

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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.

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
2 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
90 % White
5 % 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 2011-2012 school year: 6%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	22
(4)	Total number of students in the school as of October 1, 2011	363
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 2%
Total number of ELL students in the school: 7
Number of non-English languages represented: 1
Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 35%

Total number of students who qualify: 127

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: 31

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>9</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>6</u> Multiple Disabilities	<u>3</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>10</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>9</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>9</u>	<u>0</u>
Total number	<u>35</u>	<u>10</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:

24:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Watson Elementary School is one of five Elementary buildings within the Perry Local School District. Our schools are located in Perry Township, just between Massillon and Canton in Ohio. Watson houses approximately 365 students in grades K-4. Our students are a diverse group, with 35% participating in free and/or reduced lunch.

Our dedicated teaching staff truly believes in our mission statement; “To emphasize excellence in learning and provide opportunities for every child to realize his/her potential in a safe environment. To encourage students to become responsible, productive citizens and lifelong learners.” Teachers at Watson have high expectations for all students; designing lessons that are not only differentiated and rigorous; but engaging as well.

Watson Elementary earned the rating of “Excellent with Distinction” during the 2011-2012 school year. This marks the ninth consecutive year our building has earned a rating of Excellent or higher from the State of Ohio. This is no small feat; it takes dedication, hard work and perseverance on the parts of both staff and students.

So how does a school with such a diverse population consistently achieve such a high level of success? First, our dedicated teaching staff delivers high quality core instruction; centered on a framework that emphasizes Marzano’s highly effective instructional strategies. In addition to this, staff members have collaborated through District Language Arts and Math committees to choose and implement curriculum’s to help our students achieve success as we move towards the new Common Core Standards.

In addition to a strong curriculum, delivered through daily core instruction, students at Watson Elementary receive skill based intervention during our built in Panther Time. Panther Time is a forty minute block where teachers focus on skill review or enrichment; allowing students with more severe needs the opportunity to work on specific deficits without missing any new grade level content.

Individual skill needs are identified through the use of a screener that is administered three times throughout the year. This information allows us to use a tiered services approach; students are then provided research based interventions and their progress is tracked and monitored through weekly grade level data check-ins.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Third and Fourth grade students in the State of Ohio are assessed using the Ohio Academic Achievement Test for both Math and Reading. Third grade students take the Reading assessment twice, once in the Fall and then again in the Spring. Math for third grade is only administered in the Spring. Fourth grade students are assessed in Math and Reading as well and their assessments are also administered in the Spring. Results from these assessments are used to identify levels of proficiency towards grade level standards and these results are reported in each buildings State Report Card.

The state of Ohio specifies five levels of achievement:

3rd Grade Reading Achievement:

- **Limited:** below 385
- **Basic:** 385-399
- **Proficient:** 400-414
- **Accelerated:** 415-431
- **Advanced:** 432 and above

3rd Grade Math Achievement:

- **Limited:** below 378
- **Basic:** 378-399
- **Proficient:** 400-428
- **Accelerated:** 429-446
- **Advanced:** 447 and above

4th Grade Reading Achievement:

- **Limited:** below 384
- **Basic:** 384-399
- **Proficient:** 400-434
- **Accelerated:** 435-466
- **Advanced:** 467 and above

4th Grade Math Achievement:

- **Limited:** below 377
- **Basic:** 377-399
- **Proficient:** 400-431
- **Accelerated:** 432-451
- **Advanced:** 452 and above

B. Over the past five years Watson Elementary has met or exceeded State expectations with at least 97% of students in grades 3 and 4 performing at or above grade level expectations in both math and reading. Our students' success is a direct result of increased rigor within the classroom; along with teacher integration of both testing skills and identified power standards within those specific subjects. Math has seen a substantial increase; in third grade there has been an 11% increase over the past five years in regards to students scoring in the Advanced level in Math. Fourth grade has also seen an increase of 16% over the past five years in regards to students scoring in the proficient or above level for math.

Although reading has not seen the dramatic increases in third and fourth grade like math, students continue to meet and exceed State expectations yearly.

As we prepare for the move towards Common Core standards, Watson students will continue to work hard; and despite our large population of economically disadvantaged students, we will continue to meet and exceed State expectations.

2. Using Assessment Results:

Assessment data truly helps to drive instruction at Watson. Teachers use information gathered from a variety of screeners, diagnostics and classroom assessments; helping them design lessons and interventions to ensure that each student achieves their years' worth of growth.

In the Fall, Winter and Spring students at Watson are given a screener in the area of Literacy using AIMSweb. AIMSweb is a web based assessment, monitoring and reporting system which provides the framework for RtI and tiered services. Results from these screeners are analyzed by grade level teams; who work closely with our Title team and building administration to place students into intensive, skill specific intervention groups. Classroom and Title teachers work to identify specific skill deficits by using classroom diagnostics so that every student is given the individual help they need. Through the use of a five week rotation, each grade level meets weekly with building, and sometimes district, administration to review the progress of each student who receives tiered services. During that time, classroom teachers complete forms that are sent home to update parents in regards to the progress their child is making.

In addition to our RtI process and the data it provides, classroom teachers have developed and designed common quarterly assessments aligned to the district pacing guides. These assessments measure student growth and mastery of state standards. Grade level teams meet after each testing period to analyze these results. The data is then used to guide instruction in the classroom, making teachers aware of skills mastered and those that need to be re-taught. Although these assessments are not graded, results are shared with students and parents as well.

In addition to the analysis done with data from screeners, progress monitoring and common assessments, grade level teams meet weekly in Teacher Based Teams (TBT) groups to review data from weekly formative and summative assessments given in class. During this time, grade level teams identify strengths and weaknesses of students, as well as develop plans to manage and arrange cross-grade level switching during their daily intervention time.

Parents are notified throughout the year in regards to student progress. Progress plans are updated by classroom and Title teachers and sent home for parents to review. In situations where progress is not being made, parents are called in for meetings; we call these "Coaching Sessions", where parents are asked to come up with at home interventions to help the students while at home on a particular skill deficit.

Watson prides itself on the effective use of data analysis to help guide classroom instruction. With parent involvement and consistent communication, students at Watson will continue to make positive gains towards their continued growth.

3. Sharing Lessons Learned:

Effective and engaging instruction happens daily at Watson and our teachers are always eager to share their unique techniques. Teachers within the building, as well as from across our district, believe that some of the most beneficial professional development happens from within.

We are currently doing a book study in our building focusing on *Marzano's Nine Effective Instructional Strategies*. During our monthly chapter meetings, staff shares successful ways that they have incorporated specific strategies into their daily instruction. As new strategies are introduced, staff members are encouraged to implement them; or adapt them to fit within their particular grade level.

Many members of our staff are on curriculum committees and take active roles on district initiative teams. Staff members on the district Language Arts committee share entrance and exit ticket ideas, ways to incorporate Daily 5 along with small and whole group instruction ideas. These strategies are shared not

only with other building colleagues but with other staff in the district. Teachers at Watson who serve on this, as well as other curriculum committees, bring these ideas back to the building and share with the rest of our staff.

Due to the success of our students who receive tiered service intervention through RTI, classroom and Title teachers from Watson were asked to make multiple presentations to districts from around our region through workshops organized by the Region 9 State Support Team. During these presentations, staff members focused on how tiered service interventions times fit into our daily schedule, the look of a no new teaching time devoted to skill specific intervention and how all building staff, certified and classified, work together to meet the individual needs of students.

4. Engaging Families and Communities:

Watson has a strong and active parent group named UNITE. UNITE members work closely with school administration to help organize after school activities that help promote parent involvement and student success. These activities range from pre-game tailgates in the Fall to end of the year student carnivals in the Spring. The UNITE parent group meets monthly to review activities, goals and accomplishments. During this meeting, staff members and administration also communicate to parents any ideas or school needs to aide in the success of the students.

In the classroom, teachers inform parents weekly on expectations and the progress of their child through classroom newsletters and websites that are usually updated daily by the teacher. Teachers often communicate with parents through email for students who may be on specific behavior plans or for those who may have a difficult time remembering to write down assignments in their planners. Staff members at Watson understand the positive effect that community members can have in regards to our students success. With that in mind, Watson has implemented Project MOORE as a tier three reading intervention. Community volunteers work with students who are struggling in the areas of fluency and comprehension four days a week using scripted lessons organized and scheduled by one of our Title teachers who also serves as the program coordinator.

School activities, along with accomplishments and achievements, are shared with the Board of Education during monthly meetings. This allows the general community, not just those with students who attend Watson, to be updated on our strengths, weaknesses and needs.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Watson Elementary School is directly correlated to Ohio's New Learning Standards. The core content areas of English Language Arts and mathematics have recently been aligned to the Common Core Standards, while science and social studies are aligned to Ohio's revised content standards. These standards changes have created an atmosphere of high student expectations and an increased focus on instructional best practices.

The teachers have recently adopted a new curriculum which more closely aligns with common core expectations. Along with the additional resources, instructional practices have changed to promote a deeper level of mathematical understanding and the application of skills. All levels of students are showing significant progress with the increased focus on number sense. In the transitional phase for English Language Arts, most teachers are utilizing a Daily Five structure which provides for focused mini-lessons, leveled reading, and differentiated word works. These core structures have allowed for tailoring learning opportunities for gifted through special needs students and allows for optimum integration and inclusion.

Science and social studies classes hold high interest for these elementary students. The science program has continued to focus on hands-on, minds-on instructional practices with an inquiry base. Students have multiple opportunities to experience concepts, build context and then put meaning to them. In the second year of a new social studies series, the students are learning the content with increased attention to cross-curricular applications and content area reading. The social studies lessons have application to the students' lives wherever possible. Whereas in some districts, science and social studies have taken a backseat to math and language arts, this school has maintained the integrity of the entire curriculum and found creative ways to enhance overall learning through these other content areas.

The visual arts and vocal music classes are phenomenal strengths of the school. The art classes provide not only remarkable learning for elementary students of art techniques, artists, media, and art appreciation, but also incorporate content from the core subjects. Each year, many students are recognized through community contests for their artistic accomplishments. The vocal music classes teach rhythm, patterning, musical vocabulary and the joy of song all the while reinforcing the grade level core content. With the fine arts program concentration on specialized instruction for the autistic students, enrichment for the artistically excelled and open expression for everyone, students love and learn in these stimulating classes.

Additional curriculum development has occurred through the OLWEUS program and the technology curriculum. OLWEUS is a widely recognized anti-bullying program with weekly lessons conducted in each classroom built on common classroom meeting topics and activities. The unifying instructional responsibilities along with a shared vocabulary and anti-bullying philosophy, creates a unique atmosphere for students and staff.

The kindergarten through third grade computer classes were recently revamped to more closely correlate to the Ohio Technology Benchmarks. Each grade level has a weekly class based on core computer skills which are learned through activities and projects based on core curriculum standards. The fourth grade students are benefitting from a more concentrated course in three week cycles. Although designed with the same content integration philosophy, the foundation is on integration of technology skills as well. The students learn to apply word processing and design skills, prepare and share presentations, participate in teleconferencing, research, email, videotape, and use social media. The level of engagement for these students is extremely high and the reinforcement of 21st Century skills enhances core curriculum learning.

Because student achievement is only achievable for all children through multiple access points with numerous opportunities, this school's curriculum and its effective implementation provides a highly successfully learning atmosphere for all students.

2. Reading/English:

Watson Elementary School's reading instruction is in a transitional phase. The past few years, the teachers have utilized a fairly traditional blended approach to reading. Although phonics was discretely taught, the application of the skills was the focus. Although students had basal readers, "real book reading" was part of the daily routine. Primary teachers implemented the Daily Five structure to better adapt small group instruction and develop independent reading skills. During this instructional time, students developed independent reading and writing skills and improved their literacy stamina. Intermediate grades then focus on skill application using novels.

This past school year, the teachers began their journey to implement a Response to Intervention as well as to transition into Common Core State Standards for English Language Arts. Tier One instruction has already begun to change with an increased text complexity of classroom resources and an overall increase in grade level expectations. Special education students are benefiting from additional general education opportunities due to an adjustment in our school servicing philosophy, thus, resource allocation. We are incorporating more inclusion for our students with special needs as well as providing opportunities for these students to receive services within the general education classroom through collaborative co-teaching.

The entire master schedule has been adapted to better meet the needs of students requiring additional interventions. Panther Time, a daily forty minute intervention block, was developed for each grade level. This time is devoted solely to intervening with students to address skill deficiencies and to enrich student skill strengths. Teachers have been trained in both Tier II and systematic Tier III intervention programs such as Foundations, MTA, and Wilson, to properly address specific skill deficits for students using a multi-sensory approach. Intervention sessions for high achieving students next became a grade level focus with clusters of students working on individual or group enrichment activities or projects. Projects are now being shared across the district to support all of the high level learners.

3. Mathematics:

Watson Elementary School has recently adopted and implemented Math in Focus (Singapore math). Previously, the school's mathematics curriculum was very traditional with a focus on computation. While test scores were acceptable, the students were lacking in the application of basic skills as well as true understanding of mathematical concepts. The math curriculum team selected this new program to enhance their students' understanding, more appropriately align with the Common Core State Standards, and to better prepare them for the Next Generation Assessments as well as college and careers.

Math in Focus is built on a framework of attitudes, metacognition, skills, concepts and processes all leading to problem solving. Understanding is built through an introduction of the concepts using hands-on manipulatives. It then leads to visualizations through pictorials or representative pictures, and, once understanding is demonstrated, algorithms, number sentences, and equations are utilized. This program is also a transition to a more technology enhanced learning experience through the use of the ThinkCentral portal and utilization of online manipulatives, parent videos, assessments, etc.

Calendar Math is another component which the Watson teachers are implementing. Approximately, the first fifteen minutes of each lesson is designed, using Interactive Whiteboard and manipulative kits, to incorporate grade level essential skills focusing on patterning, mathematical discussions, and multiple explanations in a recursive manner. This program component is designed to monitor progress through quarterly assessments.

The lesson then proceeds with an anchor question as the learning focal point. A significant amount of time is spent on questioning students on areas such as what is the question asking, what information is known or not known, and what is being solved for. Explanations and evidence are key components as students investigate multiple strategies. Gradual release of the learning occurs with the Checks for Understanding and Independent Practice. Throughout this process, students are monitored for understanding and intervention time is embedded in the lesson design. If students require additional intervention due to significant skill deficits, a portion of Panther Time may be devoted to addressing those skills. Panther Time is a daily forty minute block of time devoted to intervention and/or enrichment for all students.

Through the use of strong instructional practices focused on mathematical understanding as well small group and individual intervention, the Watson staff is committed to moving their students to the highest possible level.

4. Additional Curriculum Area:

The science curriculum, provided for all Watson Students, is a strength of the entire curriculum. From kindergarten through fourth grade, the main science curriculum is the kit based program, *Science Companion*. In these hands-on lessons, students conduct and even design experiments to help them make discoveries about science concepts. The lessons are inquiry based with a focus on students acting as “real scientists” performing tests, gathering data, collaborating, and drawing conclusions. The lessons are supported with high quality nonfiction reading as a follow up portion of the lesson, as well as tied in with teacher correlated guided reading lessons.

For the fourth graders, they also benefit from two *Engineering is Elementary* modules. These modules further enhance the core curriculum through the engineering design process. Students, through a literary text, are presented with a real-life problem which they need to gain further understanding of core science elements to solve. The final activity is a project with student teams designing a solution. With real life context and applicable content, the students are highly motivated and committed to success.

In these discovery based programs, not only are the lessons directly correlated to the Ohio New Learning Standards, but also to the scientific habits of mind. The science process skills are key components in every lesson as one of the design elements is that science is all about doing. The interwoven skills provide seamless learning with math, reading, writing, and social studies skills being integral to the learning process. For students to truly benefit from their learning experience, they need to see connections to their lives. The process skills, as well as the science content, provide daily opportunities for them to personally embrace their learning and be prepared to see and use science in their young lives.

With the selected science curriculums, the Watson staff continues to hold true to their mission: To emphasize excellence in learning and provide opportunities for every child to realize his/her potential in a safe environment; to encourage students to become responsible, productive citizens and lifelong learners.

Students are routinely investigating, exploring, solving problems and working cooperatively as they tackle the mysteries of their world. These lessons carry skills and experiences which will enrich their further science learning and add to their nature childhood “wonderings.”

5. Instructional Methods:

The teaching staff at Watson uses a variety of instructional methods to help engage all learners. Through our current book study centered on instructional methods, teachers are encouraged as they work through each chapter to adapt the methods for use with their students and then reflect on those methods and share with building administration. Lessons are designed around a framework that includes: introduction, modeling, guided practice, intervention and assessment.

Watson's staff acknowledges that all students learn in different ways and their plans reflect that. Teachers incorporate re-teaching into their lessons to focus on specific student deficits. Small group and whole group instruction allow teachers opportunities to identify students who might be having a difficulty and then work individually with those students either during core instruction or during intervention time.

Through the use of SmartBoards, students are engaged in hands-on lessons where they can manipulate objects and interact with learning games and multimedia presentations. Classroom assessment, either formal or informal, has moved from paper and pencil format to computer based. Kindergarten through second grade assess students using clickers and third through fourth grade use a program called *Moodle* which allows teachers to create multiple choice and extended response questions that are quickly analyzed by the program and produce reports to allow teachers to make quick decisions on how to plan their instruction.

6. Professional Development:

Watson Elementary School has been actively involved in professional development throughout the year. Each month, the principal or district curriculum personnel focus a session on a high yield instructional strategy. The entire staff reads a chapter from *Classroom Instruction that Works*, participates in a training session, and works through strategies with their instructional teams. Throughout the month, teachers select one to two goals related to the instructional strategy as their focus. They implement a new or improved technique, reflect on its impact and share successes and challenges with their colleagues. With improved instruction as a district-wide focus, all teachers are developing a common vocabulary as well as a unified understanding of quality instruction.

The Perry Local School District is highly involved with the Ohio Improvement Process (OIP). The principal and a lead teacher from Watson serve on the District Leadership Team (DLT) and provide guidance and decision making on programs, protocols, and processes to aid in the development of more of a systematic approach to improvement throughout the system. The flow of information continues with the Building Leadership Team (BLT) as they work to implement the DLT plans more specifically targeted to the individual building needs. The BLT effectively focuses and directs the work of the Teacher Based Teams (TBT) which meet weekly to develop common assessments, analyze data, design interventions, coordinate instruction, implement new curriculum, and collaborate on instructional practices.

As research has shown, sustained, reinforced professional development is the most impactful training model. Through the use of the monthly training modules and the weekly teacher meetings, the staff has shown great progress in refining their teaching craft. As a result, students are showing personal growth and achievement is on the increase. Benchmark and progress monitoring data is showing a significant increase in achievement at all instructional levels as well. The culture of the building is beginning to become more collaborative which will surely continue to provide an atmosphere of ongoing professional growth.

7. School Leadership:

Watson Elementary School exemplifies shared leadership. The building principal is a strong educational leader who heavily relies on the valued expertise of the building staff. The guidance counselor serves as the "lead" for the OLWEUS bullying program. Professional development occurred early in the school year, and the counselor is in charge of the teacher leadership team which developed the building roll out, reporting and addressing protocol and year-long implementation plan.

As the school leader, the principal, along with an identified lead teacher, both play an integral part in presenting and implementing district initiatives. These representatives work through the Building Leadership Team (BLT) to implement the DLT plans more specifically targeted to the individual building

needs. This team of grade level teacher representatives meet bi-weekly to monitor the building action plan and to help focus and direct the work of the Teacher Based Teams (TBT). TBT's then meet weekly to implement the specific tasks designated in the action plan and/or to address grade level or classroom needs reflected in the data. A reporting system provides implementation monitoring and accountability for all staff involved with student achievement.

With the implementation of a Response to Intervention System to address the needs of all students, RtI Instructional Coaches are now in place. Following training, building coaches assist teachers with a root cause analysis process through a Five Why's process, determination of the level of intervention, identification of an appropriate intervention/strategy and progress monitoring. These coaches also facilitate data check-in sessions and provide support for teachers and students during enrichment/intervention time. The fidelity of the intervention program depends heavily on these teacher leaders and their collaboration with their colleagues. With this leadership structure being in place, the accountability and the support for teachers is a key component to bringing integrity to the building's instructional strength.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Ohio Academic Achievement Test
Edition/Publication Year: 2012 Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	100	98	98	100	98
Accelerated and Above	67	67	62	57	56
Number of students tested	72	51	50	49	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	2	6	0	3
Percent of students alternatively assessed	6	4	12	0	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	100	100	100	100	93
Accelerated and Above	54	67	73	50	43
Number of students tested	26	18	15	16	14
2. African American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
5. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6. White, Non-Hispanic					
Proficient and Above	100	98	98	100	98
Accelerated and Above	67	67	62	57	52
Number of students tested	63	49	50	46	42
NOTES:					
There were no students assessed alternatively in 2008-2009.					

13OH6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Ohio Achievement Test

Edition/Publication Year: 2012 Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	96	96	96	92	100
Accelerated and Above	72	75	82	76	91
Number of students tested	74	51	50	49	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	2	6	0	3
Percent of students alternatively assessed	5	4	10	0	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	89	100	93	88	100
Accelerated and Above	63	83	80	56	93
Number of students tested	27	18	15	16	14
2. African American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
5. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6. White, Non-Hispanic					
Proficient and Above	97	96	96	94	100
Accelerated and Above	72	74	82	76	91
Number of students tested	65	49	50	46	42
NOTES:					
There were no students assessed alternatively in 2008-2009.					

13OH6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Ohio Academic Achievement Test

Edition/Publication Year: 2012 Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	99	90	98	96	83
Accelerated and Above	69	49	54	68	43
Number of students tested	74	51	50	44	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	6	0	2	7
Percent of students alternatively assessed	1	12	0	5	15
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
2. African American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
5. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6. White, Non-Hispanic					
Proficient and Above	99	96	98	95	83
Accelerated and Above	69	52	53	69	44
Number of students tested	70	48	47	42	46
NOTES:					
Only one student was assessed alternatively in 2011-2012. There were no students assessed alternatively in 2009-2010.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Ohio Academic Achievement Test

Edition/Publication Year: 2012 Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	97	92	98	100	96
Accelerated and Above	58	55	32	75	53
Number of students tested	73	51	50	44	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	6	0	2	7
Percent of students alternatively assessed	1	12	0	5	15
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	100	85	100	100	82
Accelerated and Above	53	54	35	77	36
Number of students tested	30	13	17	13	11
2. African American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
5. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6. White, Non-Hispanic					
Proficient and Above	97	94	98	100	96
Accelerated and Above	57	58	30	76	52
Number of students tested	69	48	47	42	46
NOTES:					
Only one student was assessed alternatively in 2011-2012. There were no students assessed alternatively in 2009-2010.					

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