

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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 (2017-2018) unless otherwise stated.

DISTRICT

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
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	15	23	38
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	115	109	224
5	121	121	242
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	251	253	504

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 3 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 4 % 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 2016 – 2017 school year: 2%

If the mobility rate is above 15%, please explain.

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, 2016 until the end of the 2016-2017 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2016	466
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

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

Fuma, Kondo, Japanese, Bulgarian, Arabic, Hmong

7. Students eligible for free/reduced-priced meals: 6%
Total number students who qualify: 30

8. Students receiving special education services: 7 %
35 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>4</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>10</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>14</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 8
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, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
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	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	97%	97%	97%	97%	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 2017.

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

Revere takes pride in launching intellectual and social difference makers who excel in an evolving and global community.

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

The Revere Local School District serves populations from Bath Township and Richfield Village. The District is a high performing suburban district with an excellent reputation for working with special education populations as well as academically advanced students. Bath and Richfield are suburban communities pocketed between Cleveland and Akron. Richfield originally was a blue-collar farming community while Bath was home to business executives and professionals who worked in Akron and Cleveland. Housing developments now sit where Richfield farms used to be. As farms sold to housing developers, Richfield transitioned to an affluent area. Today cultural ties to an earlier farm life remain strong. The average household income is \$165,168.00. Eighty-seven percent of the students are white. Asian, Black, Hispanic, and mixed races make up the minority population. Seven languages are spoken within this group.

Because Bath is 20 minutes from downtown Akron and 30 minutes from downtown Cleveland, our students have regular experiences and connections with both cities. In an industrial area like ours, jobs rise and ebb with the economics of the country. Our families deal with the stress of living in the "Rust Belt." Hard work, persistence, and optimism for the future are characteristics needed to thrive in the area. This is not a high growth area so our school population is very stable with few students entering or leaving.

The present Bath Elementary School, originally built in 1923, services 466 students in grades four and five. This 94-year-old building once functioned as the only school in the Revere Local School District and served grades 1-12. Remnants of the 1-12 building remain as the library, cafeteria, and principal's office are intact. Additions to the original building added in 1952 and 1967 enlarged the space to three times its original size.

Based on percentage of student population, the district has more students attending private schools than anywhere in Summit County. Parents from these homes potentially would be vocal school advocates. Getting them to support levies can be a challenge. This year, after several tries, a passed building levy will provide monies for a new Bath Elementary School in 2019.

Over the years, grade levels at Bath Elementary have changed in response to population growth as well as academic and building needs throughout the district. Several years ago, the district consolidated three elementary schools into two buildings. Kindergarten through third grades remain at Hillcrest Elementary. Grades 4 and 5 form student populations for Bath Elementary School. There is also a pre-school in our building. Sixth through twelfth graders attend the middle and high school.

There are two grade levels at Bath. Each grade level consists of nine classes. This two-grade arrangement provides many opportunities for quick responses to student needs. A plethora of materials is available for extending content within the grades 3-6 standards. Two hundred students per grade level provide enough students to fill advanced and accelerated pullout classes.

The culture of the building changed as teachers retired and younger staff members brought fresh perspectives and technology skills to our building. New teachers benefited from veteran teachers who contributed skills learned from years of experience. It was within this ideal academic environment that changes necessary for educating children for the future workplace evolved. Administration changed as the principal's role evolved from building manager to academic leader. This new dynamic created a culture where all stakeholders recognized that data-driven decisions focused efforts making certain all students at every level excelled.

Change and adjustment to change are part of Revere Schools' culture. With that in mind, Bath School presented many challenges. The new emphasis on technology was difficult in a building with old wiring and outdated facilities. Through steady and persistent focus on academic excellence preparing students for the future, Bath staff creates a modern school in an antiquated setting.

The building administrator is the academic leader in the building. Because of his open-minded enthusiasm for innovative and effective teaching, new ideas are supported and flourish. The principal builds collaborative time into the schedule so that data from all forms of assessments is tracked and examined.

Response to data-driven initiatives demonstrates that little adjustments made to a student's individual learning style can result in amazing progress. Staff members embrace this personalized learning culture.

Over the last few years, students from many different cultures registered for Bath school. The staff rapidly adapts to their needs both socially and academically through small group instruction, cultural buddy system, adjusted homework schedules, extensive school-to-home communications, and counselor quick check-ins.

Academic differentiation for all students includes such curriculum offerings as accelerated and advanced math and reading programs. Intervention/Enrichment (I/E) periods guarantee time for differentiation. Individualized math packets leveled for individual needs promote growth for some and give greater practice for those with demonstrated need. To assure all students excel in all subject areas, capstone Science Technology Art Math (STEAM) projects are included in lessons. The STEAM program is designed so that all students participate in the lab lessons. STEAM activities are also incorporated into the science and social studies lessons. All fifth-grade students make and code a robot through Project Lead the Way (PLTW) designed lessons.

If there is one adjective that describes Bath School, it is “collaborative.” Our students, our responsibility, their future is our purpose.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Ohio Academic Common Core (updated 2017) standards form the anchor for all instruction. Curriculum mapping guarantees all standards are taught in every subject. Teachers map all standards then unpack them to cluster those with the heaviest content relevance forming units with common assessments. Essential questions center the units with the goal of standards mastery for all students. Some standards are integrated through teacher-created cross-curricular units. All content area subjects are extended through integrated problem-based application of skills. Additionally, all subject content is stretched by student needs, demonstrated competence of foundational materials, and student interests.

Reading and language arts classes achieve competency through Wheatley Project purchased units. Exemplary leveled novels are used as anchor texts and compose the materials used for literacy and written competency. Language arts teachers map the lessons and add rigorous and varied assessments. Reading and writing portions of language arts focus on state standards that extend through the sixth grade. They are further integrated into all subjects through depth of knowledge assessments, emphasis on strategies for nonfiction content reading and writing, and use of content related novels. Student achievement is stretched through graduated writing rubrics and leveled reading materials.

The Ohio Math Standards are addressed through the Pearson enVision program. Three years ago we adopted the Pearson math program for both fourth and fifth grades. Teachers note that this program provides essential questions per unit that formalize goals. The math application problems promote depth of knowledge thinking. The program's use of technology better prepares students for college readiness and global competition. In addition to the Pearson anchor program, common assessments with problem-based applications add authentic math experiences. Some Engage New York lessons are included to provide in-depth, model-based instruction for some units. Singapore math materials are used for mental math fluency and story problem diagramming.

Social Studies is integrated with language arts. There are texts that focus on state standards mastery, but the robust part of the content is teacher-developed and blended with our language arts program through novel studies and written responses. Fourth and fifth grade standards are taught through teacher-developed units requiring research to analyze, compare, and problem solve. These units involve community and civic lessons on taxation, comparison of ancient and modern governments, voting and civic duties, present day push/pull reasons for migration, and modern economies versus ancient ones. Fourth graders experience Native American culture through related literature novels and a trip to the Ohio Indian exhibit at the Cleveland Natural History Museum.

Finally, student civic responsibilities are addressed in many ways. There is a Bath Team Hero program that highlights actions students perform to make our building better for everyone. Bath Team Hero names are announced each morning and certificates are awarded. All students have Bath Team Hero shirts worn on special days. Our students participate in a Kid for Kids program where supplies are collected and given to sister schools. In addition, students act as cafeteria monitors, table washers, floor inspectors, and dish washers. Student-of-the-Month program recognizes students who make significant positive differences in their grade or classroom.

Ohio Standards center the content for science studies. Teachers focus on topic essentials through teacher-generated units. To better address the authentic application of the standards, problem-based STEAM lessons are added. Other science enhancements include community-based projects that use STEAM skills applying the engineering process. Teachers from both grade levels attend Engineering is Elementary, NASA teacher learning opportunities, and Jason programs to attain ideas for authentic problem-based science units.

These programs relate back to standards taught through texts. Fourth graders participate in STEAM lessons on the transfer of energy, comparison of animal development through the study of fossils in all eras, and macro-erosion compared to micro-erosion in their communities. Fifth-grade units develop engineering

process through STEAM lessons using Bloodhound Rocket Cars, light and sound problem-based activities, and NASA assisted lessons on distances in space compared to earth. The entire fifth grade attends overnight camp experiences at Cuyahoga Valley Environmental Education Center. Here they perform many lab experiments on soil, water, animal ecosystems, and experience the importance of conservation.

The preschool provides the Assessment, Evaluation and Programming System (AEPS). Fine Motor, Gross Motor, Adaptive, Cognitive, Social-Communication, and Social domains form the basis for the curriculum. In addition to the AEPS, the preschool program provides a supplemental literacy curriculum, "Writing Without Tears." This is a play-based curriculum that helps to build critical skills like early math and literacy.

The AEPS is aligned with the Ohio's Early Learning and Development Standards. The standards include Social Emotional, Approaches Toward Learning, Cognitive and General Knowledge, Physical Well-being and Motor Development, and Language and Literacy Development.

We are in the second year of participating in the Summit County Preschool to Kindergarten Transition Skills Summary (TSS). This program tracks school readiness of students that were enrolled in early childhood programs in the community.

2. Other Curriculum Areas:

Music and Physical Education classes are 45 minutes in length and occur 2 days out of a six-day rotation. Art and Library/Technology classes are one 45-minute session each out of a six day rotation. Art classes are designed for mastery of state standards. This is accomplished through in-class knowledge and skill-based lessons. Classes also support core subjects through art-based activities outside of the class schedule.

All students take teacher-created art classes in digital graphic design. The teacher includes a unit where students utilize technology to enhance and integrate photography. Using this technology, some interested students take photos of school events and add them to the yearbook.

In addition, students participate in art contests, art shows, and when asked, community initiatives. During lunch recess, all students may work on individually initiated projects. The teacher assists offering instruction and needed supplies.

Fourth and fifth grade students receive music instruction. This instruction includes lessons mandated by state standards then enriched through study of instruments and rhythms of other cultures. Also, students perform in grade level presentations that include drumming, bell playing, dancing, and recorder songs.

Performing arts classes are offered after school by the school librarian. She teaches the basic methods of performing. Students apply them in short plays presented to the entire student body.

All students participate in standards-based physical education units. The teacher includes lessons on positive social sports behavior, self-control, and teamwork taught through games and activities. Students demonstrating a need for more in-depth exposure to social game situations may attend her Gaming Club. This club, offered after school, provides for social practice in a structured environment. Some of the students attending participate in speech/socialization classes. Applying skills learned in speech class is a stated goal. Lessons on healthy lifestyles are incorporated into regular physical education classes. A Farmer's Fresh Market sets up in the cafeteria three times a year. This PTA-teacher initiative exposes students to new foods and healthy eating habits.

The physical education teacher runs the Bath Spring Kickball Tournament. This is the biggest team-building activity of the year. Classes play one another to determine fourth and fifth grade champions. An overall champion plays the Bath Staff. This tournament provides opportunities to practice positive sports behavior in a competitive setting!

The librarian doubles as the Technology Coordinator in the building. The librarian teaches technology skills

to all fourth and fifth students. She also exposes staff members to the newest apps and programs through teacher-made videos and before-school technology sessions. At weekly teacher meetings, staff members share lessons using technology. A district technology STEAM leader schedules times in the building each week to help teachers with lesson development.

Having the librarian as Tech Coordinator for the building creates a culture where staff members rapidly incorporate technology into their daily lessons. The building initiative for more technology resulted in one-to-one Chromebook access. Each student in the building has an assigned Chromebook. Teachers create Google Classrooms to share lessons and communicate with parents. Parents leave comments and review teacher responses. The librarian, who is a certified Google trainer, helps immensely with Google Classroom applications.

Funds for the technology initiative obtained from district tax monies, grant awards, and PTA donations paid for wiring and building updates. Chromebooks, three shared iPad carts, and two stationary iPad carts located in the STEAM lab and art room help provide technology throughout the building.

In addition, there are programs offered to all students including teacher-initiated Math Facts Club that meets twice a week before school for students needing practice on math fact fluency. All students are able to participate in “Kids4Kids” which is a community initiative that connects students with charity drives throughout the area.

3. Instructional Methods, Interventions, and Assessments:

State American Institute for Research (AIR) assessments provide data informing teachers about student progress in mastery of state standards. Teachers evaluate student progress from year to year. Other data on student progress is gathered from Measures of Academic Progress (MAP) assessments given and analyzed three times per year. Cognitive Abilities Test (CoGAT) and IOWA standardized assessments are used for identification of gifted students and to analyze discrepancies between student ability and performance. AIMSweb math computation and reading probes are given three times a year to track student progress in math and reading fluency.

A stated building goal is for all students to make at least one year’s worth of growth each school year. By looking at MAP scores, teachers can assess student progress examining percentile rankings on initial fall testing compared to percentile rankings on winter and spring assessments. Students should perform at a higher level than their initial percentile range. Even students scoring within the ninety-ninth percentile range are expected to show progress within the band.

AIR Value-added evaluations reveal student yearly progress based on a year’s growth for every student. First time evaluations revealed that our top math and reading students were not making expected growth. We addressed this problem using CogAT and IOWA scores to identify gifted students who scored in the ninety-fifth percentile and above. Classes were created to better address the needs of this group of students. Highest scoring students qualify for daily pull-out advanced math and reading classes taught by the Gifted Interventionist.

Data also revealed a large group of high scoring students who did not qualify for gifted services, but needed accelerated instruction. As a result, accelerated math and reading instruction were added during the Intervention/Enrichment period. Students scoring at the seventy-fifth percentile and above are enrolled in our Math Olympiad program. All students scoring at sixtieth through ninety-fourth percentiles receive math instruction and math packets above grade level. As a result of varied interventions added through teacher collaboration, value added scores increased from a C in 2014 to an A in 2016.

Interventions for struggling students are based on data from AIR scores, AIMSweb assessments, and MAP testing. Students falling below the thirtieth percentile on any test qualify for extra assistance. Achieve 3000 and AIMSweb reading data provide an accurate look at reading levels, competent use of reading strategies, and familiarity with vocabulary. An analysis of data from these tests identifies students qualifying for reading intervention. Students receive math intervention if their AIMS or spring AIR scores are in the thirtieth percentile or below. Building Intervention Assistance Teams (IAT) review scores and recommend

students for intervention.

These services occur with an interventionist during the Intervention/Enrichment period. Instruction of targeted topics, pre-teaching of future concepts, differentiated packets, lunchtime Reading Club, and reading fluency packets promote competency in math and reading.

Special education resource students spend much of their day in the general education classrooms with a classroom teacher and a special education teacher. Some IEP students qualify for inclusion classes where a special education teacher and educational assistant adjust lesson instruction, provide appropriate accommodations, and offer support for social-emotional needs.

Teachers assist all students who score below 75th percentile on formative or summative tests by re-teaching applicable skills and/or concepts, chunking information, assessing more frequently, and providing a variety of ways to demonstrate learning. The I/E schedule affords daily scheduled time for intervention when required.

The district is committed to guaranteeing students do not fall in academic performance rankings. To this end, an educational assistant provides extra help in the afternoons offering services of re-teaching, re-testing, fixing and finishing incomplete work. She works with a teacher volunteer providing Homework Club services four nights a week.

An issue for all schools is students lacking in-home support. Early in the year students who miss a lot of school, receive poor grades, do not complete homework, seem emotionally fragile, work extremely slowly, and/or lack confidence are identified. These students automatically enter a pathway that provides more adult interaction through help with class work, invitations to clubs provided by the counselor, and after school Homework Club. Working with an adult to complete homework four nights a week produces profound positive results academically and emotionally.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Bath Elementary is a high-achieving school. There is an invigorating atmosphere for teachers and students. Teachers are proud of the academic reputation, but they are just as proud of the electric, positive energy that permeates this building. This is a place where an entire community of adults cares for each student's social-emotional health as much as their academic growth. Teachers and support staff are committed to providing a family-like atmosphere where students can thrive in a nurturing environment.

The synergy created by an administration that cherishes innovation envelops the staff with an aura of acceptance and support. Failure is an expected learning tool. Teachers analyze, organize, and collaborate to do better. The administration of the building encourages this kind of learning for staff and students.

Social and emotional needs are personalized as well. The school counselor teaches classroom lessons on bullying and maintaining friendships. She also offers sessions for students dealing with divorce and loss. Academic success naturally leads to self-confidence and emotional security.

Other programs like the lunchtime Project Linus Knitting Club connect students to the community. Students meet at lunch with the librarian who teaches them to knit blankets for Akron Children's Hospital. "Girls on the Run", a character-building club for girls, operates a program with the help of a teacher and parent volunteers. Students from Revere High School design and operate the Bath Girls' STEAM Club that uses problem-based activities to teach the engineering process. Teachers volunteer their time to assist. The Building Club program is run by a teacher and is offered after school for any student who wants to build with other kids. All of these resources benefit Bath students in ways that are hard to quantify, but it is easy to observe in student enthusiasm.

Teacher knowledge and pedagogical expertise are respected and utilized. The building principal involves teachers in all decisions regarding schedules, curriculum, and classroom materials. Recently dismissal procedures were changed by staff. Though it made the principal's day a little busier, he supported the staff decision. Teacher-driven initiatives for professional development opportunities are supported 100 percent of the time. The principal writes notes of appreciation to teachers who volunteer for various duties. Little tokens of appreciation show up on desks. He praises teachers for innovative ideas during staff meetings. Celebratory lunches happen often for milestone growth towards building goals.

This positive school culture is created by a staff who takes ownership of building goals, professional development, and academic programming. They enjoy working and collaborating as a team, which leads to close relationships and friendships. Volunteer hours donated by Bath teachers provide students with many programs that develop lasting bonds between staff, students, and parents.

2. Engaging Families and Community:

Family and community support are critical to student, staff, and school success. At Bath Elementary School, parents and guardians are strongly encouraged to be involved in their child's learning. Regular communication occurs through Progress Book where parents check grades, homework completion, and communicate with teachers. The staff routinely uses email, Twitter, Facebook, and a variety of apps to inform and remind the parents and to keep them included. Conferences are scheduled throughout the school year.

The Revere community recently passed a bond issued to fund a new Revere High School and Bath Elementary School. Parents and community members were involved in the brainstorming and the design process. Collaboration between community and staff made for great conversation and improved the design and functionality of the new building.

Parents and community members play an important role in enhancing educational experiences for the

students. Our PTA provides funds and volunteers for programs such as “Girls on the Run”, Chess Club, Career Day, and Heritage Day. They also provide hundreds of volunteer hours at the fifth-grade outdoor education trip. You will see Bath parents volunteering in many ways as library aides, teacher helpers, popcorn poppers for monthly popcorn days, community-school Kids4Kids coordinators, field trip monitors, and anything else needed.

In an effort to tie college and career readiness into the fourth and fifth-grade curriculum, the Bath teachers formed partnerships with local companies and use their expertise in lesson formation. In the past year, STEAM connections have been made with engineers from Bridgestone, Swagelok, NASA, and the University of Akron. Bath students experience authentic engineering and design problem-solving from these professionals.

One of the biggest community-school events of the year is Heritage Day. This event coincides with a fourth- grade social studies program. Students dress in a costume from their countries of origin. One can imagine the community response to children dressed in costumes parading to Neil Diamond’s “Coming to America.” A large Statue of Liberty beacons them along their way as they come on stage when their country is called. Parents and community members entertain and teach children about native customs, cultures, and food. Children experience pride in their heritage.

3. Professional Development:

Each year, the Revere Local School District plans four professional development opportunities for the district. The programming for these days focuses on district goals generated from the district strategic plan. These goals focus on issues affecting the entire district.

The staff at Bath Elementary School completes an exit survey at the end of each school year to reflect on achievements from the completed year and offer building goals for the upcoming school year. Results from these surveys compose the basis for new goals in the coming year. Once the goals are established, the staff works collaboratively creating a professional development plan that will empower the teachers with tools and skills required to meet building goals.

At the building level, the Bath staff utilizes weekly grade level meetings and monthly staff meetings to focus on specific building goals. This school year, these goals focus on integrating technology into the fourth and fifth-grade curriculum, developing and implementing problem-based learning opportunities into the science and social studies curriculums, and developing personalized learning opportunities for all students. The staff utilizes weekly grade level meetings determining professional development opportunities required for attaining these goals.

The building principal believes in utilizing "in-house" professional development. He views teachers as experts and encourages them to share ideas and successes with colleagues. The topic of focus rotates each week addressing a building goal.

Bath teachers serve on a variety of building leadership teams. These committees help lead the building level professional development. The technology team works with the Elementary Technology Integration Specialist to design authentic problem-based lessons. Subject area cohorts generate professional development that focuses on curriculum teaching and learning. If a teacher is doing something innovative that leads to increased student success and engagement, this person is encouraged to share with colleagues at staff meetings. Teachers are considered experts in their field. As leaders, they are expected to share, collaborate, and work together to improve instruction and learning experiences for all Bath students.

Staff provided professional development is truly an area of pride at Bath School. The teachers work collaboratively with the building principal to create the goals for the year and design activities for their professional development. Throughout this process, teachers analyze student data to determine the success of the initiatives.

4. School Leadership:

The leadership philosophy at Bath Elementary School is one of shared roles and responsibilities between the building principal, the teaching staff, and support personnel. The principal values the ideas and beliefs of the staff and understands that school improvement only happens when everyone on the team works collaboratively and focuses on the same goals.

After Bath students take the end of the year state AIR tests, teachers receive value-added scores based on the annual growth and achievement of their students. These value-added scores serve as a large component of each teacher's yearly evaluation. It factors into the final achievement grade for the building. The Bath principal and teaching staff use this student data to drive instruction and identify the strengths and weaknesses of the academic programming.

Probably the most profound example of staff driven leadership is the Bath STEAM lab. Three years ago no STEAM lessons existed in the building. Science teachers noted that science passage rate scores were consistently lower than other subject scores. Current research suggested that STEAM activities deepened scientific understanding. The goal was to increase student performance by providing real-world, authentic learning experiences through STEAM.

Science teachers developed new programming for grades 4 and 5 students. Teachers had to be flexible with curriculum, instructional time, and classroom schedules. They created lessons that added rigor through more thoughtful open-ended STEAM problem-based learning.

STEAM units are developed collaboratively and then taught through lab sessions by a staff member. This exposes all staff members and students to the same lessons. Once these lessons are taught, they are analyzed and improved. STEAM lessons include fossil identification through all geologic periods, erosion at the community and macro level, patterns of population settlement, robotics and industrial uses, energy transfer problem-solving units, and car design effects on speed. Once consistency is established, these lessons will occur in the classroom as part of the topic study. In this case teachers played roles as curriculum specialists.

STEAM learning is incorporated into every science unit of study. This work was accomplished quickly with a collaborative staff, supportive administration, in-service training, and dogged determination. The science percentile passage rate on the fifth grade Science AIR test increased from eighty-ninth percentile to ninetieth percentile. It will take many years of data collection to link problem-based learning to AIR test passage rates.

Teachers serve as members of the Superintendent's Board, Principal's Advisory Council, district literature and math councils, Student Learning Objectives committee, and the District Technology board. Teachers from these associations are responsible for making certain District initiatives are communicated at the building level. This is done at building wide meetings. Representatives are also responsible for setting up classroom visits to assure initiatives are understood and implemented.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The single most influential program initiated eight years ago is the Intervention/ Enrichment (I/E) period. Originally, this program was created as a way to address the needs of students missing class time due to interventions of any sort. Kids who really needed instruction regularly missed class time to attend speech classes, reading intervention, small group math instruction, counseling, occupational and physical therapy, etc. A new schedule was designed so students would not miss class time to receive intervention or enrichment in math and reading.

A six-day rotation was created so that extra time was provided each day. This schedule required teachers to give up a specials class, but after some debate, the new schedule was accepted.

During I/E time, some students attend intervention classes and those staying in the class receive enrichment in math and language arts. The greater emphasis on intervention/enrichment services raised the 2016 to 2017 Reading AIR test fourth grade passage rates from the ninetieth percentile to ninety-second percentile and raised the fifth-grade passage rates from eighty-seventh percentile to ninety-fourth percentile.

Because of the I/E schedule, time is not as constrained and is better utilized in meeting the needs of all students. They flow freely through from class to class depending on academic needs. Adjusting to all student needs has resulted in a pervasive culture where students are no longer “my” kids, but “our” kids. This model of achieving academic excellence through teacher collaboration has resulted in fewer behavioral problems, less counseling sessions, and increased student success. Academic success leads to increased confidence and happier students.

After all, happy competent kids are the ultimate goal.