

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Mr. Kevin O'Connell

Official School Name: Maplewood Elementary School

School Mailing Address: 1699 Kinsman Road NE
North Bloomfield, OH 44450-9700

County: Trumbull State School Code Number: 022699

Telephone: (330) 583-2321 E-mail: Kevin.Oconnell@neomin.org

Fax: (330) 583-3321 Web URL:
http://www.maplewood.k12.oh.us/Elementary/ElemHomepage.htm

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

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Perry Nicholas Superintendent e-mail: perry.nicholas@neomin.org

District Name: Maplewood Local District Phone: _____

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. David Drawl

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

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. 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.
8. 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.
9. 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.
10. 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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
(per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
3 Total schools in district
2. District per-pupil expenditure: 9034

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	35	24	59		7	0	0	0
1	30	40	70		8	0	0	0
2	33	31	64		9	0	0	0
3	27	24	51		10	0	0	0
4	37	34	71		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								315

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
95 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 8%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	13
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1, 2009	346
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent limited English proficient students in the school: 1%
 Total number of limited English proficient students in the school: 2
 Number of languages represented, not including English: 1
 Specify languages:

Spanish.

9. Percent of students eligible for free/reduced-priced meals: 53%

Total number of students who qualify: 166

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%

Total number of students served: 29

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>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

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>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>7</u>	<u>0</u>
Total number	<u>35</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	95%	95%	94%	94%
Daily teacher attendance	90%	95%	95%	95%	95%
Teacher turnover rate	8%	8%	8%	0%	0%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

For the 2009-2010 school year Maplewood Elementary reported a teacher attendance rate of 90%. This rate was substantially lower than the average due to multiple extended maternity leaves.

For the 2005-2006 and 2006-2007 school years Maplewood Elementary reported a student attendance rate of 94%. This rate was slightly lower than the average due to an increased level of students who reported off due to an influenza diagnosis.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

PART III - SUMMARY

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Maplewood Elementary is a kindergarten through fourth grade building is located in North Bloomfield, Ohio. With over fifty percent of students receiving free and reduced meals, it is easy to gauge the socioeconomic status of the school community. Even through difficult economic times, a profound loyalty to the district permeates the community as evidenced by the sustained residency of multiple generations of Maplewood alumni.

The highly rural school community, comprised of three separate townships, is not racially diverse. However, the students are a diverse group of learners. In addition to regular education students, Maplewood Elementary serves the cognitively delayed, as well as students diagnosed with autism and Down syndrome.

Recognizing the uniqueness of every child, the mission of Maplewood Elementary is dedicated to meeting individual student needs by providing a challenging curriculum and nurturing environment where every student will experience success and develop a sense of self-worth. Maplewood Elementary is also committed to creating a supportive learning atmosphere where creativity, innovation, and technological integration are encouraged. Therefore, high expectations for academic achievements are established. By emphasizing the importance of both individuality and collaboration, Maplewood Elementary is committed to assisting all of our students in shaping the attitudes and ideals which will enable them to live in peace and cooperation with their fellowman.

The commitment and volunteerism of the school community is evident every day of the school year. The steady flow of parent and grandparent volunteers provide a high level of caring and support for students as well as the staff. On any day of the week you will find volunteers reinforcing math and language skills with students of all grade levels. Many retired citizens from the community have presented to classrooms about local historical events. One has even shared photos of the original school building and clothing from the past and explained the educational experience of Maplewood students from long ago. These volunteers are honored each year with a brunch as well as a banquet to honor the Volunteer of the Year. Community is very important to Maplewood Elementary. Without this involvement, we would not be successful in improving student achievement. There is a large sense of pride in this small community.

Community groups, such as the Parent Teacher Organization, Veterans of Foreign Wars Auxiliary, and various religious affiliates have always gone above and beyond to help students and families. Events such as Shop with a Cop, The Angel Tree and the Adopt-A-Foot program are just a few of the many charitable ways that the residents rally to help one another. In return the staff and students have shown their appreciation to the community through various fundraising activities such as a Walk-A-Thon and food drives.

Maplewood Elementary has a very active student council. The focus of these elected representatives is to plan and execute community service projects. These undertakings are always focused on making our community a better place by teaching children the value of giving back. Projects have included food drives, hat and mitten collections, a book and toy collection for a children's hospital, animal shelter collections, Veterans Day presentations, Earth day awareness, Valentine boxes for troops serving overseas, and recycled picture frames for nursing home residents. We recently collected enough money to buy 178 Christmas dinners for the local Family Mission. Each year the student council sponsors a Walk-a-Thon. All donations from this event stay at Maplewood to help with school improvement. The students determine the best use of these funds. In past years we have purchased landscaping materials, cement benches, classroom supplies, and playground equipment.

Twice a year the librarian schedules a community book fair. The book fair goes beyond just the option of purchasing books. The themed fair has creative displays presented throughout the building. Children have

the opportunity to have lunch with a loved one during their lunch period. There is also a community night where parents can purchase books, have a light dinner, and make a craft with their child. In the fall the book fair focused on careers. Community workers spoke to individual classrooms about their occupations and the importance of reading. The student body heard a local policeman share about the training and education needed for law enforcement. He brought his K-9 companion that he had trained and currently uses for drug enforcement.

The elementary school provides outside programs for the students. Each year three community fire stations inform students about fire safety and give opportunities for students to tour the fire trucks and other emergency vehicles. In past years, the Magic Carpet Theatre has presented dramatizations of folktales. This production company not only entertains, but also captivates the students' imaginations while actively involving their creativity.

The staff at Maplewood Elementary is a highly experienced group that sets high expectations for all learners. The key qualities that bring these expectations to fruition are the dedication and passion that the teachers bring to the classroom. The students are motivated to learn and are provided with differentiated instruction allowing them to strive to reach their maximum potential. The efforts and achievements of the students are celebrated through an academic awards assembly each year.

Maplewood Elementary has been rated Excellent by the state of Ohio for six consecutive years and has recently been chosen as a School of Promise. For the past two school years, our students have attained the highest performance index in Trumbull County as measured by the Ohio Achievement Assessment.

1. Assessment Results:

The Ohio Achievement Assessments are used to evaluate students in grades 3-8 in the content areas of reading, mathematics, and science. The third and fourth grade students of Maplewood Elementary are assessed in both reading and mathematics. Test results group students into five categories; limited, basic, proficient, accelerated and advanced. Any student whose score falls into the proficient range or higher is considered to have met the basic standard for the appropriate grade level of the Ohio Academic Content Standards. To meet the state of Ohio Indicator at least 75% of students tested must score proficient or higher on that test.

The achievement data from the past five years shows that the students of Maplewood Elementary have consistently scored well above the 75% proficient or higher benchmark set by the State of Ohio. Over the past two school years, the achievement scores have reached an unprecedented level. The third Grade scores have a two year average of almost 98% of students who score proficient or above in reading and mathematics. The fourth grade scores show a two year average of 98% of students in mathematics, and 95% in reading scoring proficient or above. These numbers serve as motivation and inspiration to not only our staff, but to all schools across Trumbull County. We are encouraged to believe that the goals of No Child Left Behind can be fulfilled.

The Performance Index is another part of the accountability system in the state of Ohio. The Performance Index is a weighted score that takes into account each student's level of performance on all subjects and grades tested. Performance Index scores range from 80 to 120 points. The Performance Index score for Maplewood Elementary has risen from 98.9 in 2007-2008 to 109.9 in 2009-2010. This score was one of the highest marks in the state of Ohio.

Further analysis of the achievement data reveals an amazing upward trend in the percentage of students scoring at the accelerated and advanced levels. For the 2005-2006 school years, 51% of third and fourth grade students scored in the accelerated and advanced levels. This number increased to 64% in 2008-2009, and to over 77% in 2009-2010. In a time when the economic situation in the community has forced the number of students who qualify for free/reduced meals to reach over 50%, it is an astounding feat to demonstrate continued academic gains for all students.

In the 2007-2008 school year economically disadvantaged Maplewood Elementary students in grades 3-4 showed on average a 20% achievement gap from their non-economically disadvantaged peers. The 2009-2010 Report Card shows that the achievement gap has not only been reduced for economically disadvantaged students but almost entirely eliminated. Last year 100% of economically disadvantaged students in 4th grade passed the Ohio Achievement Assessment in reading and mathematics. In 3rd grade the results were outstanding as well with 93% of economically disadvantaged students passed the reading assessment, while 96% passed in mathematics.

Although Maplewood Elementary does not have the required number of students to form a sub group of students with disabilities, the progress in closing the achievement gap has begun and clearly evident with an outstanding 100% of students with disabilities in 4th grade scored proficient or above on the Ohio Achievement Assessment in reading and mathematics for the 2009-2010 school year. Furthermore, this is not an isolated case with 90% of 3rd grade students with disabilities passing the mathematics assessment, and 80% passing reading.

The Ohio Achievement Assessment is not the only assessment tool that is used at Maplewood Elementary. Each year the results from the KRA-L, Metropolitan, Iowa, Cogat, and Diagnostics Tests are used to guide instructional practice and decision making. By providing access to several assessments

teachers can design lessons that include differentiated instruction and flexible grouping that will allow them to maximize the student's learning experience.

Information on the Ohio Achievement Assessments, a summary of our achievement data, and building report cards can be found on the Ohio Department of Education website: www.ode.state.oh.us.

2. Using Assessment Results:

During the 2009-2010 school year, a team of administrators and teachers from the Maplewood School District joined together to participate in the Ohio Improvement Process (OIP). This five day in-service provided the opportunity to review achievement data and sparked spirited debate regarding not only what has been achieved but, more importantly, what remains to be accomplished. An additional product of the OIP has been the creation of a Building Leadership Team that will help guide Maplewood Elementary to create goals and facilitate professional development for the future. This Building Leadership Team consists of the building principal as well as teacher representative from each grade level, and meets on a monthly basis

The Trumbull County Educational Service Center has also provided strong support to the administrative team through the annual Data Day. Working together with experts to digest and analyze the enormous amount of data generated by the ODE has helped guide the training and professional development offered, such as differentiated instruction, to the staff. At the start of the 2010-2011 school year, it was decided that the Data Day presentation should be extended to the entire staff in addition to the school administration. The presentation is scheduled to become part of the opening day teacher in-service on a yearly basis.

Maplewood Elementary is committed to providing the best possible education for each of our students. In order to help us accomplish this goal we have created a program to help screen and orient our incoming Kindergarten students. The students will be assessed in language development, hearing, vision, speech, visual motor development, and cognitive readiness. This ninety minute screening process, in conjunction with the state mandated KRA-L, allows the staff a chance to identify a student's strengths and weaknesses in order to design and implement a curriculum that prepares each student and their families for academic success.

3. Communicating Assessment Results:

A highly effective tool for communicating student performance has been the recent addition of the Parent Assist Module. This online application allows parents to access a student's grades from home in order to increase communication with teachers and to enhance student accountability.

Maplewood School District creates a twelve month school calendar that is mailed throughout the school district on an annual basis. This publication showcases important events in the coming year such as music concerts, parent nights, and student carnivals.

A monthly newsletter is sent home to all Maplewood Elementary pupils that focus on student achievement and important events inside the school. A recent edition highlighted the fact that the 2010 third Grade Reading Achievement scores were the highest in the tri-county area.

An administrative report is provided to the Maplewood Board of Education on a monthly basis. Sections of this report include student achievement, professional development for teachers, as well as upcoming student events.

Maplewood Elementary is proud to share student success through an annual community coffee. Each year the building principal selects a family to host this event. Participants gather at a local residence for an evening of refreshments and discourse, showcasing the positive aspects of school life and discussing any

potential concerns. As well as the parent group, others in attendance include the Superintendent of Maplewood Schools and a member of the board of education. These gatherings have served as an essential communication device with the community.

Driving through the Maplewood School District, it is impossible to overlook the numerous billboards and banners that have marked the district's designation from the State of Ohio as *Excellent with Distinction*. This accolade could not be accomplished without the cooperation of the entire school community. Maplewood Elementary is designation as an *Ohio School of Promise* has been the culmination of a great academic year for Maplewood Schools.

4. Sharing Lessons Learned:

Maplewood Elementary staff members have joined forces with teachers from across Trumbull County to prepare for the new Ohio Academic Content Standards. The waiver days have provided an opportunity for teachers to collaborate by subject and grade level in both small and large groups. With a strong academic history, the staff members from Maplewood were asked to provide strategies and techniques that have made our students so successful in the past. The transition to the new standards will be a challenge for educators across the state of Ohio, but the staff of Maplewood Elementary is committed to leading Trumbull County through the process.

The teaching staff at Maplewood Elementary features two past presidents of the Trumbull Area Reading Council, as well as the current president of the Ohio Council of the International Reading Association. This affiliation allows Maplewood Elementary to share its success story across the state and to learn from the expertise of other members.

Administrators from the Maplewood School District attend county wide meetings on a monthly basis. Building leaders are able to share experiences of best practice, new resources and technology that will enhance student learning. Having Maplewood Elementary selected as a School of Promise has highlighted the accomplishments of the students and staff both within the county and state.

The staff at Maplewood Elementary is always willing to share their knowledge and experience with future teachers. Student teachers from local universities are always welcome to share in the education of our students. The Future Teachers of America are a familiar sight throughout the building as they work to complete their field experience.

Maplewood Elementary has enjoyed a period of great academic achievement and is more than willing to share the keys to our success. In sharing our story with other school districts it also provides the staff with the opportunity for self-evaluation as well as learning from others.

1. Curriculum:

Reading: Maplewood's reading program promotes the love of reading and the idea every student will be a successful reader. Students become readers with the abundance of resources and rich text used to develop an appreciation for literature.

Math: Grade levels use a spiraled program as well as Simple Solutions, a learning tool that builds and maintains student aptitude. Additionally, many outside resources are used to focus on problem solving skills. Constant remedial assistance and collaboration are provided to ensure the progression of each student.

Science: Science is taught in various ways using inquiry base education, technology, literature books, and textbooks. The content is aligned with Ohio Academic Content Standards, however, many teachers utilize outside resources to foster learning. Through these resources students show advancement in critical thinking.

Social Studies: The social studies curriculum is compiled of local community, county, state, and government concepts. Maplewood promotes responsible citizens through character development and a deep appreciation of community. Local newspapers, Weekly Reader Magazines, and the integration of technology are used as supplemental resources.

The music program at Maplewood Elementary is a very important part of the curriculum. Through music, the students are learning geography, history, culture, language, and math. This cross-curricular approach gives students a very well rounded education. The students not only learn how to read and perform music, they explore their world, past and present.

Public performances are a very important part of Maplewood's music experience. Students prepare and perform for friends and family each year. These performances require student participation on many levels. Students learn how to read music, sing, and perform on a variety of musical instruments including recorders, rhythm instruments, and Orff instruments. They perform in large and small group settings. The students and faculty also help prepare for concerts by facilitating costume design and construction. This hands-on approach gives each student a great sense of ownership and accomplishment. Attendance at each evening performance is exemplary with standing room only crowds. This type of enrichment creates a positive attitude and atmosphere for students, faculty, and community.

The health and physical education programs at Maplewood Elementary are inclusive and designed to address the needs of every student. Health instruction is the responsibility of each classroom teacher. Pupils are assigned developmentally appropriate projects encouraging them to apply principles of wellness to their daily lives. Some of these projects include keeping personal records of such things as tooth brushing, consumption of nutritious snacks, and time spent in physical activity outside of school. For the past five years Maplewood has proudly supported the American Heart Association in the Jump for Heart campaign. Students and staff have the opportunity to pledge money and participate in a jump-a-thon.

Physical education classes of sixty minutes per week provide opportunities for students to gain physical strength, flexibility, and endurance through conditioning and application of skills. As children are encouraged to play in strategically designed activities, they are at the same time, developing motor skills necessary for a pattern of lifelong fitness. Respect for individual rates of development is a constant, as is the added benefit of experiencing good sportsmanship.

Maplewood students are privileged to receive instruction in physical education from one of only forty teachers statewide to have taken part in SPARK training K-6. This innovative program is research based and designed to align the physical education curriculum with NASPE state and national standards. The SPARK program emphasizes inclusion strategies and various ways to integrate classroom curricula into physical education class.

2. Reading/English:

Maplewood's reading program is rooted in the belief that each child is capable and deserves the highest quality of instruction that can be provided. There is a strong focus on early intervention beginning with a weekly story time in our school library for pre- school aged children in our community. In addition, our building houses a hands-on developmentally appropriate pre-school and conducts an extremely comprehensive kindergarten screening every spring to assess the needs of young learners in our community before they enter kindergarten.

The elementary staff utilizes a variety of approaches to enhance the schools reading curriculum including the use of strong phonetic instruction, trade books and a basal reading program coupled with fine literature. All teachers vary instruction based on the needs of their students. Whole group, small flexible group, peer tutoring and one on one instruction are methods of instructional delivery used daily at all grade levels.

Within each classroom, very close attention is paid to building reading skills and concepts in a foundational manner with comprehension at the core of this instruction. The staff works closely with individual students to identify specific needs, to diagnose reading problems, and to provide enrichment when needed. The students enjoy daily, creative writing by creating journals and poetry notebooks. Literature book units, book talks, and Biography Day are just a few activities that highlight particular instructional units. Maplewood also maintains a strong commitment to the development of proper grammar and writing mechanics as well as penmanship. The staff is determined to keep high standards when it comes to the written word in this age of technology, grammar/spell check and type to write "advancements."

Maplewood receives federal funds for Title I and has had great success over the years with a "pull out" program. With this program, students receive consistent, intensive practice focused on specific reading skills for 30 minutes per day in a small group setting. The Title I instructor works closely and communicates daily with classroom teachers to ensure successful development of skills of these who struggle as beginning readers. Historically, this program has been extremely beneficial to students. This dedication to lower achieving students has allowed them to close achievement gaps and become confident, capable and successful students who love to read.

Maplewood's overall approach to reading instruction has been extremely successful for many years. It has been a goal of the staff to build on the success of the past and not waiver from proven methods of instruction. The dedicated, experienced staff provides consistent daily instruction, with high expectations, to each and every student. The staff communicates within grade levels to track the progress of students as they progress through grade levels. This personal attention to each student's reading/writing/language development creates well-rounded students who are prepared to find success as they continue to enjoy their learning at increasingly higher levels.

3. Mathematics:

The mathematics curriculum is focused on math series' that are aligned to Ohio's Academic Content Standards for Mathematics, providing a solid foundation of the basic addition, subtraction, multiplication, and division math facts. The faculty uses manipulatives to introduce and reinforce math concepts, enabling a constructivist understanding for every student. Teachers supplement instruction with word problems to promote higher level thinking skills and problem solving among all students.

The use of hands on materials has proven to be very effective in increasing the mathematics skills of students who are performing below grade level. Knowing manipulatives are a crucial part in aiding students' learning of math concepts, teachers wrote a grant to purchase enough materials to create a math resource room.

Math intervention has been a positive part of the advancement in students' achievements in math. Students can receive assistance from the Title I Math teacher and Math Coaches. These teachers reteach and reinforce difficult skills by providing individual and small group instruction with students. They also provide assistance for immediate remediation during math class.

Along with the back to the basic approach in teaching math concepts, students use the technology of the Internet to assess their knowledge by logging onto Study Island. Study Island is a web-based instructional tool that provides students with practice and assessments built from the state standards. The program also provides feedback for teachers to better assess every student. All students experience math content that is engaging and meaningful.

Third and fourth grade teachers use Buckle Down Ohio Math Achievement workbooks, Simple Solutions, and download past Ohio Assessment Tests released by the Ohio Department of Education to help students become familiar with the format of the achievement tests. These opportunities to preview expectations of testing week are beneficial to all students, particularly those with special needs.

4. Additional Curriculum Area:

Technology and Science are vital areas of focus at Maplewood Elementary. The building is equipped with a computer lab consisting of twenty-four computers, a scanner, and a printer. Each teacher is responsible for planning and implementing lessons when using the lab. Every classroom is furnished with four computers. Interactive boards are becoming more assessable as the Board of Education has purchased nine new boards, two with grant funding. More than fifty percent of the staff has been trained on the use and implementation of Smart boards in the classroom.

All third and fourth grade teachers use the computer program Study Island. This program gives students home and school access to help prepare them for the Ohio Achievement Assessment in math and reading. The School Board has recently purchased the Rapid Response System to provide immediate feedback to students on their progress. Teachers are able to administer immediate remediation and check student performance levels with this tool.

Maplewood teachers access many outside resources during science instruction. Fourth grade students are actively involved with the Junior Master Gardener program where each month a volunteer teaches students about community wildlife and how gardens can be used to make habitats. Students construct birdhouses and feeders. Trumbull County Soil and Water Conservation present programs such as The Soil Web of Life and The Gift of Trees. The Ohio Department of Natural Resources, Jamey Graham, has shared resources about Ohio animals by sharing animal furs and bones. Each year Cosmodyssee, a portable planetarium, is rented for all grades to learn about the galaxy. This year Maplewood will also welcome back COSI, Investigating Energy.

Five teachers, while taking a summer growth workshop, Science in the Schoolyard, utilized Grant money secured by Hiram College to create a nature trail that borders connecting property. Working together with the property owner and the Soil Water Conservation District the trail allows hands-on access for science activities. It gives access for students to observe plants and animals in their natural environment. It is also an area for students to conduct simple experiments.

Local farmers are also involved in making learning meaningful. Donations of corn stalks have been given to build a life size eagle's nest. Sap buckets, spiles, and lids were donated to tap maple trees during sugar season. A local farm also boils the collected sap for second grade's pancake breakfast. Newborn animals are often brought to share in all classrooms.

5. Instructional Methods:

Tailoring instruction to the needs of the learner begins before the child enters the classroom. Each February, as young children are registered to attend Kindergarten for the coming school year, one-hour appointments are scheduled for pre-Kindergarten screening in April. Over a two-day period, every prospective Kindergarten student is screened in the areas of cognition, concept development, language, motor skills, speech, self-help skills and social skills. Maplewood Elementary assembles a team of twenty professionals who administer a broad spectrum of evaluative instruments with each child individually. Cumulative results are compiled by the team to paint an individualized learning portrait of each student. The student profile is made available to parents, along with appropriate intervention strategies and activities to help parents address learning gaps through the summer.

When children enter Kindergarten in the fall, classroom teachers have already engaged in advance preparation to differentiate instruction based on the standardized screening scores. Delays of one to six months below chronological age are addressed within the regular classroom. Students with delays of seven or more months are further evaluated for Title I intervention. Those with extensive developmental delays can be referred for additional, more definitive evaluation. By utilizing early intervention strategies, specific learning needs are addressed from the students' initial introduction to the classroom.

Each student's learning profile follows him or her through subsequent grade levels. Because classes are heterogeneously grouped, students find themselves in a new configuration of classmates every year. Classroom teachers are able to modify instruction-utilizing flexibility grouping across the curricula. Full inclusion enables special education teachers to instruct alongside the regular classroom teacher, facilitating a diverse approach to pedagogy. Academic coaches provide service on an as-needed basis for students such as those identified as limited English proficient, those in transition, or those temporarily in need of intervention for any reason. More advanced pupils can be challenged and enriched in specific areas of ability and interest as teachers are quickly able to identify individual learning modalities. Interactive technology in numerous classrooms further enables individualized instruction.

In the 2009-2010 school year, Maplewood Elementary teachers enjoyed an average 18.6 years of teaching experience. Our seasoned staff is readily capable of utilizing the resources at their disposal to supplement instruction in meeting the needs of diverse learners.

6. Professional Development:

Professional development at the Maplewood School District is arranged by each building principal and includes a variety of presentations based on the interest and needs of the staff. At the beginning of the year, Mr. O'Connell encourages the faculty to inform him of topics most beneficial to meeting the goal of improving student achievement.

Professional development activities in support of student learning have included the Marzano Book Study, Autism, Study Island, Expanding Expression, Technology, and Curriculum Mapping. Curriculum Mapping provided an opportunity for colleagues to interact and discuss the academic standards that are taught at each grade level. By gaining an understanding of topics covered in adjoining grades, teachers can expect students to advance learning with greater complexity as they progress through school.

The professional development workshop on Response to Intervention was provided to support our teachers by creating a means to guide them as they address the learning styles of struggling students.

Not only does the staff at Maplewood Elementary meet biweekly as a whole, but individuals also take advantage of allotted professional days to attend workshops and conferences, increasing their knowledge, skills, and range of teaching techniques to meet individual student needs. The knowledge that teachers gain during a professional day helps to sustain a challenging curriculum and a nurturing environment where every student will experience success and develop a sense of self-worth.

During the summer months, a majority of our teachers continue to attend workshops and some even present at seminars. Due to the dedication our staff members have to improving the knowledge and skills of every student, 100% of Maplewood Elementary teachers are identified as being highly qualified.

7. School Leadership:

In the past four years Maplewood Elementary has experienced four new administrative principals. Maplewood's current principal, Mr. O'Connell has demonstrated the ability to provide consistency in leadership. This leadership stems from an enthusiasm for instruction and an optimistic belief in the potential of our students. Mr. O'Connell demonstrates his dedication through active participation in continuing education. His attendance at professional conferences and workshops has enabled him to lead with insight and openness to innovation.

The leadership, discipline, and quality of the staff convey volumes as change has occurred each year. Through this transition, our staff continued to educate children with the high academic foundation senior teachers have established. Strong relationships cohered to keep the progression of our building by maintaining high academic standards.

Our building leadership team, led by Mr. O'Connell, consists of one staff member from each grade level. This team discusses policies, upcoming events, and concerns in an open format and addresses them for the betterment of our school. The representatives report information and decisions to fellow colleagues so the whole faculty can assist in improving student achievement.

As the leader of the elementary building, part of Mr. O'Connell's job is to lead his teachers toward becoming an excellent organization. Mr. O'Connell sets high academic standards not only for the students but also his staff. Each year staff members must set annual goals based on an individual's desire to improve in an instructional or academic area. Mr. O'Connell meets with staff members to discuss individual goals and how the goals were achieved.

Along with meeting individually with his teachers, Mr. O'Connell has regularly scheduled meetings including the whole staff to keep everyone aware of his expectations. Through these meetings and day-to-day experiences together, the staff has continued to learn that working together is what makes our building success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	Mar	Mar
SCHOOL SCORES					
Proficient	97	99	87	91	89
Accelerated	70	71	48	55	43
Number of students tested	71	68	69	76	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	96	100	68	84	100
Accelerated	70	60	42	37	30
Number of students tested	27	25	19	19	10
2. African American Students					
Proficient					
Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Accelerated					
Number of students tested					
4. Special Education Students					
Proficient	90	100	40		70
Accelerated	80	70	0		10
Number of students tested	10	10	10		10
5. English Language Learner Students					
Proficient					
Accelerated					
Number of students tested					
6.					
Proficient					
Accelerated					
Number of students tested					
NOTES: In the 2006-2007 School Year fewer than 10 special education students were tested.					

11OH3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	Mar	Mar
SCHOOL SCORES					
Proficient	94	100	86	93	92
Accelerated	90	94	74	83	71
Number of students tested	71	68	69	76	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	93	100	58	95	90
Accelerated	85	88	42	68	50
Number of students tested	27	25	19	19	10
2. African American Students					
Proficient					
Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Accelerated					
Number of students tested					
4. Special Education Students					
Proficient	80	100	30		100
Accelerated	80	90	20		60
Number of students tested	10	10	10		10
5. English Language Learner Students					
Proficient					
Accelerated					
Number of students tested					
6.					
Proficient					
Accelerated					
Number of students tested					
NOTES: In the 2006-2007 school year fewer than 10 special education students were assessed.					

11OH3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
Proficient	100	96	81	89	90
Accelerated	85	54	42	54	56
Number of students tested	66	70	74	71	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	96	59	80	94
Accelerated	82	50	24	53	56
Number of students tested	33	26	29	15	16
2. African American Students					
Proficient					
Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Accelerated					
Number of students tested					
4. Special Education Students					
Proficient		83		55	62
Accelerated		42		18	15
Number of students tested		12		11	13
5. English Language Learner Students					
Proficient					
Accelerated					
Number of students tested					
6.					
Proficient					
Accelerated					
Number of students tested					
NOTES: In the 2007-2008 and 2009-2010 school year fewer than 10 special education students were assessed.					

11OH3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
Proficient	97	93	88	90	93
Accelerated	62	53	43	54	49
Number of students tested	66	70	74	71	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	89	72	93	88
Accelerated	64	50	27	47	44
Number of students tested	33	26	29	15	16
2. African American Students					
Proficient					
Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Accelerated					
Number of students tested					
4. Special Education Students					
Proficient		67		64	
Accelerated		50		27	
Number of students tested		12		11	
5. English Language Learner Students					
Proficient					
Accelerated					
Number of students tested					
6.					
Proficient					
Accelerated					
Number of students tested					
NOTES: For school years 2005-2006, 2007-2008, and 2009-2010 fewer than 10 special education students were assessed.					

11OH3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
Proficient	99	97	92	96	86
Accelerated	74	74	60	65	54
Number of students tested	137	138	143	147	138
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	98	98	63	82	96
Accelerated	77	55	31	44	46
Number of students tested	60	51	48	34	26
2. African American Students					
Proficient					
Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Accelerated					
Number of students tested					
4. Special Education Students					
Proficient	95	91	31	47	65
Accelerated	90	55	0	16	13
Number of students tested	19	22	16	19	23
5. English Language Learner Students					
Proficient					
Accelerated					
Number of students tested					
6.					
Proficient					
Accelerated					
Number of students tested					
NOTES:					

11OH3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
Proficient	96	95	96	95	92
Accelerated	77	76	67	75	69
Number of students tested	137	138	143	147	139
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	97	94	67	94	89
Accelerated	73	69	33	59	46
Number of students tested	60	51	48	34	26
2. African American Students					
Proficient					
Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Accelerated					
Number of students tested					
4. Special Education Students					
Proficient	90	82	38	58	96
Accelerated	68	68	13	32	48
Number of students tested	19	22	16	19	23
5. English Language Learner Students					
Proficient					
Accelerated					
Number of students tested					
6.					
Proficient					
Accelerated					
Number of students tested					
NOTES:					

110H3