about the art works. Students connect making art with individual choice and understanding personal cultural identity. Using a range of media including new technologies, students produce artworks that express their experiences and imagination. Students learn to express opinions about artworks and apply critical and creative thinking skills to assess their own artworks. Each grade level at Waynesville Elementary also takes music weekly. During music instruction, students learn the building blocks to help them understand and appreciate music. Students get to apply the skills they have acquired in music class during grade level performances each year in grades two through five.

Physical Education/Health/Nutrition

Each grade level at Waynesville Elementary takes physical education weekly. The curriculum is based upon and meets each grade level standard for the State of Ohio. Typically, each class participates in an activity or game that emphasizes being active, following safety rules, and participating in a team. Drug Abuse Resistance Education (DARE) and its county deputy instructor run this program for fifth graders. Another community program includes the PTO (Parent Teacher Organization) Fun Run, which stresses fitness and health. Field Day for the physical education program is a highlight for active student engagement each year. A character education program highlights and discusses one character trait per month schoolwide as well.

Technology

Waynesville Elementary Media Center accommodates grades K-5 daily and classes visit twice weekly. Scheduled media center time includes checking out books, silent readings, special lessons and computer time on a regular basis. Students have access to approximately 9,000 books from a variety of genres. With both required readings and reading for pleasure, students have the opportunity to develop their reading skills. Students in kindergarten and first grade learn basic technology skills such as basic computer operations and functions. In the second, third and fourth grades, students are exposed to and introduced to Microsoft Word. They type passages from prompts and for reports to demonstrate critical thinking, writing and test preparation skill sets. The fifth graders explore Microsoft Office for basic skills in Word, Excel, Powerpoint and Publisher. Verbal class presentations of projects in Powerpoint and Publisher reinforce critical thinking and public speaking skills. Online safety is one of the special lessons taught through class discussion, real life situations and role-playing activities.

3. Instructional Methods, Interventions, and Assessments:

Time at the beginning of the year is well spent building community, laying the foundation for mutual respect, creating a desire for learning, and building an appreciation for rigor. With this learning community atmosphere in place, the compelling focus of Waynesville Elementary School is centered upon student teacher relationships as structured by the Formative Instructional Process (FIP). As described in detail in Section VI, FIP develops formal and informal ways that teachers and students gather and respond to evidence of their shared learning journey. Four elements dictate their shared progress and this process of student achievement. First, clear learning targets are established to drive the intended learning with instruction. Then, accurate documentation of student learning is collected as evidence. Next, effective feedback moves student learning forward by fostering independent thinking. Finally, students after

reflecting and sharing their learning, set their own goals for true ownership as lifelong learners. This process monitors students taking risks, giving and receiving feedback, experiencing productive struggle to become empowered learners.

Student Learning Outcomes (SLOs) target student growth as students use the FIP to set and own their goals as independent thinkers. The teachers document evidence of student learning as well as offer feedback to their learning. SLOs play an integral role with both the Ohio Teacher Evaluation System (OTES) and the Ohio Principal Evaluation System (OPES).

Both Interventions and differentiation are coordinated to ensure students receive the supports needed for their success. Interventions are provided at all levels and meet each individual student's needs. Students are grouped according to needs and levels of learning based upon a variety of academic and social factors. Students, identified as gifted or advanced, are provided with a rigorous curriculum and instruction that challenges them. Students, identified and receiving services through an IEP (Individualized Educational Plan), are assimilated into the classrooms and given support to help them feel and be successful when working with their peers. Each grade level has both an intervention specialist and a paraprofessional who support the students in the classrooms and work with the classroom teachers. Many classrooms follow a co-teaching model which allows support staff to push in with small groups and pull out to facilitate student IEP goals and objectives. Newsela, a nonfiction based Lexile reading online program, helps all students read nonfiction articles about current events. In these articles, a set of comprehension questions prompts students to reflect on the articles. Journeys, a Houghton Mifflin product, is the reading series our school uses to facilitate differentiated ELA instruction for students. Many nonfiction and fiction based prize-winning stories are included in this series along with numerous leveled and vocabulary based readings geared to address diverse student learning needs.

Waynesville Elementary School uses the Response to Intervention Model (RTI) to identify students with targeted or intensive needs. RTI allows fluid movement between levels of support as staff implement research-based interventions and continually monitor student progress. Grade level teams including Intervention Specialists meet weekly to discuss new data. In addition to data provided from state-mandated assessments and optional state diagnostics, Waynesville also utilizes data from internal assessments. We administer the Brigance III to all incoming kindergartners. By offering an individual view of each student's foundational skills, this nationally-normed screener matches our youngest learners with early interventions including placement in Young Fives or Extended Day Kindergarten. We use the Language and Literacy subscore from the Kindergarten Readiness Assessment to determine students' status for the Third Grade Reading Guarantee (TGRG). First through third graders take the State Diagnostic Screener for the TGRG purposes. Although our public school answers to the TGRG, our expectations are significantly higher. Waynesville utilizes DIBELS and DRA for universal screening, progress monitoring, student groupings by needs, and access to Title I services and Literacy Lab support. Second through fifth graders take the nationally-normed IOWA Assessment and/or Cognitive Abilities Test (CogAT) in conjunction with the state assessment data for advanced placement.

We continuously work on closing the achievement gap between our most vulnerable subgroup populations. In Math, we exceeded the State's Annual Measurable Objective. In ELA, we approached these measurable objectives. State test results show significant evidence that our students made more progress than the established Growth Standard.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Waynesville Elementary is student-centric in both its culture and focus. We are committed to providing a safe, clean, and attractive environment where learning is an enjoyable and eagerly pursued activity. Our student-friendly classrooms are welcoming learning centers. We provide in every classroom, at every grade level, a highly trained, knowledgeable, caring teacher, whose mission is to teach each student and to maintain an environment that will enable each student to learn, grow and feel worthy. We support a rigorous academic culture through varied educational settings to meet students where they are academically, socially and emotionally. Deliberate strategies are implemented to engage and motivate all students. This is evident as early as kindergarten where we offer Young Fives, extended day, and half-day programs based on the needs of our students. Our building's academic program provides opportunities for all students to reach their full potential. We are also committed to providing the leadership, information, and training to help each student function in an honest, moral, and ethical manner in their family, community, and society. To achieve this goal, we use two main programs: Spartan Stars and the Dayton Dragons MVP Program. Spartan Stars, our in-house character education program, highlights character traits monthly. Character traits embedded in the program include but are not limited to respect, responsibility, knowledge, forgiveness, service, honor, and courage. At the end of each month, students from each grade are recognized for being Spartan Stars based on the monthly character focus. The Dayton Dragons MVP program is a partnership with our local Dayton Dragons Baseball Club. It recognizes and awards tickets and apparel to students displaying positive character traits. Waynesville Elementary is fully committed to modeling and teaching an appreciation for diversity.

Finally, as stated above, we provide a highly trained, knowledgeable, caring teacher in every classroom. Our teachers are empowered to lead professional development opportunities that underscore their value. Providing time and opportunities for collegial observations and dialogue give recognition and reinforcement to teachers. Biweekly staff lunches and two annual off campus gatherings offer structural frameworks for staff to engage and share with one another. Monthly staff recognition encourages teachers to write positive remarks about colleagues for posting. Teachers feel valued and recognized for their professional expertise and contributions to their students, school and community. Our school climate reinforces the community of learners concept as we share our expertise in a professional collaborative almost family-like atmosphere.

2. Engaging Families and Community:

Waynesville Elementary is recognized as being both an excellent, high performing and fiscally efficient school. Excellent schools have a sense of purpose that drives every facet of practice. One key practice of Waynesville Elementary centers around our deliberate and strategic engagement of both our families and community in daily program activities and processes. Through a combination of communication networks, parent involvement, family engagement initiatives and strategic community partnerships, our school builds strong family and community relationships to increase trust and shared responsibility for student success.

Our district has approximately 260 parent/community volunteers in our schools. These volunteers partner with us to provide events for our students such as our annual spelling bee, book fair, field day, and Santa shop. Our manners luncheon reinforces our character traits and good citizenship education as a fun event for all students. Our volunteers work with students in small groups or in a one on one setting to assist in areas of reading and math. Our Parent Teacher Organization (PTO) facilitates fundraising campaigns to support our building with technology needs and special student assemblies such as our annual Center of Science and Industry (COSI) event. When we are considering a shift in curriculum or programming, we convene parent and community focus groups to determine appropriate next steps with all stakeholders. We keep parents and community members informed about school events through our website, school-based social media accounts, a weekly email newsletter known as Good News Friday, and an All Call system.

In December, our students participate in a program that we call Christmas Club where they meet after

school to make items distributed to our town's assisted living facility. Since this facility is within walking distance of our building, students have an opportunity to participate in this meaningful community service project. Our students also perform their musicals for the residents of that facility. These opportunities allow them to serve others while engaging our elderly citizens. We hold an annual Veterans' Day event in November where local veterans are encouraged to attend an assembly to honor their service. Waynesville residents have come to expect an inviting school environment that provides opportunities and produces high performance both academically and through extracurricular activities. We believe that educational experiences are enhanced by partnerships between the school district and community. We honor that belief through these community based programs.

3. Professional Development:

Our school district has demonstrated a commitment to professional growth and development for the staff of Waynesville Elementary. The building's Faculty Advisory Committee and the Superintendent's Advisory Committee are dedicated to implementing meaningful, high quality professional development. Our teachers and staff meet regularly in grade-level team, staff and committee meetings in an effort to determine the direction and substance of our continuous improvement. We host community meetings wherein residents and community members are encouraged to give input regarding their vision for their school and the future of our students. We were the only district in Warren County to commit to the Race to the Top initiative. Our district belongs to the Southern Regional Educational Board's High Schools That Work and Making Middle Grades Work network in Southwest Ohio with our superintendent serving on the Executive Board. Consequently, our staff have access to and participate in professional development involving diverse topics and skill sets based upon our teacher and student needs. For example, school safety and evacuation training in partnership with our local police district has reinforced a true sense of safety and building security. To better serve all of our students, professional development opportunities have recently included differentiation, prioritizing standards, deconstructing standards, understanding gifted students, navigating the Response to Intervention (RTI) process and implementing classroom management strategies.

We also approach professional development with the acknowledgement that the teachers and staff in our building have many creative strategies to share. Since their expertise is so highly valued, the administration encourages and invites staff led professional development workshops or activities to recognize and honor our own champions. Our professional development programs are aimed to increase student achievement and engagement. Our staff has planned and conducted numerous in-school professional development programs. Recently, a professional development workshop was co-led by building staff members and the principal regarding the prioritization and deconstruction of standards. As a result, grade level teams examined State Standards with a fresh perspective while applying Webb's Depth of Knowledge to ensure that lesson design and delivery had the most effective student impact. We often take advantage of professional development opportunities offered by our Warren County Educational Service Center. This year, those have included workshops about value added, teacher evaluation system, Google classroom, and Newsela.

4. School Leadership:

Both Waynesville Elementary School administrators and teacher leaders, whether formally or informally, integrate transformational and instructional leadership approaches. The principal has established an educational program characterized by focus, coherence, consistency and a respectful environment wherein teachers share responsibility. Together the team models what it means to be professional educators, extends personal concern for colleagues and inspires them to their best efforts. As the school embraced the new Ohio Teacher Evaluation System (OTES), our common approach prioritized or centered upon student achievement. This focused professional dialogue impacts student achievement directly and immediately. The administrators and teachers mutually influence curriculum, instruction and assessment. Professional development opportunities for staff are discussed, designed, and delivered as a joint effort and shared responsibility. Through this clear understanding of everyone's role, effective professional development impacts student achievement in perhaps the most profound way when new strategies are implemented in classrooms.

Leadership emerges from all levels within our school building. The principal places a heavy emphasis on organizational goals, rational planning and action. Through grade level meetings, department meetings, faculty advisory committee meetings and Superintendent's Advisory Council (SAC) meetings, constant dialogue centers upon student achievement. The Faculty Advisory Council, a supportive collegial group, lends ideas for achieving goals of student learning. Recently, a professional development workshop was co-led by building staff members and principal regarding the prioritization and deconstruction of standards. As a result, grade level teams examined State Standards with a fresh perspective while applying Webb's Depth of Knowledge to ensure that lesson design and delivery had the most effective student impact. As more teachers succeed with students, a greater likelihood of student achievement is possible regardless of what state standards and assessments may require. Because improving student achievement is paramount, teachers have specific goals towards which to direct their efforts and produce desired effects. The principal recruits and selects only outstanding teachers who embrace our school's goals. She protects time for teachers to teach and work closely with students. Whether the label instructional or transformational is attached, school leadership in Waynesville Elementary is shared property and power. From either leadership perspective, the achievement of school goals depends on the direction and support of the administration and the influence and focused engagement of highly qualified, outstanding teachers.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The singular most influential practice at our school is relationship building with our students. Our dedicated teachers establish an atmosphere of genuine care where students feel safe to take risks, give and receive feedback, and not only experience productive struggle, but also feel empowered by it. At the beginning of the year, we build a learning community that lays the foundation for mutual respect and creates an insatiable desire for lifelong learning, as well as an appreciation for grit and rigor. Knowledge of our students is the core of our success. Not only do we pride ourselves on our students' progress, but on knowing their intentions for their learning. We believe in a collaborative process of teach, monitor, assess, interpret, adjust.

Three essential questions guide our Formative Instructional Process (FIP): Where am I going? How am I doing? Where to next? Each one of these is answered at different parts of the process. For teachers, the Where am I going question begins with identifying priority standards, deconstructing these priority standards and determining required levels of cognitive rigor for each. Next we determine big ideas for each of these priority standards, and then write the unit learning intentions and student success criteria. This information, in student friendly language, is shared with the students at the beginning of instruction and answers this question: Where am I going? Additionally, this information creates a learning progression for instruction, which answers the question of Where to next for both teachers and students. Student Learning Outcomes target student growth as students benefit from FIP by setting their own goals as independent thinkers. The teachers document evidence of student learning as well as offer feedback to their learning. Once instruction begins, both teachers and students need to know how they are doing in relation to their learning intentions. These formative practices are used to monitor student success toward these instructional goals. This assessment provides information and feedback for both teachers and students by answering the question How am I doing. Then teachers make informed decisions about instruction, and students are provided with immediate feedback for the learning goal. This cycle continues until mastery is attained; learning is intentional and visible. FIP reinforces our school motto that our students have big opportunities because we are small enough to know them and their needs/goals.