

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

Name of Principal Mr. Robert Carovillano  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Elm Elementary School  
(As it should appear in the official records)

School Mailing Address 134 Elm Avenue  
(If address is P.O. Box, also include street address.)

Wyoming Ohio 45215-2506  
City State Zip Code+4 (9 digits total)

County Ohio State School Code Number\* 010306

Telephone (513) 761-6767 Fax (513) 761-0153

Web site/URL [www.wyomingcityschools.org](http://www.wyomingcityschools.org) E-mail carovillanor@wyomingcityschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date February 5, 2007

Name of Superintendent\* Dr. Gail Kist-Kline  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wyoming City Schools Tel. (513) 772-2343

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

\_\_\_\_\_  
(Superintendent's Signature) Date February 5, 2007

Name of School Board  
President/Chairperson Mr. Todd Levy  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date February 5, 2007

*\*Private 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 certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       3   Elementary schools  
   1   Middle schools  
   \_\_\_\_\_ Junior high schools  
   1   High schools  
   \_\_\_\_\_ Other
- 5   TOTAL
2. District Per Pupil Expenditure:       \$9,744.23
- Average State Per Pupil Expenditure: \$9,356.00

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   26   Number of years the principal has been in her/his position at this school.
- \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	-0-	-0-	-0-	7			
K	17	18	35	8			
1	16	27	43	9			
2	23	20	43	10			
3	29	15	44	11			
4	20	26	46	12			
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>211</b>

6. Racial/ethnic composition of the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>89</u>         | % White                          |
| <u>5</u>          | % Black or African American      |
| <u>3</u>          | % Hispanic or Latino             |
| <u>3</u>          | % Asian/Pacific Islander         |
| <u>0</u>          | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 5%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	6
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	5
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	11
<b>(4)</b>	Total number of students in the school as of October 1	211
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.05
<b>(6)</b>	Amount in row (5) multiplied by 100	5%

8. Limited English Proficient students in the school: 2%  
5 Total Number Limited English Proficient

Number of languages represented: 2  
Specify languages: French and German

9. Students eligible for free/reduced-priced meals: 5%

Total number students who qualify: 11

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 6 %  
13 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>   </u> Autism	<u>  1  </u> Orthopedic Impairment
<u>   </u> Deafness	<u>  2  </u> Other Health Impaired
<u>   </u> Deaf-Blindness	<u>  2  </u> Specific Learning Disability
<u>   </u> Emotional Disturbance	<u>  7  </u> Speech or Language Impairment
<u>   </u> Hearing Impairment	<u>   </u> Traumatic Brain Injury
<u>   </u> Mental Retardation	<u>   </u> Visual Impairment Including Blindness
<u>  1  </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>   </u>	<u>  2  </u>
Classroom teachers	<u> 10 </u>	<u>  0 </u>
Special resource teachers/specialists	<u>  1 </u>	<u> 11 </u>
Paraprofessionals	<u>  1 </u>	<u>  1 </u>
Support staff	<u>  3 </u>	<u>  5 </u>
Total number	<u> 15 </u>	<u> 19 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97 %	97 %	97 %	96 %	97 %
Daily teacher attendance	98 %	97 %	98 %	98 %	98 %
Teacher turnover rate	0 %	10 %	10 %	10 %	0 %
Student dropout rate (middle/high)	N/A %				
Student drop-off rate (high school)	N/A %				

## **PART III - SUMMARY**

---

Elm Elementary School is one of three elementary schools in the Wyoming City Schools District located in Wyoming, Ohio, which is a northern suburb of Cincinnati. Wyoming is a small residential community of 3,280 households within a 3.8 square mile radius. Elm Elementary School's student enrollment in grades K-4 for the 2005-2006 school year was 211 students, with 11 percent coming from diverse backgrounds.

Since Elm Elementary School is one of three elementary buildings within the Wyoming School District, it has been instituted with the tradition of the neighborhood school concept. As a result, there has been one administrative/leadership team (i.e. principal, assistant principal, and counselor) that is responsible for the daily operation of these three buildings. The campus is a setting that is student-centered, and each student is valued and respected while being involved in meaningful learning experiences to foster the development of an inquiry based curriculum approach to learning. This approach to learning supports the school's vision to "*provide students with an educational experience that fosters the achievement of individual excellence, while creating a foundation for responsible citizenship and lifelong learning.*"

Students within the school have many opportunities to receive recognition for their accomplishments both in and out of the classroom. One such program outside the classroom is the *Student of the Month* program that recognizes various character traits, and was initiated and designed by fourth grade students participating in the Counselor's Council.

Counselor's Council is a group comprised of fourth-grade students. The council meets monthly with the school counselor. They serve as a student government for Elm School. With the counselor, they engage in problem-solving activities that facilitate and promote leadership skills. At the conclusion of the school year, they organize a community service project. They started this program to develop greater harmony and goodwill in the school environment. It was implemented to recognize behavior from students that goes above and beyond what is expected. Students are formally recognized by the school for characteristics such as: citizenship, trustworthiness, leadership, respect, fairness, caring, honesty, responsibility, and pride.

At Elm School, all fourth grade students are provided the opportunity to participate in a Culture Club. The goal of this club is to engage students in activities to learn about their heritage and research other cultures around the world. Through this process, they develop a greater appreciation for diversity. The school counselor and art teacher organize and facilitate the program. The children meet with them during their lunch time. Community members also volunteer their time and present to this group of students.

The family at Elm School is a healthy mixture of novice and master teachers, who are all highly qualified in accordance to the *No Child Left Behind* standards. Presently, 73 percent of the faculty has their master's degree in education. They work together collaboratively with the special area teachers as well as the intervention specialists to integrate and differentiate skills throughout the course of the school day. In addition to the faculty's collaborative efforts to foster student growth and achievement, they freely volunteer their time to an *After School Intervention Program*, operating two times per week, to improve student's literacy and study skills based on students' needs in the classroom. This after-school program was employed in response to one of our district's goals to "enhance learning for all students by increasing student growth and performance evidenced by value added data and by closing the achievement gap."

The parents of our students are viewed as partners in education and are very involved with their children at school through volunteerism and with the Parent School Association's (PSA) sponsored events. It is rare that the school does not have 100 percent attendance at annual open houses and parent/teacher conferences. Parents consistently demonstrate their support by participating in fundraisers and academic activities both during and after school hours. Districtwide, the PSA raises approximately \$115,000 annually to support enrichment activities, educational programming such as technology and teacher requests for materials to be used in the classroom. No child is denied the opportunity to attend or participate in programming activities due to a lack of adequate finances.

Elm Elementary School is a positive example of the goals and expectations set forth by the *No Child Left Behind-Blue Ribbon School* program and the accountability measures that demonstrate student achievement.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

---

**1. Assessment Results:** The students and staff at Elm Elementary School take great pride in the academic achievement of all our students. In order to help facilitate the teaching and learning that takes place on a daily basis, we believe that assessment should include both assessment during learning and the assessment that occurs at the culmination of learning. Along with our district curriculum tests, the students also take part in the Ohio Achievement Testing. Ohio has developed content standards which are implemented by every school in the state. Along with these content standards are both grade level indicators (learning outcomes) and grade span benchmarks. The Ohio Achievement Tests measure the students' mastery of these benchmarks. The Achievement Tests are administered annually in the spring (grades three through eight) in order to measure the mastery of the content standards. Each student in the state of Ohio is expected to achieve "proficient" on these tests, with the school wide expectation that 75 percent of the students will be "proficient".

Recognizing that students may be above or below the proficient standard, the state developed a series of cut scores and categories including: Limited, Basic, Proficient, Accelerated and Advanced. Data is also disaggregated to give more information in regards to all school subgroups (African-American, Students with Disabilities, etc). According to the State of Ohio, you must have at least thirty children enrolled in your school in order to have a subgroup.

At Elm Elementary School, we are proactive in implementing best practice into our classroom instruction. Using inquiry instruction, we have seen a rise in our mathematics, reading and writing test scores over the past two years. The state achievement tests have allowed us the opportunity to modify how we teach; in return, they allow us to celebrate our successes.

In both the 2004-2005 and 2005-2006 school years, 100% of our third graders at Elm Elementary School earned a score of proficient, accelerated, or advanced in reading and mathematics. These results far exceed the state percentage for these two subject areas, i.e., 77.3% (reading, 2004-2005) and 75.1% (reading, 2005-2006); 70.4% (mathematics, 2004-2005) and 74.9% (mathematics, 2005-2006).

Our results at the fourth grade level are equally exceptional. Fourth graders are assessed in reading, writing, and mathematics. In 2004-2005, 100% scored at the proficient or above level; in 2005-2006, 97.7% scored at the proficient or above level in reading. In mathematics 95.6% of the fourth graders scored at the proficient or above level in 2004-2005, while in the 2005-2006 school year, 97.7% of the fourth graders achieved a score of proficient or higher. In writing, 100% achieved a score of proficient or higher in the 2004-2005 school year, and the 2005-2006 school year.

The state percentage is as follows: 76.6% in reading (2004-2005); 76.8% in reading (2005-2006); 65.5% in mathematics (2004-2005); 76.9% in mathematics (2005-2006); and 78% in writing (2004-2005); 85.9% in writing (2005-2006).

**2. Using Assessment Results:** At Elm Elementary the use of assessment results drive our instructional practices. In the 2003-2004 school year, Elm School was rated "Effective" rather than "Excellent" as in past years. As a result of those test scores, in the 2004-2005 school year a full-time reading specialist was hired. The primary responsibility of this person is to work with students who are identified as "at-risk" based on informal and formal assessments. The school's rating has now returned to "Excellent" which we attribute mainly to the increased staffing. The Ohio Achievement Tests provide buildings with an item analysis of each test given. This allows staff members the opportunity to collaborate at both grade and divisional levels, to determine the next course of action for all the students. As a result, children are identified and seen by the reading specialist who remediates classroom instruction. Using the test scores, we determined that we needed to increase the scores in our low socioeconomic and minority areas. To help eliminate this achievement gap, we now offer an After School Intervention program. The program is completely supported through the volunteer support of our staff members. As we continue to look at the results of the achievement tests and try to develop ways for the children to find success, we use a program called Study Island, [www.studyisland.com](http://www.studyisland.com). The state of Ohio has created this online study program which allows students the opportunity to practice test taking skills. The practice questions are directly correlated

with those seen on the actual achievement tests. This tool is also used by the teachers in order to track and monitor their students' progress in each of the content areas.

A summer intervention program is also offered for students needing a "jump-start" to the school year. In the past, this program was offered during the last week of July and the first week of August. Through the use of pretesting and posttesting, it was found that there was not sufficient student progress during these two weeks to consider the program effective. Using this assessment data, the program has now been changed and will be moving to a format of a six to eight week program. Students will come once or twice a week and work with a teacher in a small group on specific skills for the duration of the summer program.

**3. Communicating Assessment Results:** Elm Elementary School effectively and proactively communicates student and school performances to parents, students, and the community. The staff members at Elm believe that communication is the "heart beat" of what we do. Working with the community is one of the main reasons why we continue to be successful. Teachers communicate on a daily basis through the use of newsletters, email and phone dialogue. At Elm, we openly welcome any parent or guardian to meet with us so that we can better educate their child. The state of Ohio requires, by law, that we share with the community the results of the achievement testing. A letter is sent home to the parents/guardians of the children who were tested. The letter explains the testing and scores in a way that can be understood by any reader. A copy of the state report card is available at Elm School, the Board of Education, the schools website, and the state website.

We are fortunate to be part of a community that is actively involved in the education of its students. One way the school actively promotes parent-teacher collaboration is through the development of committees such as the Parent Advisory Committee (PAC) and the Superintendent Faculty Advisory Committee (SFAC). These committees meet regularly to discuss any questions or concerns that the parents have about Elm School. During this time, the administrators also report information and problem solve with the parents and staff. A summary of these meetings is published in the monthly Parent Student Association newsletter. Although parent communication is paramount, we firmly believe that teachers must also conference with students regularly about personal achievement and school-wide initiatives.

A "Parent/Teacher Conference Day" is scheduled every November after the first-quarter grading period to discuss student achievement and progress. Teachers use phone calls and emails to keep parents involved and informed of their children's progress throughout the school year. Parents are encouraged to contact the teachers if they have questions about their children's progress. We believe that everyone who attends Elm is a stakeholder, and must take ownership in the learning process.

**4. Sharing Success:** Elm Elementary School shares successes with nearby districts, area universities, and various related service agencies. During the past few years, we have taken pride in working with neighboring districts to create and implement a top literacy program. We continue to share these successes as we work with them for continued improvement.

Collaboration with local universities is another way in which we continue to share our successes. We have a history of accepting student teachers and observers from Miami University, the University of Cincinnati, and Xavier University. Pre-service teachers who visit Elm Elementary are able to see strong examples of effective curriculum, instruction, and student assessment, while bringing fresh ideas and best practice to our environment. We continually receive positive feedback regarding these visits.

The staff at Elm Elementary School is open to working with other area agencies to share our successes with others. Teachers have attended trainings offered by the Southwest Educational Regional Resource Center to grow as professionals and to share knowledge with colleagues from other districts. We also have worked collaboratively with staff from the Kelly O'Leary Center at Cincinnati Children's Hospital Medical Center, Wyoming Youth Services, and Hamilton County Educational Service Center to ensure that students find success across all settings.

We continue to be proud of our accomplishments as a school. We are constantly finding new ways to share the success within the school, division, district and community.

## PART V – CURRICULUM AND INSTRUCTION

---

**1. Curriculum:** The curriculum at Elm Elementary School and Wyoming City Schools is aligned with all of Ohio's Academic Content Standards which includes the core areas of English language arts, mathematics, science, and social studies. Over the past several years our teachers have been actively involved in course of study revision in all curriculum areas. Most recently, we have reviewed and revised our K-12 Reading/Language Arts Course of Study, our K-12 Mathematics Course of Study, our K-8 and 9-12 Social Studies Course of Study, and our K-12 Science Course of Study. During the 2006-2007 school year, our focus has been reviewing and revising our courses of study in art, music, and physical education.

Our language arts program centers on research-based practices. We intentionally choose not to incorporate a basal reading program. Instead, students are exposed to a balanced language arts program which incorporates exposure to literature, vocabulary development, fluency, phonics, and writing. Teachers are encouraged to be creative and innovative in using various instructional strategies when teaching reading, i.e., whole-group and small group instructions, flexible grouping, guided reading, reading circles, and independent/contract work. To support phonemic awareness and phonics, we recently adopted Fountas and Pinnell's Word Study. Lucy Calkins' Unit of Study for Primary Writing guides our staff as they work with their students in developing their writing skills.

When we revised our Mathematics Course of Study, we adopted two programs at our primary level (K-4). Currently, we use Math published by MacMillan/McGraw-Hill in grades one and two and Math Trailblazers published by Kendall/Hunt in kindergarten, third, and fourth. These materials are used to assist our staff in math instruction. However, the math content is centered on the Ohio Mathematics Academic Content Standards, the National Council of Teachers of Mathematics Standards and The Third International Mathematics and Science Study (TIMSS). The core content includes measurement, geometry and spatial sense; number sense and operations; patterns, functions and algebra; data analysis and probability; and mathematical process.

The science and social studies curricula reflect an inquiry-based approach to teaching and learning. In science, no textbooks are used. Instead, our teachers recommended two hands-on programs (Foss and Insights) to support science instruction. Our students are actually engaged and involved in problem-solving, observation, predicting, gathering and analyzing data.

Unique to our social studies program is our third-grade field trip scheduled each spring designed for students to explore their own community of Wyoming. The Wyoming Historical Society assisted our staff in developing a one-day field trip touring their community. The students meet with the Mayor of Wyoming as well as the City Manager. In addition, the students "act-out" a city council meeting.

Our district prides itself on an outstanding Fine Arts program. At the end of the third quarter, our third graders have an annual music program for their parents and the community. The children enjoy performing at the Pendery Center at our high school. At the conclusion of the school year, our fourth graders have a performance as well, to demonstrate their accomplishments in vocal music, strings, and band. In April 2007, we have planned our first annual Second Grade Art Fair.

Foreign Language study is available to the students in French, Latin, and Spanish, beginning in grade seven; however, the Parent School Association (PSA) has initiated and sponsored a before school tuition-based program twice a week for students in grades 1-4 in Chinese, French, and Spanish. This decision was made by surveying the elementary grade parents and acting upon their feedback. Approximately, 60 percent of our students participate in the before-school Foreign Language Program.

**2. Reading:** Reading is the backbone for student achievement and success in all content areas at Elm Elementary School. The district's literacy approach is to pull best practices from a variety of researched-based instructional methods in order to provide a comprehensive set of tools for meeting the differentiated needs and learning styles of our students. Teachers use assessment to determine student strengths and weaknesses to drive instruction and identify struggling readers requiring remediation. All of these components contribute to our dynamic balanced literacy environment.

Teachers use many strategies to propel students into life-long readers. We incorporate independent reading, conferencing, small group strategy lessons, guided reading, discussion groups, book clubs, literature circles, reading workshop and book talks throughout our reading instruction. Our literacy program is supported by a wealth of trade books in a variety of genres as well as libraries in our classrooms and school. Students are taught many comprehension strategies such as predicting, monitoring for meaning, envisioning, summarizing, retelling, and making connections. Student comprehension is evident during classroom discussions, book talks, conferencing, and reading response journals. Our literacy program also maintains a strong phonics, phonemic awareness and word study approach teaching students to apply these strategies to discover word meanings in context. Finally, student fluency is enhanced through read-alouds and Reader's Theater. Reader's Theater brings reading to life by allowing students to perform short plays to improve reading fluency.

In order to differentiate instruction and tailor our teaching to each and every student, a multitude of assessments are used. Teachers use observations, conferencing, Developmental Reading Assessments, DIBELS (Dynamic Indicators of Basic Early Literacy Skills), district created curriculum assessments, and Ohio Diagnostic and Achievement Tests to drive instruction. At all grade levels, our reading intervention specialist works with individual and small groups of identified students in cooperation with the classroom teacher. This additional support contributes immensely to the success of all students.

Our rich literate environment and balanced approach to reading instruction promotes student and teacher enthusiasm for reading and reaches all students in all subjects.

**3. Additional Curriculum Area Science/Technology:** The science curriculum in our building follows the Ohio Academic Content Standards. We believe that for students to understand science concepts they should be involved in hands-on, inquiry based activities. To support this philosophy the science committee chooses a combination of inquiry based science programs, the *FOSS Science System and Insights*. Students in our science classes are excited about science. They are challenged to observe, question, collect data, analyze, and communicate as they explore their grade level science topics.

Technology is very visible in all of our classrooms. In the K-2 classrooms there are three to four Apple computers. Students begin using computers as one of their center activities in kindergarten. Enter a first grade classroom, and you find students gathered in front of a Smart Board. Technology is also utilized as a teaching tool for the Fine Arts Program at Elm School. Smart Boards, Power Point Presentations and digital photography enhance art units and engage students in learning. Second graders have used technology to enhance their study of dinosaurs. Participating in a cross curricular unit in art/science class, students created short clay animation films. Second graders also begin to develop keyboarding skills using iBook laptops which are available to all teachers in the building. In each third and fourth grade classroom there is four to five PC desktops. Each of those classrooms is also equipped with Smart Boards. Three teachers from third and fourth grade are currently taking part in the eMINTS program (enhancing Missouri's Instructional Method Teaching Strategies). This program is a professional development program to train teachers in the use of technology as a tool in teaching and learning. Students in the third and fourth grade use the technology available to them in many ways throughout the day. Students may be researching, publishing written pieces, practicing skills, or creating presentations. The teachers at Elm School continue to develop ways to use technology in the classroom that will benefit all their students.

**4. Instructional Methods Used To Improve Student Learning:** The Elm Elementary staff is sensitive to the diversity that exists among their students. Lessons at all grade levels are designed to reach every student. A variety of instructional methods are utilized to address the students' learning styles in order to maximize achievement.

All students receive differentiated instruction to meet the unique needs of the school's student population. Students are given the opportunity for independent learning through compacting the curriculum and the use of individualized student contracts. Students learn with their teachers through explicit, modeled, guided, interactive and shared instruction. Peer learning takes place through partner

editing, literature circles, role playing and cooperative grouping.

Students learn with their teachers through explicit, modeled, guided, interactive and shared instruction. Peer learning takes place through partner editing, literature circles, role playing, and cooperative grouping.

Elm teachers use a hands-on inquiry-based model to explore science concepts. Students are presented with guiding questions, which lead to exploration through experimentation. Consistent use of the scientific process is embraced in science to challenge students to “think like a scientist.”

In math, students are challenged to solve problems using methods that make sense to them. The students are involved in many hands-on, concrete lessons to provide the scaffold to learning new concepts. Classrooms are stocked with a variety of math manipulatives to which students have easy access. Learning math with such materials helps all children to develop deep, conceptual understanding that leads them to abstract learning at their own pace.

Students who need additional assistance with the curriculum are identified and specific interventions are utilized to meet individual needs. Opportunities to improve learning include classroom accommodations, contracts, remediation, working with specialists in and out of the regular classroom, tutors, and after-school intervention programs. In addition, a sound field amplification system is used in every classroom to increase the teacher signal to noise ratio for optimal learning to take place.

Elm Elementary School has a Gifted and Talented program in grades two, three and four to support the needs of accelerated learners. Key curriculum components of the Gifted and Talented classroom include: critical and creative thinking skills; in-depth study; independent self-directed research; cooperative group work; explorations in science and social studies; and public speaking.

Consistent, daily collaboration occurs between general education teachers and special services teachers to ensure that all students are being challenged to reach their full potential.

**5. Professional Development:** Professional development at Elm Elementary School is based on student and teacher needs as well as district initiatives. All teachers and administrators in the district holding education licensure as well as certificates have individual professional development improvement plans and the district has a Strategic Plan that identifies district initiatives for continuous improvement to meet Adequate Yearly Progress.

The Wyoming City School District has a Professional Development Steering Committee that survey's the staff several times per year to determine the professional development needs of the staff. It provides district in-services with follow-up teacher collaboration three days per year aligning teacher and district goals for improved student as well as teacher performance.

The district also has a Professional Growth Fund of \$25,000.00 per year that is allocated to teachers to participate in workshops and seminars. Teachers submit to a committee of their peers requests to attend professional development opportunities outside of the school district that support their ability to become better teachers. The fund covers costs associated with the learning activity as well as for a substitute teacher when the class takes place on a school day.

Wyoming City Schools is also committed to having highly qualified teachers in the district. The District pays a portion of tuition up to the level of a Masters Degree with twelve additional graduate hours to promote the ability of teachers to continue with their formalized education.

Teachers also participate in voluntary study groups and/or have individual Professional Improvement Plans to increase their ability to effectively implement new curriculum and develop a better understanding of current practice and research. After school book studies have included *Enhancing Professional Practice* by Charlotte Danielson, *Mosaic of Thought* by Ellin Keene, *The Case for the Constructivist Classrooms* by Jacqueline Greenon Brooks and Martin G. Brooks and *Wondrous Words* by Katie Wood Ray. Teachers also meet on a regular basis on their own time to study the new language arts program so that they are able to effectively implement new strategies and procedures for teaching.

Quarterly faculty meetings are scheduled throughout the school year to provide the entire staff time to discuss curricula, best practices, and instructional issues. Guest speakers have recently presented

professional growth sessions focusing on inquiry-based strategies in science and social studies. Another special meeting focused on literacy and assisted the staff as we implemented a new phonics program in kindergarten through third grade.

In addition to the faculty meeting, grade-level meetings are scheduled quarterly during after-school hours. These, too, focus on instructional issues, grade-level collaboration and planning, data analysis to improve instruction and learning.

The art teachers at Elm Elementary are members of the Ohio Art Education Association. Recently, they attended the National Art Education where they collaborated with art educators from across the state and nation. The knowledge they gained at the conference facilitated their use of technology (Smart Boards and digital photography), and cross-curricular units of study.

In second-grade art classes, students create clay dinosaurs that are used in a joint Claymation project that extends the science curriculum and the use of measuring tools which is directly related to the math curriculum.

# PART VII - ASSESSMENT RESULTS

## State Criterion - Referenced Tests

**Subject: Reading**

**Grade: Third**

**Test: Ohio Achievement Test**

**Edition/Publications Year: 2005-2006**

**Publisher: Ohio Department of Education**

<b>Subject: Reading</b>	<b>Grade: 3rd</b>		<b>Test: Ohio Achievement Test</b>		
<b>Edition/Publication Year: 2005-2006</b>			<b>Publisher: Ohio Department of Education</b>		
	<b>School Year (March Testing)</b>				
<b>School Scores</b>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	100%	100%	98%	No Test	No Test
% At or Above Accelerated	100%	97%	93%	No Test	No Test
% At Advanced	73%	74%	85%	No Test	No Test
# students tested	44	39	41		

**\* Scores are not reported for economically disadvantaged students, African-American students, and students with disabilities because our school has fewer than ten students.**

**Subject: Mathematics**

**Grade: Third**

**Test: Ohio Achievement Test**

**Edition/Publications Year: 2005-2006**

**Publisher: Ohio Department of Education**

<b>Subject: Mathematics</b>	<b>Grade: 3rd</b>		<b>Test: Ohio Achievement Test</b>		
<b>Edition/Publication Year: 2005-2006</b>			<b>Publisher: Ohio Department of Education</b>		
	<b>School Year (March Testing)</b>				
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	98%	100%	No Test	No Test	No Test
% At or Above Accelerated	73%	87%	No Test	No Test	No Test
% At Advanced	42%	59%	No Test	No Test	No Test
# students tested	45	39			

**\* Scores are not reported for economically disadvantaged students, African-American students, and students with disabilities because our school has fewer than ten students.**

**Subject: Reading**

**Grade: Four**

**Test: Ohio Achievement Test**

**Edition/Publications Year: 2005-2006**

**Publisher: Ohio Department of Education**

<b>Subject: Reading</b>	<b>Grade: 4th</b>		<b>Test: Ohio Achievement Test</b>		
<b>Edition/Publication Year: 2005-2006</b>			<b>Publisher: Ohio Department of Education</b>		
	<b>School Year (March Testing)</b>				
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	98%	100%	No Test	No Test	No Test
% At or Above Accelerated	60%	82%	No Test	No Test	No Test
% At Advanced	2%	33%	No Test	No Test	No Test
# students tested	43	45			

**Subject: Reading**

**Grade: Four**

**Test: Ohio Proficiency Test**

**Edition/Publications Year: 2002-2004**

**Publisher: Ohio Department of Education**

<b>Subject: Reading</b>	<b>Grade: 4th</b>		<b>Test: Ohio Proficiency Test</b>		
<b>Edition/Publication Year: 2003-2004</b>			<b>Publisher: Ohio Department of Education</b>		
	<b>School Year (March Testing)</b>				
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	No Test	No Test	88%	98%	98%
% At Advanced	No Test	No Test	16%	16%	17%
# students tested			43	43	42

**\* Scores are not reported for economically disadvantaged students, African-American students, and students with disabilities because our school has fewer than ten students.**

**Subject: Mathematics**

**Grade: Four**

**Test: Ohio Achievement Test**

**Edition/Publications Year: 2005-2006**

**Publisher: Ohio Department of Education**

<b>Subject: Mathematics</b>	<b>Grade: 4th</b>		<b>Test: Ohio Achievement Test</b>		
<b>Edition/Publication Year: 2005-2006</b>			<b>Publisher: Ohio Department of Education</b>		
	<b>School Year (March Testing)</b>				
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	98%	No Test	No Test	No Test	No Test
% At or Above Accelerated	81%	No Test	No Test	No Test	No Test
% At Advanced	49%	No Test	No Test	No Test	No Test
# students tested	43				

**\* Scores are not reported for economically disadvantaged students, African-American students, and students with disabilities because our school has fewer than ten students.**

**Subject: Mathematics**

**Grade: Four**

**Test: Ohio Proficiency Test**

**Edition/Publications Year: 2002-2005**

**Publisher: Ohio Department of Education**

<b>Subject: Mathematics</b>	<b>Grade: 4th</b>		<b>Test: Ohio Proficiency Test</b>		
<b>Edition/Publication Year: 2004-2005</b>			<b>Publisher: Ohio Department of Education</b>		
	<b>School Year (March Testing)</b>				
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	No Test	96%	81%	84%	90%
% At Advanced	No Test	71%	42%	33%	40%
# students tested		45	43	43	42

**\* Scores are not reported for economically disadvantaged students, African-American students, and students with disabilities because our school has fewer than ten students.**