

SCHOOL NAME: Trimble Elementary
DISTRICT NAME: Trimble Local
Model: Tier III Strategies
Cohort: 1
Locale: Rural
Grades: K-4,P
Number of Students: 356
Eligible for Free & Reduced Lunch: 71.3%

Highlights of Reform Model

Trimble Elementary is a Tier III SIG school and has been implementing school improvement strategies to increase student achievement. Trimble’s SIG goal is to increase student achievement by 10%, for all student subgroups, annually or meet the AYP target. To achieve this goal, they have used SIG funds to strengthen instruction and increase student intervention. They have strengthened their Building Leadership Team (BLT) and Teacher Based Teams’ (TBTs) ability to use data to identify students’ needs and instruction. The BLT identified phonemic awareness as students’ greatest challenge. As a result teachers have been trained in Wilson’s Reading program. To meet the needs of students with disabilities, Trimble Elementary is increasing differentiated instruction through implementing Co-teaching and the Daily 5 classroom management system. In addition, they have strengthened teachers’ capacity to use technology to develop engaging and interactive lessons and have increased students technology skills.

Transformation Specialist Completing Report

Jennifer Vargo (614) 753-9033
jennifer.vargo@education.ohio.gov

Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage	2009-2010 School Year Proficient Percentage
3rd Grade	Reading	71.2%	81.7%	86.2%
	Mathematics	84.7%	85.0%	80.0%
4th Grade	Reading	77.6%	79.7%	84.2%
	Mathematics	76.3%	87.5%	80.7%
5th Grade	Reading	NC	--	--

Evidence-Based Best Practices Observed

Teachers at Trimble Elementary value the Daily 5. They report that the Daily 5 gives them time and space to differentiate instruction. The Daily 5 is a classroom management system that structures reading time to include whole group, small group and individual instruction. Students are taught to read independently and to develop reading stamina. Once students become independent readers, teachers can design individual, pair share, or small group instructional lessons to meet students’ diverse needs. Teachers can use independent reading time to conference with individual and groups of students.

Systemic Changes Observed

Prior to receiving the SIG grant in school year 2010-2011, teachers at Trimble Elementary were challenged to provide small group and individual instruction. Teachers struggled to provide differentiated instruction without constant interruption from other students. The BLT decided to implement the Daily 5 as a classroom management tool to structure reading time. Teachers received job embedded training, coaching and observed other schools that are effective in implementing the program. To ensure sustainability, they have built the capacity of teacher leaders to develop professional development and train new staff.

Current Barriers to Achievement

Trimble Elementary has been challenged with continuous change in leadership. As a result, SIG

strategies were not implemented with the fidelity needed to reach their academic goals.