

**Cross-Case Analysis of Schools that Met or Exceeded the 75 Percent Standard with Their Students with Disabilities
on the Reading and/or Mathematics Sections
of the Ohio Proficiency Test or the Ohio Graduation Test in 2003-2004**

Successful Schools:

- Deliver rigorous, standards-based instruction;
- Design instruction to ensure all students succeed;
- Provide leadership focused on improved instruction;
- Engage parents and community; and
- Create a culture where individuals are valued.

School	Instruction Aligned to Standards	Design Instruction=Student Success	Leadership Focused Improvement	Engage Parents & Community	Culture Where Each Valued
Elementary					
Berwick	<p>Literacy Across Columbus Elementary Schools (LACES), a literacy program aligned to standards, is implemented through a 120-minute block in the primary grades.</p> <p>Teachers also focus on teaching reading through the content areas.</p>	<p>General education teachers and the intervention specialist collaborate and modify instruction, if needed, so students with disabilities can remain in the regular education classroom. If a student leaves the classroom for special services, the schedule is coordinated so the student does not miss any content being taught in the regular classroom</p> <p>An all-day kindergarten prepares students for first grade.</p> <p>Data is used throughout the year to track student progress and determine students in need of intervention.</p> <p>Students are grouped and regrouped for instruction based on specific learning needs</p>	<p>Principal is focused on data and its implications for instruction. She personally monitors each student's progress and assists teachers in identifying instructional strategies to address learning needs.</p> <p>The district provides four professional development days. One day is specified for building-level activities, and teachers can use the other three days to attend meetings and conferences. The school also has early release days when teacher achievements are highlighted and teachers have time to talk and learn from each other.</p>	<p>Two part-time parent coordinators work to involve parents in school activities. Parents volunteer and attend a variety of evening programs such as Math-Science Night and the Soul Food Dinner.</p> <p>Homework logs are sent home on a regular basis -- nightly for children in the primary grades and weekly for students in the upper grades -- for parents to review and sign.</p> <p>Letters are sent home weekly to each child's parents to report classroom events and to note something positive about what their child did that week.</p>	<p>Behavior expectations are high for students. The primary tool for behavior management is catching students being good and rewarding them for positive behavior.</p> <p>Philosophy is all students can learn and it is the responsibility of the teachers to figure out how students learn and how to teach them.</p> <p>Students are required to wear uniforms. This policy was implemented to "level the playing field."</p> <p>Students are honored for a variety of reasons, academic and otherwise.</p>
Burlington	<p>Curriculum is aligned to the standards and mapped. Short cycle assessments, aligned to the indicators, have been developed and are administered quarterly.</p>	<p>A daily common planning time by grade level supports collaboration with the intervention specialists. All students with disabilities are included in classes for social studies and science. All services</p>	<p>A district curriculum director assists teachers with the selection of instructional materials that are aligned to standards and keeps the staff informed regarding professional development</p>	<p>District parent coordinator works to involve parents.</p> <p>A PTO raises much of the money that supports the incentives and reward programs for the students</p>	<p>Incentives and rewards are used extensively to encourage and support academic achievement and positive behavior.</p> <p>Principal believes that he and the</p>

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		<p>provided by the intervention specialist are provided in the resource room.</p> <p>An all-day kindergarten prepares students for entering first grade.</p> <p>Numerous interventions, including a summer program, and an eight-week after-school test preparation session are provided to students.</p>	<p>opportunities.</p> <p>Teachers and the instructional aides have participated in a variety of professional development activities including four days on inclusive practices for elementary schools that were funded through a grant.</p> <p>The principal meets bi-weekly with the principal from South Point, the other elementary school in the district, to plan and coordinate joint student activities and to share strategies that work.</p>	<p>Grade-level nights and subject-area nights (e.g., math) are well attended by parents.</p>	<p>teachers have a responsibility to provide the best education they can for the students they serve.</p>
<p>Central Community</p>	<p>The curriculum is aligned to the standards and has been mapped for each grade level. Short-cycle assessments are administered monthly.</p> <p>The foundation for the reading curriculum is research based and the framework follows recommendations from the <i>Report of the National Reading Panel</i>.</p>	<p>Instruction for students with disabilities is a blend of inclusion and pull out based on each student's needs.</p> <p>The Title 1 teacher, intervention specialists and other support specialists provide intense work with students, focusing on the primary grades.</p> <p>An all-day kindergarten prepares students for entering first grade.</p> <p>Substitutes are hired to provide grade-level teachers with time to analyze data and review instruction. Results from monthly tests identify where re-instruction may be needed.</p>	<p>The principal spends as much time as possible in the classrooms supporting teachers. She also makes home visits when there are concerns.</p> <p>The principal has promoted and supported a data-driven culture.</p> <p>Teachers are encouraged to go to workshops or conferences of their choice that relate to classroom and school needs and share ideas with other teachers at staff meetings. The staff spent a year studying Payne's <i>Understanding Poverty</i>.</p>	<p>A parent resource librarian provides parents with materials and training on how to use them with their children.</p> <p>The school hosts monthly Family Lunches and a Family Fun Night. These events are popular with the parents.</p> <p>Communications with parents are generally informal. Teachers typically communicate with parents via the phone or during an informal meeting in front of the school.</p> <p>Community businesses are supportive of field trips for students.</p>	<p>A school-wide behavior plan was developed as a result of training received through the Positive Behavior Support Project.</p> <p>Teachers take ownership for everyone's learning.</p> <p>Central has an open-door policy; the school is there for families as well as their children.</p> <p>Everyone in the building, including students, shares the attitude "we've got to always just do it."</p>

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Cleveland	<p>The curriculum is aligned to the standards and mapped.</p> <p>Teachers report that the Desk Top References (laminated placemats), containing the grade-level indicators and essential vocabulary for the grade, keep them focused on standards when planning daily lessons.</p>	<p>Teachers are totally data driven and use a variety of instructional strategies to address students' learning styles.</p> <p>Intervention specialists and the Title I teachers team-teach in the regular education classroom. Aides work with teachers to do whatever is needed.</p> <p>Teachers collaborate on a daily basis to design appropriate accommodations and modifications. Flexible grouping is used to meet students' needs.</p> <p>A summer program for pre-kindergarten students and an all-day kindergarten get students off to a "Smart Start."</p>	<p>Principal meets weekly with grade-level teams and spends much of her time in the classrooms. Teachers refer to principal as their instructional leader and credit her with moving them forward.</p> <p>Principal keeps herself informed about research and best practices.</p> <p>Teachers participated in an after-school book study of <i>Classroom Instruction that Works</i>. Cohorts were established, the teachers presented to each other, and strategies were implemented in the classrooms.</p>	<p>Parent workshops are held quarterly.</p> <p>Parents are kept apprised of current classroom events through the classroom Web pages.</p> <p>The school participates in the district's Adopt-A-School Program and has four business partners.</p>	<p>Teachers developed a Second Chance discipline policy. Daily behavior is monitored and tracked through a colored card coding system. A Hero Party is held weekly for students exhibiting excellent social behavior and work habits throughout the week. Additional awards are given weekly to recognize academic excellence and academic improvement.</p> <p>All students realize that there are no excuses; the expectations for learning are the same for everyone.</p>
Douglas MacArthur (Permanently closed)	<p>The district has developed pacing guides aligned to the standards for reading, math and science. Additionally, all textbooks are aligned to the standards. Teacher-made common assessments were administered monthly and district-wide mid-year assessments were administered in reading and math</p>	<p>The intervention specialists team taught with the regular education teachers and also provided services in the resource room.</p> <p>Factors credited with students' success included all-day kindergarten; a focus on literacy throughout the curriculum; integration of art, music and dance throughout the curriculum; team teaching and flexible grouping; and a year-round program (20 additional school days).</p>	<p>Principal used a shared leadership model to tap individual staff strengths. This allowed her to spend more time in the classrooms.</p> <p>Principal met with teachers weekly, by grade level, for planning instruction. She also reviewed monthly progress reports for each student with each of the teachers.</p> <p>The district provided four days of professional development a year and each building was required to</p>	<p>Parents signed a school compact in which they committed to supporting their child's instruction at home.</p> <p>Progress reports and fliers from the office were sent home weekly to parents.</p> <p>A family liaison was responsible for working with parents and linking them to school and community resources.</p> <p>The school had a number of</p>	<p>Staff and student achievement in the areas of scholarship, citizenship and attendance were recognized monthly.</p> <p>The school had a building discipline plan and every classroom had the same six rules. Expectations for behavior were posted. Positive behavior was promoted in many different ways including through a Kindness Counts Program.</p>

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			<p>provide teachers with 12 paid hours of professional development. New teachers are provided with an additional 10 hours and three days of in-service prior to the start of the year.</p> <p>The principal participated in several of the opportunities provided through the Cleveland Initiative for Education. Additionally, she completed training on what it means to be an effective administrator, completed a two-year program on coaching, and was trained as a mentor by the Stupski Foundation.</p>	<p>partnerships including one with the OSU Extension Program. Volunteers were provided by the Junior Achievement Program. Baldwin Wallace, Cleveland State and Nortre Dame used the site for teacher training activities.</p>	
Genoa	<p>The district has adopted courses of study for each subject area at each grade level that are aligned to the standards. Textbooks and instructional materials are selected by district study groups to reflect grade-level indicators.</p> <p>Students are made aware of the benchmarks for performance through “I can” posters that are displayed in each classroom.</p>	<p>Students with disabilities generally receive their reading, spelling and math instruction in the resource room. They are in the regular education classroom for the remainder of the day.</p> <p>An extended-day kindergarten program is provided for a small group of students who are most at-risk.</p> <p>Staff members are organized into Professional Learning Communities (grade-level teams and specialists) and meet regularly to discuss assessment, instruction, and interventions.</p>	<p>One of the principal’s goals, based on an administrative evaluation instrument, is to continue to support, monitor and evaluate the school’s intervention model and emphasize the importance of on-going intervention throughout the day.</p> <p>Staff members have participated in a variety of professional development opportunities to study balanced literacy, assessment for learning, differentiated instruction, and analysis of data to inform instruction. They have also participated in study groups and action research projects.</p>	<p>Parents and Genoa Educators (P.A.G.E.) meet monthly and support various projects throughout the school year.</p> <p>The school schedules a number of evening activities for families including a Back-to-School Night and Fall Fun Fest.</p> <p>Communications with parents and the community include a monthly newsletter and the school’s Web site. The school’s Continuous Improvement Plan is presented annually to the Board of Education and posted on the Web site.</p>	<p>Each classroom develops a list of expected behaviors and a system for identifying consequences for misbehavior. A colored card system is used to monitor behavior.</p> <p>Good citizenship is promoted through the People Respecting Other (PRO) awards program and the Kindness Tip of the Week.</p> <p>The school’s motto is “Believe-Achieve-Succeed” and staff members believe that all students, regardless of their backgrounds, can achieve at high levels.</p>

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		<p>A daily focused intervention time is scheduled for each grade level. Flexible grouping is used to provide instruction to students based on their individual needs. Regular education teachers, intervention specialists and Title 1 teachers all work together to provide instruction for these groups.</p>	<p>The principal participates in a monthly principal study group with her peers from Massillon City and neighboring districts.</p>	<p>Teachers inform parents and students of expectations and progress through handbooks and face-to-face and telephone conferences. Additionally, they send weekly work packets home to be signed and returned.</p>	
<p>Laird Avenue</p>	<p>The curriculum is aligned to the standards. Curriculum mapping meetings are held on a regular basis to facilitate intra-district alignment of curriculum and instruction.</p>	<p>Students with disabilities are included in the regular education classrooms and may also receive some services in the resource room depending on their individual needs.</p> <p>Students who are registered for the all-day everyday kindergarten classes are eligible to attend the Jump Start Program, a three-week program prior to the beginning of the school year.</p> <p>Each grade level has a daily 45-minute common planning time.</p> <p>Curriculum is literacy based in grades K–2, and a continued focus on literacy in grades 3–4 is supported by the school’s literacy coordinator.</p>	<p>The principal meets with the teachers on a regular basis and visits the classrooms daily.</p> <p>Leadership is shared with a building leadership team that provides guidance on issues and concerns.</p> <p>The district requires 18 hours of professional development. Priorities are based on data that informs what is needed to improve the instructional process. Priorities for Laird Avenue are improving differentiated instruction and literacy training which is ongoing. Most of the professional development is kept within the building.</p> <p>Principals in the district meet frequently to share best practices and attend district-wide workshops on scheduling and data analysis.</p>	<p>A family liaison provided by Community Solutions is housed at the school and links students and families to needed services.</p> <p>The school has an open-door policy with parents.</p> <p>Staff members maintain continuing communication with parents through phone calls and notes, and the school hosts activities such as four family nights.</p> <p>Some teachers send home weekly packets of each student’s work with each student charting their own progress.</p> <p>Family for Laird Avenue meets monthly and conducts a number of fund raising activities that support field trips, treats for students at the holidays, and a school carnival.</p>	<p>A color-coded behavior plan system is used in every classroom</p> <p>Each classroom has a mission statement and goals that are posted in the rooms and in the front hall. Accomplishment of the goals is celebrated.</p> <p>A strong sense of family exists among the staff.</p>

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Lincoln	Aligning the curriculum with the standards is an ongoing process. Teachers meet with their grade-level colleagues from the other four elementary schools in the district to discuss instruction and assessment. Pacing charts are used to ensure that instruction is consistent throughout the district.	<p>Students with disabilities are included in the regular education classrooms and may also receive services in the resource room. The intervention specialist and instructional aide provide services through a pull-out model. They work closely with the regular education teachers to coordinate the curriculum and instruction.</p> <p>An all-day everyday kindergarten program, funded through Title 1, gives students a head start into first grade.</p> <p>Data is used to inform instruction. Various intervention programs are available to students based on their needs including Accelerated Reading and Math and Early Reading intervention (ERI). Instructional support is also provided through Title 1 reading and math, an after-school reading program, tutoring, summer school and summer kindergarten.</p>	<p>The principal meets at least monthly with the staff and each grade-level team.</p> <p>The teachers describe the principal as being very “approachable” and always available to “lend an ear.” He is out in the building throughout the school day. He greets students, teachers and parents in the AM, visits classrooms, is in the lunchroom and on the playground interacting with students, and outside at the end of the day conversing with parents and saying “good-by” to students.</p> <p>When funds were not available for professional development opportunities, teachers suggested and participated in a book read. They read and discussed <i>The Essential 55</i> and <i>Star Teachers of Children of Poverty</i>. Additionally, they observed each other teaching</p>	<p>The school schedules activities throughout the year to involve parents including a Back-to-School Night, a Family Math Night and parent-teacher conferences. One hundred percent of the parents attend the conferences.</p> <p>Parents serve as volunteers and participate in PTO functions. The PTO Executive Board meets monthly with the principal and staff members and provides fiscal assistance to the school for purchasing books and materials and funding field trips.</p> <p>Parents and the community are kept informed through a bi-monthly newsletter, the district’s Web site and frequent articles in the local newspaper. The bi-monthly newsletter is accompanied by a letter from each of the teachers reporting information specific to their classrooms. Teachers communicate with parents via phones (have phones in their rooms) and assignment notebooks.</p> <p>Partnerships exist with Heidelberg College, Tiffin University, Fifth Third Bank, the YMCA and the city’s police and fire departments.</p>	<p>The school uses a Green Card Behavior System. Students who exhibit exemplary behavior each month are recognized with the Golden Behavior Award.</p> <p>Positive Attitudes with Students (PAWS), a staff (certificated and classified) mentoring program that involves staff in providing extra support to teacher-nominated students.</p> <p>The staff believes that their job is to give students the keys to unlock the doors to learning. They believe that all children can learn and refer to “at-risk” students as “at-promise.”</p> <p>A Student Council, with two representatives from grades two through five, helps make the building more family-friendly and installs responsibility with the students. The Council organizes activities that benefit the school and the community.</p> <p>Staff, students and parents describe the school as being kid-centered and kid-friendly.</p>
Park Layne	The curriculum is aligned to the standards, and curriculum mapping	All students, including those with disabilities, are in the general	One of the principal’s goals is to be there for the students and staff, and	The principal and all staff members have an open-door policy.	A school-wide behavior plan uses a card system. Consequences for

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	<p>has been completed. Common assessments have been developed and are administered to all students.</p>	<p>education classes at all times.</p> <p>An all-day kindergarten program prepares students for first grade.</p> <p>All students receive grade-level instruction and instruction on increasing skills at their instructional level. Flexi grouping is used to work on skills that can be above or below grade level. Ongoing assessments are used and students are regrouped frequently.</p> <p>A homework intervention period is held twice a week and after-school intervention for all grade levels is available from January to March. Free summer school is also offered to students.</p>	<p>he is frequently out in the building and classrooms interacting with students and teachers. He meets with grade-level teams to plan and collaborate.</p> <p>The principal is open to trying new programs and suggestions from staff.</p> <p>All staff members, including the non-certificated, participate in one of four School Improvement Teams to address the district's CIP goals. A Baldrige approach is used throughout the district, and quality assurance checks are done to determine if goals are being met.</p> <p>All staff members, including the non-certificated, are trained in the Plan, Do, Study, Act model from Baldrige. The building plan is used to determine whether professional development opportunities support the building goals. Teachers select programs they are interested in attending and request support from the principal. The building pays for the approved sessions as well as a portion for masters level coursework needed for licensure.</p>	<p>Parents routinely receive information about how their child is doing academically. Notes called "Panda Grams "are sent to parents to relay positive news about their children.</p> <p>Parents and community members serve as Ohio Reads tutors.</p> <p>A Parent Coordinator staffs the school's Parent Center and organizes evening programs for students and parents. Parents can check out books and materials that are organized by reading level from the Center. Students collect money to donate to community causes.</p>	<p>infractions that result in a referral to the principal are determined on an individual basis and strategies are often put in place to support a student.</p> <p>A variety of supports and rewards have been instituted for staff.</p> <p>The principal and the teachers have an open-door policy.</p> <p>A kindness theme sets the tone for the building.</p>
Port Washington	Based on the PLAN-DO-CHECK-ACT process used successfully in Brazosport, TX, school's	The school was recognized as a 2003-2004 Blue Ribbon School.	The principal spends a considerable amount of time in the classrooms and maintains a collegial	The school hosts a variety of community events as well as academic theme nights and PTO	The goal regarding behavior is "to be tough but fair." Discipline is not a problem at Port Washington. The

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	<p>instructional process, Eight Steps to Success, uses data to determine instructional focus time spent on each indicator.</p>	<p>The intervention specialists provide services in the regular education classrooms.</p> <p>An all-day kindergarten program prepares students for entering first grade.</p> <p>Test data is analyzed and instruction mapped to focus on the weakest indicators. Students are grouped and tested weekly to determine progress.</p> <p>The school day was extended to provide a block of collaboration time each morning before students arrive.</p> <p>Each student has an Individualized Learning Plan (ILP) that guides individualized instruction for the student.</p> <p>A variety of special programs are available to students including Accelerated Reading, and the Ohio Reads HOSTS program.</p>	<p>relationship with the teaching staff.</p> <p>The curriculum director supports the staff in identifying research-based instructional practices.</p> <p>The superintendent and curriculum director meet with every teacher for half a day each year to discuss instruction.</p> <p>A formal Title 1 School-Wide Program Staff Needs Assessment Survey is used each year to inform professional development priorities. When teachers attend a meeting or conference, they present what they learned to staff.</p>	<p>activities.</p> <p>Teachers communicate with parents through a daily student agenda, weekly newsletters, phone calls and classroom visitations.</p>	<p>principal cites the primary reason being a strong emphasis on student engagement in the classroom.</p> <p>Students participate in the Character Counts Program that promotes six core values and six pillars of character.</p> <p>A strong sense of community exists. “We’re all family. We all look out for each other. When one student fails, we all fail” is a theme expressed by staff members.</p>
Roosevelt	<p>Curriculum and instruction are aligned with the standards, and curriculum mapping has been completed.</p> <p>The curriculum includes a 90-minute uninterrupted reading block</p>	<p>The school was also recognized as a 2001-2002 School of Promise.</p> <p>Students with disabilities are included in the regular education classes at least 60% of the day.</p>	<p>The Success for All (SFA) serves as the foundation for the school’s continuous improvement efforts.</p> <p>Leadership is shared with the SFA full-time building facilitator playing a key role.</p>	<p>Students lead parent-teacher conferences and report on their own progress using data.</p> <p>The SFA model requires parents and students to read together for 20 minutes daily.</p>	<p>Students use a color card system, a Quality Initiative strategy, to track and chart their own behavior. Students with no incidents during a month are rewarded by having their name posted on a Wall of Fame and are eligible to have their name drawn</p>

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	<p>in every class in grades 1-5, and a 75-minute uninterrupted mathematics block in grades 3-5.</p>	<p>An all-day, everyday kindergarten program prepares students for first grade.</p> <p>Every student has an individual intervention plan that tracks the student's progress based on data.</p> <p>Teachers use data to make instructional decisions. Students are grouped homogeneously for reading instruction based on their reading levels. Progress is monitored and students are regrouped throughout the year to ensure they are advancing.</p> <p>Students participate in three periods per week of computer-assisted instruction.</p> <p>A variety of interventions are used including individual tutoring, tutoring using the Success for All (SFA) reading and math tutoring programs and Ohio Reads tutoring. A Title 1 summer program and a program for students with moderate to more severe disabilities are offered each summer.</p>	<p>The SFA facilitator organizes and designs professional development for the teachers.</p> <p>Teachers participate in intensive professional development required by the SFA model. SFA onsite teams provide quality reviews and share new developments based on research with teachers.</p> <p>The principal participates in sessions offered through the Quality Initiative Program and works with staff to implement Quality Tools.</p> <p>New full-time teachers are selected from a pool of teachers who have worked half time for a year and from substitute teachers who work on 100-day contracts. This provides potential employees with the opportunity to learn about SFA.</p>	<p>The PTO sponsors an Open House for parents and the district hosts a Family Expo that is well attended.</p> <p>A Solutions Team, that includes a social worker, offers families support. Meetings are held monthly to address concerns that could be interfering with a specific student's performance. Parents participate in these sessions.</p>	<p>for prizes donated by local businesses.</p> <p>The principal credits the Quality Initiative Program and implementation of Quality Tools with making a major difference in the school's learning centered culture.</p> <p>The school and each class have a mission statement. Posted throughout the building are the words: "Why are you here today?" "To Learn!" "Who is responsible for your learning and behavior?" "I Am!"</p>
South Point	<p>The curriculum is aligned to the standards and mapped. Short cycle assessments, aligned to the indicators, have been developed and are administered quarterly.</p>	<p>Students with disabilities receive instruction in both the regular education classroom and the resource room.</p> <p>Time for teachers to</p>	<p>The district curriculum director is credited with providing outstanding leadership in the development and implementation of the curriculum.</p>	<p>School activities are announced on the local cable channel, posted on the school Web page and promoted through letters of invitations.</p> <p>The district's parent coordinator</p>	<p>A strong sense of community exists among the principal, teachers and parents, many of whom attended school in the South Point district.</p> <p>Incentives and rewards are used to</p>

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		<p>collaboratively plan for instruction is supported by a common daily planning period for all grade-level teachers and the departmentalization of fourth and fifth grades. Additionally, the intervention specialist has a daily planning period when she can coordinate with the classroom teachers.</p> <p>An early childhood program is available in a nearby community and the school has a full-day, everyday kindergarten.</p> <p>Teachers use data from various sources—DIBELS, short cycle assessments, achievement tests, informal methods--to identify learning needs and target interventions, to evaluate the curriculum and to inform instruction.</p> <p>Numerous opportunities for intervention are provided to students including morning intervention (provided to a limited number of students), lunch time assistance provided by teachers who are scheduled on a rotating basis to work with students, a summer program for students in the lowest quartile of their classes, and an eight-week after-school test preparation classes. Twelve</p>	<p>Teachers must complete and have approved a request form for self-selected workshops or conferences. The form requires signatures from three or four other staff members with whom the teacher will share information following attendance at the session.</p> <p>The principal meets bi-weekly with the principal from Burlington, the other elementary school in the district, to plan and coordinate joint student activities and share strategies that work.</p>	<p>recruit volunteers and plans and hosts family nights that demonstrate to parents what they can do with their child at home to reinforce what is being taught.</p> <p>The PTO is a very active group that sponsors family activities and raises funds for the school.</p>	<p>encourage academic achievement.</p>

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		<p>instructional aides are available to assist students.</p> <p>Homework is expected, and students who have not completed it must stay after school to complete assignments. A second bus run is available to transport.</p> <p>An eight-week After-School Proficiency Intervention Program is offered to all third through fifth grade students. Students also use Study Island, a Web-based program, to prepare for the statewide tests.</p>			
Middle Schools					
Harding	<p>The curriculum is aligned to the standards. The staff collaborated with the high school teaching staff to vertically align curriculum.</p>	<p>A one-hour proficiency class is scheduled daily to prepare students for the tests. Data from these classes is used to determine areas that need to be reinforced through additional instruction.</p> <p>Computer-assisted labs are available to students and many students arrive prior to the school day to work in the labs.</p> <p>Tutoring, including peer tutoring, is available to all students. A remedial school that focuses on reading and math is provided in the summer.</p>	<p>The principal and vice-principal participate in the district's in-services for administrators and attend professional development meetings with the teaching staff.</p> <p>Staff professional development is provided during one full-day in-service meeting, five half-day meetings and after-school meetings.</p>	<p>Staff members communicate with parents through phone calls, a monthly newsletter, a Web site and an on-line Progress Book that includes grades, attendance records, homework assignments and comments from teachers.</p> <p>Parents participate in the quarterly award ceremonies, and grandparents are recognized with an annual day in their honor.</p> <p>Students volunteer their services in the community through a community service program and donate proceeds from a holiday dance to local charities.</p>	<p>Behavior issues are tracked, and a data-driven approach is used to design strategies to reduce problems.</p> <p>A quarterly awards assembly recognizes students for academic achievements, citizenship, athletics and achievement in numerous other areas such as art and student contests (e.g. Power of the Pen).</p>
Miller South	<p>The content standards have been</p>	<p>The 100 Book Challenge Reading</p>	<p>The district has made a commitment</p>	<p>Parents are active in PTA, booster</p>	<p>Very few discipline problems exist</p>

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	<p>rewritten to be student and parent friendly.</p> <p>Pacing Guides have been developed.</p> <p>The academic curriculum is infused with the arts at every grade level and students receive 90 minutes daily of arts instruction.</p>	<p>Program provides tutors to assist at-risk readers who are identified through test scores and teacher and parent referral.</p> <p>Fourth grade teachers administer math and language arts assessments at the beginning of the year to assist in determining students' (who come from several schools and districts) skill levels.</p> <p>One full-time resource room teacher and a part-time intervention tutor provide services to students with disabilities.</p>	<p>to more inclusion in the middle schools, and the principal is working with the staff to accomplish this.</p>	<p>clubs that support each art area, and several work as aides in the classroom.</p> <p>Parents are kept informed through students' daily planners, assignments and homework that are posted on the Web and communications from teachers including e-mail.</p> <p>The principal and teachers have extensive connections with the arts in the Akron metropolitan area and elsewhere.</p>	<p>because students are engaged. After-school detentions may be assigned by the principal if several infractions have been committed.</p> <p>Strong competition exists for admission to the school. Eligibility is based on the student's talent, potential abilities and evidence of commitment to education (report card).</p> <p>Staff members are committed to the success of every student and are adamant that the students make the commitment to succeed.</p>

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<p>High Schools</p> <p>Fort Recovery</p>	<p>District staff development program has focused on aligning the curriculum and assessments, using technology, using data to make instructional decisions, and implementing successfully classroom techniques and practices.</p> <p>Teachers have been involved in curriculum mapping for a number of years – emphasis now on aligning the curriculum and assessments with academic content standards.</p> <p>District now has Curriculum Alignment Tool (CAT) to help teachers align curriculum to state standards – teachers document their alignment to the standards. Standards, benchmarks and indicators were preloaded into the CAT database. Curriculum can be aligned horizontally and vertically. Unlimited reports can be generated.</p> <p>Teachers have worked with the middle school teachers to vertically align the science curriculum.</p>	<p>Fort Recovery School District strives to integrate technology into all grade levels and subject areas based on the belief that “the use of technology engages students at a level that is impossible without technology. Increased student engagement leads to more real, authenticated learning which leads to greater student achievement.”</p> <p>DASL used to make instructional decisions based on student performance data</p> <p>Two intervention specialists and one instructional aide provide services to students with disabilities and others at risk.</p> <p>Prior to the beginning of school, intervention specialists and content area teachers plan for students with IEPs or 504 Plans by organizing the student’s information, identifying the student’s strengths and weaknesses, and planning for any accommodations per the IEP that may be needed in the subject area.</p> <p>Gifted students have Written Educational Plans (WEPs) that are given to all teaching those students to plan for differentiating</p>	<p>Principal meets with any new employee every two weeks during the first year – also assigns mentors for all employees.</p> <p>Principal meets with special education teachers once a month and chairs all IST and IEP meetings.</p> <p>Principal makes himself available to take over classes for teachers so they can attend meetings and he can keep in touch with what is going on in the classes.</p> <p>Principal writes grant applications with staff input. One helped get school TV station going.</p>	<p>Ongoing communication with parents – monthly letter from principal, letter from each teacher explaining classroom policies and procedures, Web page, local cable channel, e-mail, parent conferences, and EdLine, an online program that provides parents with access to their child’s grades and homework assignments.</p> <p>Surveys of parents are conducted regularly.</p> <p>Parent Advisory Council meetings held quarterly</p>	<p>Summer Reading Enrichment program – points included in calculating a student’s first fall quarter grade.</p> <p>When school is in session, everyone--principal, teachers, students, and classified staff—reads for fifteen minutes every other Friday.</p> <p>Students may elect to participate in the First Rate Card program by applying for one of three cards based on their grade point average, attendance, lack of disciplinary actions, community service or improvement in classes. Those who earn the cards receive special awards.</p> <p>Various surveys of students are conducted including an exit survey of seniors.</p> <p>The Board of Education members meet with the entire senior class, without any high school staff members present, to gather information regarding the students’ perceptions of the education they received at Fort Recovery.</p>

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		<p>instruction and providing enrichment activities.</p> <p>Teachers use multiple ways of presenting material to students or getting their feedback.</p> <p>Teachers plan on at least two breaks in a fifty-minute instructional period.</p> <p>Rubrics, used by many of the teachers, are posted in the classrooms.</p> <p>Teachers grade students based on their progress as opposed to comparing their performance to that of other students.</p> <p>Teachers report that they are able to use data generated from various sources and together they are able to adapt instruction for all the students, not just students with IEPs.</p> <p>IAT team provides suggestions and supports when teachers encounter difficult situations.</p> <p>Teachers are required to have ten hours of in-service activities. Teachers participated in training on data-driven decision making in the summer of 2005.</p>			

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Leetonia	<p>Teachers select priority instructional areas aligned with the curriculum standards and then work on those areas with each student.</p> <p>Principal monitors all lesson plans with an eye to alignment to the standards.</p>	<p>There are No Excuses for not meeting standards of performance.</p> <p>An intervention period was added to the end of the day, allowing 30 extra minutes for students to receive extra help.</p> <p>Differentiated instructional priorities determine where, what, and how instruction is provided.</p> <p>With test data from the OGT broken into strands, student performance is analyzed to determine priority areas of need.</p> <p>Students are grouped heterogeneously for instruction so arrange of abilities exists within each group.</p> <p>Regular education teachers are actively involved in IEP meetings.</p>	<p>Principal participated in a workshop on walk-through evaluations that he has found very useful.</p> <p>A Professional Development Plan coordinated through the ESC provides three courses a year for all staff members.</p> <p>Staff was awarded an \$80,000 School Net grant in cooperation with WVIZ Cleveland.</p>	<p>Each teacher hosts a website via TeacherWeb.com.</p> <p>School-wide literacy program was made available so as staff members were working with the students, the parents were also learning. This allowed them to work with the kids at home.</p> <p>Staff members, many of whom live in the community, are also actively involved in community projects such as Habitat for Humanity and cleaning up the greenway.</p>	<p>Principal and staff members participated in a workshop focused on more proactive and understanding methods for addressing student emotional needs (not just intellectual needs).</p> <p>Teachers reach out to get social agencies involved as needed.</p> <p>A special education student, once believed not capable of learning by an elementary teacher, made such great progress when she had the opportunity to participate in the general education classroom that she was inducted into the National Honor Society. She has aspirations to attend college and become a teacher.</p>
Newcomerstown	<p>District developed a computerized program so each teacher's lesson plans could be tied to the standards, benchmarks, and indicators via computer. Teachers complete all lesson plans on computer program with plans accessible by superintendent and principal for review.</p> <p>All mathematics courses are earmarked for the OGT. The intervention specialist selects</p>	<p>Principal believes the intervention program is "the heart and soul" of their success with students.</p> <p>Based on eighth-grade information received by the high school, students take a practice test in the ninth grade. Intervention specialist grades all tests and determines those students, both with and without IEPs, who need intervention in various areas.</p> <p>Information on the areas in the test</p>	<p>School's technology assets are 3 large computer labs, a distance-learning lab (13-school consortium), a media production room, a low-power radio station, a computer-aided design room and a technology exploration room (funded through a School to Work grant). Latter has been designed in partnership with the school/business alliance to focus on knowledge needed for today's competitive employment positions and exploring technology is a</p>	<p>Principal sends parents a monthly newsletter and maintains the school's Web site so parents can keep abreast of the activities. School also operates a local radio station.</p> <p>In an effort to involve parents in the education of their students, school hosts a science fair and a winter arts fair.</p> <p>Parents are involved with the</p>	<p>Each teacher determines the students he or she will recognize and the category for recognition at the school's Awards Assembly. Students are honored for classroom participation and for improvement, as well as for grades, so more students have the opportunity to receive awards.</p> <p>There is a yearly honors banquet and a scholarship banquet where a variety of scholarships are presented such as</p>

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	<p>corresponding workbooks specific to the standards.</p>	<p>that need to be addressed for each student is passed on to both general and special education teachers. Teachers then talk to each student individually to help each student understand what they need to work on. Those areas become a focal point of the intervention support.</p> <p>Intervention program includes focused assistance with the Ohio Graduation Test and the ACT college entrance exam.</p> <p>In addition to in-school intervention, after-school help is offered two weeks prior to the test with eight one-hour sessions. There is an incentive program with rewards for participating in the intervention sessions and for passing the OGT.</p> <p>Teachers are finding the use of student data to be very effective in their work with students.</p>	<p>requirement for all juniors.</p> <p>Subject area classrooms are located near each other to support communication and teamwork.</p> <p>All professional activities must be channeled to the standards.</p> <p>Technology Thursday, offered once a month, is a training session for teachers and staff members who elect to attend the after-school meeting that is designed to help the better understand and use technology.</p> <p>School belongs to United Streaming, a service that offers short videos for teachers on a variety of topics.</p> <p>Principal regularly surveys business to determine the skills that will be needed by graduates and works to have those skills incorporated into the curriculum.</p>	<p>athletic and music program as boosters.</p> <p>Parents are invited to participate in all school activities such as the Awards Assembly.</p> <p>In partnership with the Newcomerstown Business Alliance, school developed a Plan for Excellence that sets high standards for supporting students as they plan for life beyond high school.</p>	<p>those from the Chamber of Commerce and the Business Women's Organization.</p> <p>Home economics teacher organizes a yearly mother-daughter banquet.</p>

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<p>Westlake</p>	<p>Building Improvement Plan directly reflects the district's Continuous Improvement Plan that includes as its goals high student performance and aligned curriculum and assessment with corresponding action plans.</p> <p>Curriculum alignment with state standards has been completed K-12. Pacing guides and common assessments developed for grades K-12 in math and language arts (with science and social studies in 2005-2006).</p> <p>In collaboration with a consultant, teachers developed the common assessments that lead instruction. In team teaching, both regular and special education teachers prioritize power indicators and review the assessment map to make certain students are getting the standards and are being assessed properly.</p> <p>Using a rubric from an ODE product, <i>Standards-Based Education in Ohio – Providing Access to the General Curriculum for Students with Disabilities</i>, the Director of Pupil Services conducts reviews of randomly selected IEPs to continue to assure alignment with the content standards.</p>	<p>Director of Pupil Services integrated special education services into the general education classes to ensure that all students receive and are accountable for meeting the state content standards. He also reviewed the Intervention Assistance Team process and the continuing collaboration efforts between regular education and special education teachers.</p> <p>Principal, Director of Pupil Services, and teachers work together annually to analyze student data to improve classroom practices both vertically and horizontally. This analysis is transferred into an action plan.</p> <p>All teachers honor the accommodations and/or modifications noted on the IEP.</p> <p>Some students receive study guides, cue cards or assignments ahead of time to compensate for their reading delays. Others have an extra set of textbooks at home to help with the homework.</p> <p>Each special education teacher teams for one period with a regular education teacher, then provides small group instruction for students who may benefit from</p>	<p>Principal put spotlight on data based instruction.</p> <p>Administrators at the building and the district level go through all the in-house trainings the teachers receive. Trainings include professional development by experts hired to assist teachers with the alignment and mapping activities, with identifying power indicators, and with linking goals and standards.</p>	<p>Principal sends parents a monthly newsletter.</p> <p>Parents can communicate with all the teachers via the school's Web site where they also have access to teachers' calendars, homework assignments, worksheets, etc. May teachers have grades online that parents can access via password. Parents of students with disabilities also have password access to their student's IEP.</p> <p>Parent Teacher Student Association conducts 26 to 28 school-related activities each year.</p> <p>Parents formed the Westlake Parent Connection to promote healthy behavior of students during Homecoming and other school activities. A Family Pledge Directory was compiled.</p> <p>Information about the district is also available on a local cable channel.</p> <p>School has strong ties with the local police and fire departments, West Shore Chamber of Commerce, area businesses and the local hospital. These groups provide shadowing and mentoring activities.</p>	<p>Behavioral expectations and discipline procedures are consistent district-wide.</p> <p>At beginning of year, parents and students given a planner containing a handbook spelling out both expectations and procedures.</p> <p>In addition to receiving a one-on-one talk, students given detentions are provided a "Think Sheet" that helps them write about what they can learn from the experience. Both students and teachers take the Think Sheets very seriously. Teachers report no repeaters.</p> <p>Student Council members conduct a number of activities to raise between \$20,000 and \$30,000 per year for a charity of the group's choosing.</p> <p>A leadership group, consisting of approximately 40 hand-picked students takes ownership of the Westlake building through a number of initiatives such as building beautification projects and a wellness retreat.</p>

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	<p>(A report card based on the state standards, based on one developed and in use in grades K-6, will be used in the 2005-2006 school year.)</p>	<p>that setting. Majority of students with disabilities in regular classrooms most of the time. (In 2005-2006 school year, there are 160 students with IEPs.)</p> <p>Impact on K-8 students brought about by the efforts under the State Improvement Grant (SIG) being reflected positively in the high school students.</p> <p>Department Chair goes to middle school to attend IEP meetings held at the end of the year for students who will be entering high school. Then middle school staff members meet with high school staff for a day to discuss the particular needs of each student.</p> <p>Academic Coaching program provides an array of services for all students so they can get help with any of their academic needs. The academic coaching room is staffed and available all-day.</p>			