

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. 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

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 2 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	21	33	54
1	25	23	48
2	22	25	47
3	31	23	54
4	26	29	55
5	31	36	67
6	39	24	63
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	195	193	388

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 99 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 8%

If the mobility rate is above 15%, please explain.

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	30
(4) Total number of students in the school as of October 1, 2016	381
(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

6. English Language Learners (ELL) in the school: 0%
1 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

German

7. Students eligible for free/reduced-priced meals: 49%
Total number students who qualify: 189

8. Students receiving special education services: 13 %
49 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>15</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>5</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	95%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award. 2011

15. In a couple of sentences, provide the school's mission or vision statement.

Maplewood Local School District is committed to creating a supportive learning atmosphere where creativity, innovation, and technological integration are encouraged. Therefore, high expectations for academic achievements are established.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Maplewood Elementary School is a kindergarten through sixth grade building located in Cortland, Ohio. With fifty percent of the students receiving free and reduced meals, it is easy to gauge the socioeconomic status of the school community. In spite of 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 students with disabilities, ranging from hearing impaired, Specific Learning Disabilities to Multiple Handicapped. We also serve students with Gifted Identification, both in the regular classroom and a weekly STEAM Program. Regardless of a student's ability, all students are held to a high achievement level. All students can learn!

The commitment and volunteerism of the school community is evident every day of the school year. The steady flow of parent and grandparent volunteers provides 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 by our district school board. Community is very important to Maplewood Elementary. Without this involvement, we would not be successful in improving student achievement. There is a deep sense of pride in this small community.

Community groups such as the Parent Teacher Organization, Veterans of Foreign Wars Auxiliary, Johnston United Methodist Church and various other 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. 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 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 focuses on careers. Community workers speak to individual classrooms about their occupations and the importance of reading.

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.

In 2011 Maplewood Elementary was the recipient of the National Blue Ribbon Award. That recognition and acknowledgement serves as a source of great community pride, for not only our local school community but also the surrounding area. It is still not uncommon to receive phone calls related to our successes. For our staff, it was a validation of a job well done!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

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.

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 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.

For 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.

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 through sixth 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.

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

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.

2. Other Curriculum Areas:

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.

We have recently added a Technology/Computer class to the curriculum for all students in grades K-6. Classes meet 2-3 times a week where they are instructed both in a traditional lab setting as well as on Chrome Books.

3. Instructional Methods, Interventions, and Assessments:

Ohio's State Tests are used to evaluate students in grades 3-8 in the content areas of Reading, Mathematics, and Science. We have transition from PARCC and AIR testing. As part of the transition to the Ohio Learning Standards, we now assess in Reading, Mathematics and Science. The AIR 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 Learning Standards. To meet the state of Ohio Indicator at least 80% 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 School have consistently scored above the 80% proficient or higher benchmark set by the State of Ohio. Over the past five school years, the achievement scores have reached an unprecedented level.

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 School is one of the highest marks in the state of Ohio for an elementary school.

Further analysis of the achievement data reveals an upward trend in the percentage of students scoring at the accelerated and advanced levels. This trend is also true of our Economically Disadvantaged students as well.

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 has helped guide Maplewood Elementary School to create goals and facilitate professional development.

The Trumbull County Educational Service Center has also provided strong support to the administrative team through the annual Data Days. 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 to the staff. Our team decided that the Data Days presentation should be extended to the entire staff in addition to the school administration.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

From the moment a student steps on the school bus or are dropped off at school, they are greeted by an adult who is cheerful and welcoming. Our bus drivers, cafeteria workers, custodians and secretaries are all part of a welcoming, inclusive environment. Maplewood Elementary is a warm, inclusive and inviting school. From the little things like announcing student birthdays and giving them pencils, to passing out Fudgesicles (Twizzlers for milk/whey allergy students) to providing all necessary school supplies and shoes, we support our students. Our students and staff support one another in small and large measure. We pick each other up when necessary, both literally and figuratively. From family emergencies to minor setbacks, everyone covers for each other. Our teaching staff is never complacent with the status quo. They are committed to teaching and learning and are willing to change when necessary. Their classrooms offer high expectations with numerous academic opportunities. Through continued support, we have been able to maintain a safe, supportive and challenging environment.

2. Engaging Families and Community:

A highly effective tool for communicating student performance has been the use 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 School pupils that focus on student achievement and important events inside the school. Additionally, each grade level sends home a weekly newsletter regarding upcoming themes and topics.

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 School has shared its success through a variety of venues including an annual community coffee, honors banquet, luncheons, Grandparents Breakfast and board meetings. These gatherings have served as an essential communication device with the community.

3. Professional Development:

Professional development at the Maplewood School District is arranged by both the building principal and individual teachers. It includes a variety of presentations based on the interest and needs of the staff. At the beginning of the year, teachers are encouraged to inform the principal 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 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.

4. School Leadership:

Maplewood's current principal, has demonstrated the ability to provide consistency in leadership. She has been with the district for nine years, with the closing of a building, this is her first as elementary principal. She previously was the middle school principal but has been an elementary principal at another district. This leadership stems from an enthusiasm for instruction and an optimistic belief in the potential of our students. She demonstrates her dedication through active participation in continuing education. Her attendance at professional conferences and workshops has enabled her 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 our principal, 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, the principal's job is to lead her teachers toward becoming an excellent organization. She sets high academic standards not only for the students but also her staff. Each year staff members must set annual goals based on an individual's desire to improve in an instructional or academic area. The principal meets with staff members to discuss individual goals and how the goals were achieved.

Along with meeting individually with her teachers, she has regularly scheduled meetings including the whole staff to keep everyone aware of her 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 VI – STRATEGIES FOR ACADEMIC SUCCESS

At Maplewood Elementary School we believe that each and every student can learn. For as cliché as that sounds, we believe it. In order for students to be successful we focus on their strengths. Instead of letting our small size be a detriment, we use it to our advantage. Through the use of student data, we are able to differentiate our instructional practices. Essentially we utilize the same practices that are found in both gifted education and special education classrooms. By constantly looking for the understanding of concepts, we are able to immediately provide intervention and support. This is done through the classroom teacher, intervention specialist and educational aides. Even our secretary can be found helping students with homework while waiting to be picked up from school. It is not uncommon to find our classroom teachers eating with students during their lunch and working on their homework with them. There are teachers who regularly give up their planning periods to work with students. This is the norm at Maplewood Elementary School, not the exception.

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.

Another focus has been our actual scheduling of time on task. We have gone to great lengths to have blocked classes of not just English Language Arts, but also our mathematics. All of our students with disabilities are in an inclusion classroom and pulled out only to reinforce concepts introduced to all of the students. Through the use of modifications and accommodations, students are able to access the curriculum. These same techniques are used for all students. Our teachers are data driven and content driven. They follow the state standards and hold all students to the same expectations; their best work. We make no excuses and except no excuses, failure is not an option.