

U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Michael Zoccali

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

Official School Name Stadium Drive Elementary School

(As it should appear in the official records)

School Mailing Address 111 Stadium Drive

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

Boardman OH 44512-5521
City State Zip Code+4 (9 digits total)

County OH

Telephone (330) 726-3428

Fax

Web site/URL http://www.boardman.k12.oh.us/

E-mail michael.zoccali@boardmanschools.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*Mr. Timothy Saxton

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

E-mail

tim.saxton@boardmanschools.org

District Name Boardman Local School District Tel. (330) 726-3404

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. Jeffrey Barone

(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 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):
- 4 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 7 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	6	4	10
K	36	26	62
1	30	39	69
2	38	43	81
3	34	29	63
4	32	46	78
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
Total Students	176	187	363

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 2 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 85 % White
 - 8 % 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: 7%

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	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1, 2016	353
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

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

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

Arabic

7. Students eligible for free/reduced-priced meals: 28 %
Total number students who qualify: 101

8. Students receiving special education services: 18 %
65 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>4</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>32</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>19</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</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: 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, e.g., third grade teacher, history teacher, algebra teacher.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	96%	96%	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.

Together, we transform lives through academics, athletics, and the arts. At Stadium Drive, we encourage all of our students to "Show their Spartan SHIELD."

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

Welcome to the Boardman Local School district and Stadium Drive Elementary! Boardman is a suburban school district with approximately 4160 students. Our district has four neighborhood elementary schools, an intermediate school, middle school and one high school. The Boardman community has a long-standing tradition of supporting our schools and children. Boardman has been recognized as an "excellent" rated school district by the Ohio Department of Education in previous years. We are currently celebrating our 100th year of high school graduates. As we honor the past 100 years, we will continue to plan and adapt as we create the next 100 years of excellence. Stadium Drive is located in the heart of Boardman and enjoys having medical facilities, Youngstown State University (YSU), and many businesses and shopping centers nearby. These facilities, help attract professional families, as well as families of a diverse background.

Approximately, 28% of the students at Stadium Drive Elementary School have been identified as being economically disadvantaged. The number of students who qualify for financial assistance has increased in our school and school district the last few years. Regardless of the students' economic status, we place a strong emphasis on improving student achievement, as well as their social and emotional needs. We have recently partnered with ALTA Head Start to help meet the social and emotional needs of, and have provided for, our families in need by working with local organizations.

Upon entering the school building, you will read a sign that states "Through these doors walk the greatest staff and students in the world." This statement provides all of our students, staff, and guests with the high expectations that are set forth for everyone who enters into our school. Once entering the school, all of our students are greeted with a hello and smile from the principal and school staff. We try to make every child in our school feel safe, secure, accepted, and loved. As students walk to their classrooms, they are surrounded by positive banners, greeted by staff, and see student artwork and achievement.

Stadium Drive students are empowered to take ownership of their learning, social, and overall academic success. The children are encouraged to be life long learners through their daily activities and we expect all of our students to show their Spartan S.H.I.E.L.D: Support, Honesty, Involved, Excellence, Love, and Determination

Students and staff demonstrate these expectations daily and are recognized for showing their SHIELD, by their actions, which help create and sustain a positive environment for learning. Students are recognized weekly on the announcements, receive a kindness coin, their picture is taken, and displayed on the bulletin board. A positive phone call is made home by the principal to every student who receives a Spartan SHIELD. Students who receive Spartan SHIELDS will also receive the opportunity to win a variety of prizes. Some of the potential prizes include, cartoon lunch with the principal, VIP Lunch, principal's chair for the day, and hat day. Our Red Carpet ceremony takes place every semester, where students are recognized for their accomplishments throughout the year. Besides receiving individual awards, our students are able to become part of the larger piece by receiving whole class awards. Our parents, who are a key part of our success are also invited to this event.

The Stadium Drive staff understands the importance of a team approach by working together with our colleagues, our parents, and the community to provide our students with the best education possible. We partner with local organizations and civic groups such as the Boardman Rotary and Boardman Lions. Stadium Drive has developed a strong relationship with Youngstown State University, which includes student teachers and tutors to support our children. Our students have supported many non-profit organizations through a variety of school events. These organizations include, but are not limited to Toys for Tots, local food banks, Akron Children Hospital, and the American Heart Association. The school personnel have partnered with local businesses to receive funding for resources, educational opportunities and assemblies for the school.

We believe that it takes all of the school's stakeholders working together to give our students the best opportunity for a positive and successful education. Parent volunteers can be found in our school assisting the teachers with classroom activities, reinforcement of skills, and assisting with numerous school activities.

We hold an Open House at the beginning of the school year and invite PTA members for the first few days of school to help our students feel comfortable and find their classrooms. Monthly PTA meetings, along with a positive relationship with the PTA president and council allow for an open line of communication.

The staff and principal viewed, discussed, and compiled data from previous state assessments to compare current trends in school demographics and student needs. It was apparent that economically disadvantaged students performed significantly lower than all students. The Stadium Drive staff made a concerted effort to focus our classroom instruction and additional resources, which include LLI (Leveled Literacy Intervention), Americorp tutors, YSU tutors, reading center specialist and our Spartan Academy program (after school tutoring) to support students in this subgroup, as well as all of our students in academic need.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

An integrated curriculum has been implemented in the K-4 elementary program so all students are engaged in a meaningful learning experience. Our curriculum uses scientifically based resources and materials that allow us to provide instruction to meet the needs of our students. Teachers differentiate instruction with the support of our LLI tutors, Americorp tutors, Special Education staff (intervention specialists), Reading Center teacher, and teacher aides, to meet the needs of all learners in every subject area which is aligned to Ohio's New Learning Standards. Technology is incorporated into all core subjects. Stadium Drive has a technology lab and students have access to computers, chromebooks, and iPads. In conjunction with chromebooks and iPads, a jTouch (interactive screen), ELMO or hover camera are utilized to achieve interaction among all students in all areas. The use of these technologies helps to prepare students to meet the requirements necessary for success at each grade level.

Within our various grades and classrooms at Stadium Drive, our ELA (English Language Arts) teachers begin each school year identifying every student's hard, instructional, and independent reading level based on the research based Fountas and Pinnell (F&P) Leveling Benchmarking system. By taking care of this foundational first step, the teachers can begin the school year knowing where each child's developmental needs are. This information is crucial and needed in order to differentiate instruction for every child. Along with the ability to instruct in this manner, by using guided reading, each child can be progress monitored frequently while reading in small groups. The teachers have access to our own leveled guided reading library with over 10,000 books to expose their students to a variety of genre and literature throughout the year as they stretch their students.

Stadium Drive has implemented as our main core curriculum Lucy Caulkin's Reading Writing Workshop and Heinemann's F&P, LLI reading intervention program, as well as mentioned previously, using guided reading. As for how Stadium's foundational skills are addressed within our various classrooms, it stems from our phonics program and Dolch Sight words. Technology allows teachers the opportunity to supplement their instruction in a different medium and for the children the opportunity to participate in many online sites, which help review and practice reading skills.

Students at Stadium Drive have many opportunities to use and develop mathematical skills in learning Ohio's New Learning standards. Major areas of study include: number sense, operations, measurement, geometry and spatial sense, patterns, functions and algebra, data analysis and probability, and mathematical processes. Through our Everyday Math series, these standards provide a comprehensive foundation for all students to think, reason, and write mathematically. Manipulatives are utilized to help students develop a deeper conceptual level of understanding math processes. Students are introduced to mathematical concepts throughout the day and are encouraged to use multiple strategies for problem solving.

A motivating element of the math program is the integration of technology. Students, as a class, engage daily with an interactive, full feature 65-inch jTouch or individually on chromebooks or iPads. After completing a lesson, a student could reinforce the concept by playing an online game, or review the lesson at his/her own speed. The program is also accessible with a home computer for further practice or help with assigned daily homework. Parents are able to access the daily lesson online, which supports our goal of ongoing communication with our families.

The scientific curriculum for grades K-4 provides students with the opportunity to develop scientific habits of mind as they use the processes of scientific inquiry to ask valid questions and to gather and analyze information. Through the use of hands on learning activities, students learn how to develop hypotheses, make predictions, and develop conclusions based on their scientific practices. The staff at Stadium Drive will supplement science instruction by utilizing many local organizations in the community. The Mill Creek Metro Parks, Boardman Township Park, The "Oh Wow" Center, and Carnegie Science allow our children the ability to perform hands on activities. Our science lab is a bustling place of many hands-on activities for students to discover learning through reasoning, exploration, and problem solving.

The social studies curriculum for grades K-4 is designed to provide students with the tools needed to demonstrate citizenship, appropriate decision making, problem solving, and knowledge of the framework of our community and state of Ohio. Students are able to make real world connections through field trips, presentations, and student projects. Our fourth-grade students are creating a business model to showcase their knowledge provided by the many outside business owners who presented throughout the year. These real-life experiences, allow our students to apply their skills and problem-solving thinking to real-life situations.

2. Other Curriculum Areas:

At Stadium Drive Elementary school, all students in Kindergarten through 4th grade have the amazing opportunity to attend numerous specials, which include library, music, physical education, computers, and art. Students attend a library class for thirty minutes each week. During this time, the students are exposed to literature in a variety of genres which serves to both develop and enhance their love for reading. In Kindergarten, through collaboration with the teachers, the library lesson parallels the classroom skills for that week. Activities may include a read aloud story, basic library skills, listening center, table activity sheets, book related art, sight word practice or literary games. The goal is to be consistent and help to build and expand their basic reading skills while creating a print rich environment. In all other grades, activities are planned and based on their reading levels and student interests. Students are taught library skills to navigate and utilize resources resulting in students locating books that they want so they want to read. Students are exposed to read aloud, have discussions within different literary genres, actively engage with literature through games, handouts and activity pages, and sometimes just engage in quiet reading. Class time goals are designed to build on previous knowledge, and encourage critical thinking while creating a respectful environment for learning.

Stadium Drive Elementary Physical Education program consists of grades Kindergarten through fourth grade. The students attend two 35-minute classes each week, which follows the Ohio State Standards. The goal of physical education at Stadium Drive Elementary is to develop physically active individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. By the end of fourth grade, students have the foundational skills, knowledge and values to successfully participate in the more demanding middle school physical education program.

Stadium Drive Elementary has a computer lab of thirty computers manned by a Computer Lab Teacher. Every student during their forty minutes of instruction will develop basic computer technology skills, knowledge, and competencies that will enhance opportunities for learning in all areas of classroom curriculum.

Computers are being used as technological tools to enhance the learning process and are integrated into all areas of the curriculum and classroom. Our goal is for the students to develop basic competencies with computers to be successful now and in the future.

Students receive performing arts instruction in music for approximately forty minutes once per week. All grades participate in music instruction from Kindergarten through fourth grade. Literacy and mathematical skills are embedded into music instruction at this age level. Students develop literacy skills by reading musical text and lyrics, using phonetics through singing, using proper letter sound and mouth formation, and by using literacy skills to follow music across a staff. Music is also a language itself, and students can transfer their skills from literacy to music and vice versa. Students use mathematical skills to perform music by understanding how rhythm fits to the beat and how beats fit into a measure. Students also develop counting skills, locomotor skills, aural skills, and spatial awareness skills during their performing arts instruction time.

The Art curriculum at Stadium Drive Elementary school is aligned with and expands on the Ohio Fine Arts Learning Standards for grades K-4. As stated in the Standards, "Each student will construct and solve problems of personal relevance and interest when expressing themselves through visual art". The teacher wants every student to be successful and have a feeling of accomplishment in their art class. It is important

for students to be able to create a work of art that they feel proud of. While working individually, in small groups or one on one with the instructor, students will learn how to manipulate different materials, how art can create meaning, and how to translate what they see or feel into a drawing. As students move into higher grade levels in the elementary school, they are required to use more critical and creative thinking. Students will start learning and talking about different artists, the elements and the principles of art, and identifying different styles (subject matter) in works of art. Art education, along with all of our specials, not only allows students to broaden their understanding and appreciation of the world around them, it also contributes significantly to a child's intellectual development.

3. Instructional Methods, Interventions, and Assessments:

Stadium Drive Elementary goes to great lengths to identify and meet the needs of all learners. Whether the child just started their educational journey in kindergarten or is in fourth grade, our teachers use a differentiated instruction to meet the needs of all learners. A differentiated approach takes a lot of planning and dedication, but it is truly what challenges all students and provides an opportunity for growth. We utilize a variety of diagnostic tools to target students who require additional intervention, enrichment or special services.

Any student who is struggling academically and/or socially will be scheduled for an IAT (Intervention Assistance Team) meeting. Teachers will conduct a referral form with the child's strengths and weaknesses, intervention strategies already utilized within the classroom, and a comparison of student data throughout the year(s). Parent(s) along with the child's teacher, guidance counselor, school psychologist, principal, and other support staff will discuss and establish additional strategies to meet the needs of these students.

Another intervention is our after-school tutoring program called Spartan Academy. This program was recently created to help support students who have demonstrated a weakness in math and/or reading. Our Spartan Academy is a 45-minute program that targets students in grades 1-4 twice a week. Teacher recommendations are based on a multitude of factors such as, classroom performance, STAR (Standardized Test for the Assessment of Reading) data, previous Ohio AIR (American Institute of Research) test data, and students in various subgroups deemed to be at risk.

In addition to our main core programs, a variety of other supplemental programs are used across the grades that integrate a variety of content areas such as Storyworks, Scholastic News, and Read Works. These programs and others that are implemented expose our students to a variety of genre, allow teachers the opportunity to implement reading strategies while reading a wide range of content material, and provide the teachers the opportunity to level the students both heterogeneously and homogeneously.

Students that demonstrate a weakness in reading will receive LLI services provided by one of our three tutors for 30 minutes daily. Americorp tutors will work with students in grades K-3, to provide additional support for students in need based on formative assessments. Students in grades 2-4 who demonstrate a need based on STAR diagnostic and Fountas & Pinnell benchmarking, will have the opportunity to work with our Reading Center teacher in small groups for 30 minutes of daily instruction. Our Americorp and LLI tutors, will also push into the classroom and provide additional support for the students. Students receiving LLI, reading center or Americorp are progress monitored throughout the year to measure the effectiveness of the interventions. Through assessments and teacher input, students will possibly be rotated in and out of additional services.

Our students are given a variety of assessments that inform instruction and help monitor student's progress. In reading and math, students will be assessed using either STAR Reading, STAR Early Literacy and STAR Math. In reading, students are also benchmarked with Fountas & Pinnell throughout the school year. Teachers will use KRA data for kindergarten students, SLO's, pre-assessments, informal checks, and formative assessments to help measure each student's strengths and weaknesses, and then personalize their classroom instruction for each student.

The achievement gap is addressed by critically analyzing our state report card data and other student data in BLT, content, and grade level meetings. While reviewing the 2015-2016 school year report card, students

who are economically disadvantaged scored a 71.1% in reading, while all students scored a 81.1%. Students in who are economically disadvantaged in math scored a 73.3% in math, compared to all students who scored an 84.8%. The school received a B for Gap closing on the 2015-2016 report card. Teachers used this data to not only target specific subgroups, but all students and the academic standards which demonstrated the greatest need. Teachers will use their daily observations along with formative assessments to guide instruction and help close the gap. Spartan Academy, LLI and Americorp tutors, and our reading center teacher all work in conjunction with the classroom teacher and principal to target students that demonstrate the greatest need to close the achievement gap. The data for 2016-2017 indicated great growth with the school receiving an A in Gap Closing. Economically disadvantaged students scored a 78.4% in reading compared to all students who scored a 88.5%. In math, economically disadvantaged students scored an 86.5% compared to all students who scored a 92.2%. While pleased with the results, we will continue to analyze the data, work together, and continue the open lines of communication with our families to completely close the achievement gap for our students.

Instructional methods, planning, and collaboration at Stadium Drive provide the foundation and opportunity for our students to be successful. Through a team approach, our student achievement is evaluated and reviewed on an individual basis. Teachers will develop clear I can statements for each goal and establish high expectations for each student. We also believe it is important for our students to have a voice and as educators, we must listen to what works best for the child and differentiate our lessons to each individual student. Parent communication is essential and having an open line of communication along with parental support is key to maintaining a successful school.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The culture at Stadium Drive encourages student development, compassion, independence, and personal success. Our students in grades K-4 will begin the day by student-led announcements. During the morning announcements, we remind our students to show their SHIELDS, we celebrate student birthdays, congratulate our students who have earned a Spartan SHIELD and recognize students who have achieved any academic accomplishments, such as AR points, and completing math facts. Students receiving a Spartan SHIELD will receive a positive phone call home, ability to shop at our store every nine weeks, and a chance to win various prizes.

Our guidance counselor, principal, classroom teachers, and staff support our students' emotional and social needs by conducting character education programs and involving the students in numerous community initiatives. Students participate in the 2nd grade carnival, which collects food for both students in need at Stadium, as well as a local food bank. Our students have organized dress themes, which provide donations to our Spartan Outreach program. Our student donations are used to provide resources to our needy families and to local organizations, such as Akron Children's Hospital.

The students demonstrate their leadership skills by taking an active role in our school. Students have the opportunity to participate in a t-shirt design contest to further promote our school spirit of wearing Spartan gear on Fridays. Our fourth-grade students led the recycling campaign, by collecting classroom recycling bins throughout the school year. Our older grades help our younger students bring their lunch bins to the cafeteria and serve as student helpers during first and second grade lunch.

Beyond our academic reaches, we at Stadium Drive also strive at always keeping the lines of communication open. We work on developing effective utilization of frequent and focused collaboration during our TBT (Teacher based Team) meetings, as well as our BLT (Building Leadership Team) meetings. During these meetings, teachers are provided the opportunity to share, and collaborate through the scheduled meetings and common planning time. The principal consistently seeks staff input and created a team of teachers to help develop a new school schedule. These teacher committees allow for the staff to share their ideas, which in turn develops a greater sense of understanding and support, resulting in the best possible environment to promote student learning. The principal recognizes both staff accomplishments and their desire to go above the call of duty, by sending personal notes of thank you, 'posigrams', and/or shout out emails, which include the superintendent. The staff promotes a positive culture and participates in gestures of appreciation by having luncheons, "bagels on a cart", and an annual staff cookout. The staff will meet outside of school hours to help build a feeling of camaraderie.

2. Engaging Families and Community:

Stadium Drive welcomes and encourages our families and community members to become a partner in our children's educational experience. Prior to the start of the school year, our families attend our Open House to meet their teachers, drop off their supplies, and tour the building. During our Open House, we encourage our families to be an active participant in their child's education and how our success is based on three key ingredients; dedicated staff, hardworking students, and supportive families. Although "conference night" take place twice a year, Stadium Drive's staff conference with our families multiple times throughout the year.

Our PTA plays an essential role in our school and the development of our children. The PTA will hold monthly school meetings that our attended by the principal and a teacher. Our PTA will assist for the first few days of school to help our younger students find their classrooms feel comfortable in the school. The PTA and Stadium Drive will work together on many organized events. Our Patriot Day event celebrates our local police, firefighters, and other first responders for their dedication and to protect our community and students. Our Veteran's day breakfast is open to the public and honors our men and women who have served our country. Veterans are treated to a breakfast with students, enjoy songs, poems and a "clap out"

as we show our appreciation for their service. Our PTA volunteers pass out flowers to each veteran in attendance. Events like these, along with book fairs, gym nights and breakfast with Mr. and Mrs. Claus allow our families and Stadium Drive to exemplify a neighborhood elementary school. Our PTA organizes and assists in events such as our Light it up Blue event, which collected over \$2000 for autism, and various dress themes that students can donate money for local hospitals.

Parent and community volunteers can be found regularly in the classrooms at Stadium Drive. Teachers utilize our parent and community volunteers to help with student centers, which allows for more one on one intervention and student projects. We have partnered with numerous community organizations that provide shoes, coats and other clothing for our children. The group will conduct eye exams for all of our students and will help secure eyeglasses for students in need. The principal partnered with a local organization to secure winter coats for the students of Stadium Drive and the Boardman Local Schools. This partnership resulted in over 80 coats being donated to the students in all four elementary schools.

The principal attends community events and demonstrates the willingness to work with organizations. The principal attended a Rotary meeting to thank them for their donation of dictionaries to our third-grade students and share out the many great things that are going on at Stadium Drive. A local Eagle Scout whose troop leader attended the Rotary meeting, heard our desire to improve the playground, and has offered to build a Gaga Pit at Stadium Drive for his Eagle Scout project.

Lastly, communication is essential to the development of an on-going partnership with our families. Teachers communicate with our families on a regular basis through emails, phone calls, weekly newsletters, daily planners, Spartan Nation (Drund), and Remind 101 texting. Parents can access the student's grades through the online grade book program, Progress Book. Positive postcards, Posigrams, are sent home to recognize the many wonderful things that our children are doing on a daily basis. The principal will make a positive call home for every child that earns their first Spartan SHIELD of the year.

3. Professional Development:

In an effort to transform lives through the academics, athletics, and the arts, the staff in the Boardman Local Schools has taken a proactive approach to professional development. Boardman and Stadium Drive consider professional development a critical component of ensuring student achievement. It is the belief and understanding that teachers must be active members of the learning community. The district along with the principal team have provided time and resources for the staff to further their learning.

Stadium Drive utilizes both grade level teacher based team meetings and departmental vertical meetings. Grade level teams meet regularly where they review upcoming lessons, develop common assessments, and analyze student data on these assessments. Departmental teams will meet to review the use of common language, best practices, areas of student strength and weaknesses, and other teacher driven agenda items.

All of our professional development has been centered on Ohio's New Learning standards, with a focus on English/Language Arts, Math, and the integration of these areas in Science and Social Studies. Our Math and ELA academic coaches attend departmental vertical and grade level meetings where they provide a large amount of support on and resources. The coaches will collaborate with the Director of Instruction and principal to develop professional development sessions. Our Math coach has organized representatives from our new math series, Everyday Math, to model lessons and answer staff questions. Our ELA coach worked with our third-grade teachers to conduct item analysis of the fall AIR test to determine building and district strengths and weaknesses. The principal at Stadium worked with the curriculum office and our academic coach to train the Americorp tutors in LLI, which further supported the building and district's intervention reading program.

Teachers have been provided with the opportunity to meet with grade levels from the other three elementary schools. These meetings, facilitated by the Director of Instruction, allow teachers to share their ideas and strategies of what may and may not be working for student achievement. These meetings have acted as a springboard for teachers to seek more opportunities to meet with their colleagues throughout the district. Recently, an intervention specialist worked with the principal at Stadium Drive to organize a

meeting amongst district elementary intervention specialists.

Teachers complete a professional growth plan that is part of Ohio's Teacher Evaluation System. Teachers develop a personal goal and a growth goal that is aligned with the district's goal. These growth plans help the teacher focus on both the district and school goals, as well as their own personal goals.

4. School Leadership:

Everyone involved at Stadium Drive demonstrates a shared leadership style. The principal empowers the staff and students to contribute positively to the overall culture of the building. The school motto of "Show your SHIELD" can be seen and heard daily throughout the school day. Students will be recognized for showing their SHIELD on the morning announcements, can be seen wearing a SHIELD, and the principal is consistently making positive phone calls. Students are recognized for academic achievements on the announcements, awarded Accelerated Reader bracelets, student names are reported to the newspapers for academic honors. Student recognition occurs during our Red Carpet event, which showcases the many positive attributes of our students.

The principal can be found interacting and reinforcing the school expectations in the hallways, the cafeteria, the classroom, playground, during student arrival and dismissal. The deliberate visual presence allows the principal to know the students by name and help establish the positive culture that we want to instill in our children. The principal's goal of being visible allows for the school leader to know every student's name and contribute to the overall positive school culture. The principal will also make sure to greet every staff member with a smile and a good morning. The principal's goal is to make sure he learns about the staff and their families to help develop a true school family atmosphere.

The principal understands the importance of a team concept and acknowledges individuals for their dedication to our children's education. The principal recognizes teachers and staff that go the extra mile for our children. Teachers, bus drivers, and support staff will receive thank you notes for attending after hour school events, Spartan SHIELD posigrams are placed in mailboxes to the staff for their dedication to our children and shout out emails, which will include district leadership, are sent. It is truly a team approach and everyone on Team Stadium is willing to do whatever is needed and make the necessary changes to help ensure the academic and social success of our children succeed in their education.

The principal works with district leadership and the staff to set the educational standards and goals, and establish the procedures needed to achieve them. The rapport developed among the staff, allows all to develop and maintain high curriculum standards, assessment criteria, and establish high performance goals. Our school, along with the Boardman school district has seen an increase in the emotional and academic well-being of our children. For this purpose, the principal serves as an instructional leader, but more importantly a child advocate for our students and the social injustices that our children face.

The principal, along with the staff, work to obtain funds from local organizations to provide resources for our families. We have established a partnership with a local organization which donates winter coats to Stadium and the Boardman elementary schools. A food pantry has been established, with the support of our second-grade carnival, to assist students and their families whose nutritional needs are not being met. The overall success of Stadium Drive can be credited to the active and collaborative team efforts of the teachers, parents, staff, principal, and district administration. A recent conversation between the principal and the librarian where the principal thanked the librarian for her help on a project. The librarian coined the phrase "Team Stadium," and said that we are successful because of the team approach that the principal has developed.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Stadium Drive has a long history of great student academic achievement. We believe the reason for our academic success is the supported culture and the process that monitors student achievement. The principal and staff at Stadium Drive values every student and believes that every child is capable of learning. The principal has built a culture where teachers are encouraged to communicate instructional ideas along with the strong importance placed on student data. It is the belief that student data must be used to identify, monitor, and intervene to remediate any academic and social/emotional concerns.

Classroom teachers, LLI and Americorp tutors, intervention specialists, reading center specialist, and the principal will meet to discuss student data. These conversations over student data will help identify any student deficiencies and also student growth. Our goal at Stadium Drive is to provide early intervention for our children, therefore, we use AIR, STAR, F&P and classroom assessment data to place students in the best possible setting for the student to achieve academic success. One example of communication is when the third grade ELA (English/Language Arts) teachers, intervention specialists, reading center specialist, tutors and principal meet to discuss the data analysis of each third-grade student from the Fall AIR assessment. The data will drive the intervention model for each student. The team will then determine the best course of action for each student and will work together to develop a schedule to allow for all possible interventions.

The principal sets high expectations for everyone at Stadium Drive. Students are encouraged to support their fellow classmates both academically and emotionally, just as the staff are encouraged to support each other. When this occurs, individuals are consistently recognized for their outstanding support and performance. Lastly, the principal models these high expectations by supporting the staff and students through communication and data driven academic decisions that will produce high results. The principal has an open-door policy for staff, which allows the teachers and staff to communicate any ideas and possible concerns they may have. The input from the staff, student data, and community needs are used to make the best possible decisions for the children of Stadium Drive.