

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.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 3 Elementary schools (includes K-8)
 2 Middle/Junior high schools
 1 High schools
 0 K-12 schools
 6 Total schools in district
2. District per-pupil expenditure: 8260

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	26	10	36
K	41	28	69
1	47	46	93
2	44	50	94
3	47	46	93
4	64	44	108
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			493

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
1 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
91 % White
2 % 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.	16
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	28
(4)	Total number of students in the school as of October 1, 2011	473
(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: 1%

Total number of ELL students in the school: 3

Number of non-English languages represented: 1

Specify non-English languages:

Mandarin Chinese

9. Percent of students eligible for free/reduced-priced meals: 16%
 Total number of students who qualify: 73

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: 9%
 Total number of students served: 46

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>4</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>10</u> Multiple Disabilities	<u>16</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>22</u>	<u>3</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>1</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>17</u>	<u>5</u>
Total number	<u>55</u>	<u>9</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:

22:1

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%	97%	97%	97%
High school graduation rate	%	%	%	%	%

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: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

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

The Waterville Primary Mission Statement is:

“The Waterville School Community will promote a stimulating, safe, and nurturing environment. A strong partnership between home and school will empower each student to acquire a solid academic foundation, develop a love of learning, experience positive emotional growth, and support responsible citizenship. We strive to maximize student potential for: learning, positive social and physical development, high self-esteem, and efficient, effective problem solving. We will prepare every child for meaningful participation in our global society.”

Our mission statement is posted in each classroom and throughout the building. The mission statement, along with building and district-wide goals, guide our activities. Although the mission statement is lengthy, it does provide an accurate picture of the ultimate student success we envision for each child.

The community of Waterville is a small city of about 5,000 people located about 10 miles outside of Toledo, nestled along the Maumee River. The area is experiencing growth with new businesses, while still maintaining a small city atmosphere with a historic downtown. Waterville is characterized by high expectations for success, positive social interactions, and a sincere desire to be involved. The parents, community members, and staff expect high levels of academic achievement as evidenced by the State Report Card. The parents, staff, and community members also interact with each other in an encouraging, supportive, and positive manner, often providing moral and financial support for the school. Lastly, parents want to be involved and students look forward to this involvement. The students also work hard to increase responsibility/accountability and rise to the new expectations for increased academic rigor.

Waterville Primary has many traditions taking place on a yearly basis that reflect the attitudes, desires, and interests of the local community. One of the biggest traditions at Waterville Primary is the yearly music program that each grade level performs for family, friends, and community members. Students master grade level objectives and then display these abilities and talents on stage. Another tradition at Waterville is celebrating local history, which is incorporated into the third grade learning standards. Each year students are able to take field trips, complete a research project, and listen to guest speakers talk about the rich cultural heritage of Waterville. Two very special traditions at Waterville include the “mini” Relay for Life event and the Walk-A-Thon. The Relay for Life event was started to help raise student awareness of current research to help overcome cancer. The Walk-A-Thon is our big school fundraiser that encourages students to ask for pledges and then walk instead of just selling items to neighbors, family, and friends. The students enjoy this opportunity for some physical activity and feel a sense of pride and accomplishment by supporting the school.

Waterville Primary is a Bucket Filling School. Students fill imaginary buckets by being kind and respectful to one another. This program promotes a safe and caring learning environment where students feel valued and appreciated. Due to the supportive atmosphere, over the last several years, the school has continued to make academic growth. One huge accomplishment for Waterville Primary was having a Performance Index of 110 during the 2011-2012 school year, indicating many students scoring in the Advanced and Accelerated ranges on the Ohio Achievement Assessments. Another strength of the school is the building-wide Response to Intervention (RtI) Program. Staff members participate collaboratively, through a building level RtI team, to determine interventions to support students not meeting grade level expectations. Two more strengths and accomplishments of our school include Sara, the school therapy dog, and the land lab. Sara came to Waterville Primary in 2008. She was trained and placed by Assistance Dogs of America and is presently the only therapy dog in Lucas County. Sara interacts daily with students throughout the school to help students deal with many emotions. She is also a friend that many students can talk to about issues that they may not feel comfortable sharing with an adult. The land

lab is an outdoor science lab, which includes a rock garden, prairie area, a bird sanctuary, and a butterfly garden in the back of the school that students use to grow plants and interact with nature. The land lab also includes a 3 Sisters Garden where the vegetables are planted by Kindergarten students and harvested by first grade students for the First Thanksgiving Program. Community members also enjoy the land lab and take an active part in keeping the land sustainable.

Waterville Primary is worthy of National Blue Ribbon Status because the devoted and caring staff strives to help each child succeed by making data driven decisions which informs instruction. All students are empowered to reach maximum potential and are provided the supports to be successful. The students consistently score high on standardized testing, usually among the highest in the local area.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Waterville Primary takes part in the assessment system adopted by the Ohio Department of Education. In Ohio, each child in grades three through eight takes an Ohio Achievement Assessment (OAA) in Reading and Math each year and a Science OAA in fifth and eighth grade. At Waterville, third and fourth grade students take the OAA in Reading and Math each year. A student's score is then reported within a performance range. The five performance ranges in Ohio, starting with the lowest include: limited, basic, proficient, accelerated, and advanced.

In Ohio, each school is issued a Local Report Card, which includes: number of state indicators met, the Performance Index Score, an Adequate Yearly Progress measure, and a Value Added measure. 75% of the students must score at the proficient level to meet the state indicators requirement. The Performance Index Score utilizes a weighted percentage for each range of scores (i.e. proficient, accelerated, and advanced) with advanced and accelerated weighted higher than scores in the proficient range. The weighted scores are then multiplied by the number of students who scored in each particular category. The final Performance Index then adds the score together for each category (i.e. proficient, accelerated, and advanced). The Adequate Yearly Progress measure looks at the subgroups of students within the building and determines whether the students in the particular subgroups met a year's worth of growth. Finally, Value Added looks at student growth by comparing the Normal Curve Equivalency (NCE) from one year to the NCE score the next year. Finally, all these individual indicators are combined to give the school a formal rating (i.e. Excellent with Distinction, Excellent, etc). Within this accountability system, Waterville has consistently received an Excellent Ranking.

Given the solid academic achievement foundation which has been established, our school must be ranked Excellent or higher on the State Report card in order to be considered acceptable. Staff members, students, and community members have consistent high expectations for performance. Waterville collaborates with stakeholders to ensure students are successful in an ever changing world.

B. The performance index at Waterville Primary is consistently high. The Performance Index for our school is usually above 107 and this past year increased to 110. This indicates more of the students are scoring in the advanced and accelerated ranges, so students are able to use higher level thinking skills when answering questions or learning new information. Typically around 95% or more of the students score proficient or higher on the Ohio Achievement Assessments in reading and math in third and fourth grade.

Overall, the scores for third and fourth grade reading were all 93% or better (for proficient and above) over the last five years. Also, scores from third to fourth grade appear to be consistent or slightly rise. During the 2011-2012 school year, the scores for students with disabilities in both third and fourth grade reading have reached above 90% passing.

The math scores also seem fairly consistent with close to 100% of the students scoring proficient or better, except for one year, in third grade. The fourth grade math scores also indicate 93% or more of the students still maintain proficiency or higher. The scores for students with disabilities form a positive trend line in the recent past. Even with the positive trend line for students with disabilities, there is a 10%+ gap between the overall number of students passing the fourth grade math test (proficient or higher) and the students with disabilities passing the math test during the 2011-2012 school year. This has been a focus for the school this year. Students with disabilities are receiving multi-sensory instruction, with repetitive practice, and weekly focused skill review. In addition, students are benefiting from inclusion practices. The students are following the fourth grade math curriculum, but receiving adjustments as needed based on the individual needs of the students. Additional assistance is provided as needed in the regular

education classroom and the resource room. Supplemental math strategies such as Touch Math and Simple Math are being utilized as resources when student needs dictate. The students are progress monitored using STAR math to track and monitor progress, and plan instructional modifications based on the ability of the students.

Significant gains can be attributed to the study, practice, and implementation of Marzano's High Yield Strategies, increased focus on interventions, and higher expectations for student learning and achievement. During the 2011-2012 school year, Marzano's High Yield Strategies were examined. Every month the staff read and discussed ways to implement these strategies in the classroom. The teachers would actually implement the strategy and share the results the next month. It became clear each strategy can be used across various grade levels with active student engagement. Utilizing the Response to Intervention (RtI) model, students receive research-based tier 1 curriculum with the benefits of differentiated instruction and common assessments. Tier 2 and Tier 3 interventions are intensive, individualized, and designed to help students learn a skill to be successful in the classroom. Lastly, with the implementation of the new Common Core standards, the learning expectations have been increased for all students. Students are asked to use higher level thinking skills at all grade levels by synthesizing the information to make learning meaningful.

The school identifies students, who with encouragement and extra interventions, could reach the next level of achievement. Students are supported and guided to the next level through positive reinforcement, differentiated instruction, and establishing a positive home school connection. Teachers, support staff, and parents provide learning opportunities for students to be successful and strive to help students gain confidence and skills through individualized attention and instruction.

Although, the school has past successes, we strive to help our students improve. One of the main motivators is finding innovative ways to help our higher performing students continue to make progress.

2. Using Assessment Results:

Waterville Primary utilizes a data-driven approach to analyze student and school performance. We focus on pertinent academic data, from a variety of sources (in particular the Ohio Achievement Assessments) that will help us get a better understanding of student skills and help us better create new goals while forming a game plan to meet those goals. The School Improvement Team (SIT) systematically interprets school wide data as provided from the Third and Fourth Grade Ohio Achievement Assessments. Each fall, the SIT meets to go over each of the released test questions from the previous year and analyze how Waterville students did on each question. This information is used to look for trends and is ultimately shared with the rest of the staff as strategies that can be implemented in all grade levels to help our students be successful in the identified areas. Furthermore, this information is helpful to classroom teachers to understand grade level expectations on state assessments. Next, the SIT looks at individual student scores. Our ultimate goal is to move each student into the next academic category on the score report (i.e. from proficient to accelerated or from accelerated to advanced) and a list is compiled to spotlight students who are close to the next level. This information is provided to the classroom teacher, so the teacher knows the background of the student and can focus efforts on helping that child reach a year's worth of growth.

The RtI process at Waterville also empowers the staff to critically examine the data. Students take part in benchmark testing four times throughout the year and students are expected to make continued growth throughout the year. If a student is not making adequate growth, an individualized plan is formulated to provide interventions in order to help the child learn a skill to be successful in the classroom.

Based on the data provided by trends from previous OAAs, Waterville implements a Verb of the Week program. Each week the students at Waterville are introduced to a new verb. For example, the definition is read at the beginning of the week on our announcements, examples are shared throughout the week,

and classroom activities (at all grade levels) reinforce the verb of the week across various content areas. The verbs are then posted on a word-wall in the classroom for the students to refer to throughout the year.

Last year, Waterville was focused on increasing student achievement, and decided to undertake a year-long professional development journey to learn about Marzano's High Yield Results strategies. These research-based strategies are scientifically proven to have the greatest impact on student achievement. Some of the strategies that teachers implement include: identifying similarities and differences, homework and note taking, plus cooperative learning. Although after a year, trend data would not be available to support student achievement gains as a result of this professional development, we believe that the ideas and the concepts have certainly made a positive difference in the classroom learning environment. Furthermore, classroom formative and summative assessments as well as STAR testing in Reading and Math have also indicated positive effects in student performance from this study and implementation of best practices.

Informing the community about student achievement is often one of the most rewarding tasks in education. There always seems to be plenty of news that is not always positive, however sharing student successes with the parents and the community is a great way to highlight the hard work and effort of the students and staff members at Waterville Primary. This information is communicated via the State Report Card, parent conferences (in the fall and in the spring), beginning of the year parent meetings, and individualized letters to parents (RtI intervention plans, Third Grade Reading Guarantee, and individual progress notes on specific skills). Furthermore, the Waterville Parents' Association is actively involved in the school. Academic successes are shared with them and information is then shared via the school and district website. Several teachers also utilize teacher websites and email lists to highlight, share, and disseminate student academic information. Lastly, good news phone calls are used. Parents are called when a child does something positive. This child-centered approach encourages and promotes a high level of self-esteem for the child while also establishing a positive connection between school and home.

3. Sharing Lessons Learned:

Sharing lessons is important for school success. The kindergarten and first grade teachers collaboratively created new grade cards aligned with the new Common Core standards. These teachers developed a district-wide pacing guide to establish when each topic would be covered and discussed expectations for student mastery. A deeper level of trust and respect now exists because of the sharing, communication, and collaboration throughout the district.

Recently, Waterville staff members have worked collaboratively with teachers from surrounding districts. The discussion was centered on test preparation and strategies to be successful when helping students achieve high academic achievement. Another source of sharing takes place using online forums such as Pinterest, blogs, and wikis. Teachers frequently use these resources to gather new ideas for the classroom, while sharing successful practices with others.

Teachers collaborate with others throughout the district using Google Docs. A document is created and shared with anyone interested in feedback on a topic. Every member of the group can simultaneously revise/edit the document and work collaboratively without being in the same location. Teachers use Google Docs to share classroom lesson ideas and projects with staff members and students. During our transition to the Common Core, teachers are also using Google Docs to create/revise grade level pacing guides, determine grade level consistency for district wide mastery of items such as spelling words, sight words, and math facts. Teachers are also discussing, editing, and developing grade card language through a shared Google Doc.

Several Waterville Primary teaching staff are members of the local reading association. Teachers learn how to engage readers and improve reading instruction to meet the needs of all students by networking with other area educators. Several staff members are also Jennings Scholars through the Martha Holden Jennings Foundation. Teachers gather together periodically to listen to speakers share practical,

applicable, and meaningful educational experiences, which foster an atmosphere of educational excitement. Staff members are involved in OEA/NEA.

Our art teacher is a member of the Ohio Art Education Association (OAEA) and is the Off-Site Chair for the 2013 OAEA Conference in Toledo, Ohio. Our Speech Pathologist is a member of the American Speech Language Hearing Association (ASHA, Ohio Speech Language Hearing Association, and the Northwest Ohio Speech Language Hearing Association). These opportunities allow staff members to engage in collegial dialogue regarding best practices.

Moreover, staff members from Waterville Primary are actively involved with the Assistance Dogs of America. Several times over the last few years, Waterville Primary has hosted the annual conference for Northwest Ohio schools. Staff members share ideas and eagerly learn new strategies for effectively using Sara during school-wide programming such as Random Acts of Kindness Week and Right to Read Week.

4. Engaging Families and Communities:

We invite families and community members to take an active role in our mission. We strive to involve parents and families as partners in education at home as well as at school so all stakeholders can see, experience and participate in the educational process. Parents are asked to daily check and sign the take home folder for each student. This ensures the parents are aware of homework expectations and provides an avenue for the teacher and parent to communicate daily. Also, each grade level utilizes the AR Reading program and students are required to read a certain number of minutes throughout the week, often with a parent. At the end of the week, the parents must sign that the reading took place. Parents are also often provided with supplemental activities to help students master skills including flashcards to work on math facts, reading sight words, spelling words, websites to practice reading and math skills, and several teachers use websites to update parents on classroom happenings and provide resources aligned with current learning expectations.

We reach out into the community to collaborate and help with projects and serve others, which in turn has the community eager to come into our school and help. Their participation not only scaffolds student success but it also helps improve our school. Throughout the year, various presentations by community members take place. In particular, presenters share different cultures with food, costumes, maps, music and activities. Furthermore, the community is engaged within the school by assisting with Response to Intervention (RtI) programs which help those students who score in the bottom 10% of their reading screening assessment. One such RtI intervention is Reads Naturally (an electronic program focused on improving student comprehension). Tutoring is also sponsored by two local churches in the evening. The Land Lab is another source of pride for Waterville Primary and is only possible with the community's help in its weeding and providing some materials/money. Furthermore, the local community is actively involved with students through other community service projects such as food, coat and blood drives, visiting the nursing home, creating a design for a community t-shirt to raise money for the town's fireworks, creating a large outdoor sculpture to be exhibited in a nearby community, and student performances at the Waterville Rotary Pancake Supper to help earn funds for such things as student dictionaries presented to each student and scholarships.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The core curriculum at Waterville Primary addresses the learning standards in a myriad of ways. The Common Core Standards are national standards, internationally benchmarked, and aim to prepare all students to be college and career ready. Overall, the entire curriculum used in the building is research-based, utilizes best practices, is student centered, and designed to meet the varying needs of student ability levels. Students are engaged in meaningful, authentic and purposeful tasks, which include an integration of listening, speaking, reading, and writing throughout all subject areas in our building.

In the area of Reading, Waterville Primary School focuses on a whole language approach to learning. Students are engaged in lessons that are intertwined including spelling, language usage, writing, and a plethora of reading genres. Weekly, students are exposed to fiction and nonfiction selections, focusing on comprehension and text features, as well as reading fluency and vocabulary. Daily, students are given direct, explicit instruction comprised of multiple opportunities to utilize leveled materials to reach each student.

In math, the content standards are addressed through engaging, hands-on lessons that teach the students through concrete means first, letting students feel and see math concepts. Then students and teachers slowly transition into working towards abstract practice of skills and real world problem solving techniques. Lessons are focused on foundational skills in the younger grades and then build on those skills in the higher grades. The math lessons utilize a tiered approach where students work collaboratively with teacher and peers alike at the beginning of the lesson, and then are directed to work independently to showcase mastery of skills.

Our science curriculum focuses on developing 21st century skills and lends itself to a hands-on/minds-on approach to learning. The students participate in experiments to answer scientific questions to learn more about the world around them. Foss Kits and AIMS (science curriculum using hands-on inquiry lessons empowering students to use the scientific method) activities are currently utilized within the school and are used as a springboard for deep discussions as well as interesting, practical, and applicable scientific experiences for the students.

The social studies curriculum is aligned with state content standards and uses a multi-modal approach in which students can learn about concepts in a variety of ways. Students develop cultural awareness and civic-mindedness through exposure to local and state history as well as people and places near and far. Students are engulfed in picture books, poetry, songs, community presenters, videos, websites, field trips, and the arts that exhibit who we are as people, where we've been, and what it takes to be a productive, contributing member of our society.

The visual and performing arts within our school develops the whole student. They stimulate creativity and independent thinking, while encouraging application of content skills and abilities in a variety of contexts. For example, in art, students learn about symmetry, measurement, and fractions, while students in music learn about adjectives, reading nonfiction, and local historical song and dance. The physical education program is another highlight at Waterville. The students actively engage in learning experiences designed to help them learn real life social skills as well as the importance of leading a healthy life and making positive choices. Students learn to cooperate, work together, and initiate personal best.

Technology is ubiquitous throughout the building and is used daily to engage, assess, and enhance instruction. Students create, present, research, compose, practice, and overall develop skills that align with the curriculum while developing future digital citizens.

Overall, Waterville’s curriculum provides meaningful experiences for our students where they can make connections to their lives, prior learning experiences, and across content areas. We aim to meet the needs of the individual student, where they can experience achievement and growth to become effective problem solvers in our global society.

2. Reading/English:

Waterville Elementary utilizes Harcourt and Scott Foresman Reading Series to teach reading, writing, and spelling skills. These series provide students with opportunities to interact with a variety of genres and exposes students to skills that are needed to be successful readers. The school uses non-fiction literature in an attempt to balance literature in the classroom. The primary students incorporate themes to bring in the non-fiction reading such as whales, penguins, bats, and cultures. As students grow older, the use of non-fiction literature becomes even more important as students must be able to read and understand information across a variety of mediums as they master non-fiction elements. Furthermore, an interdisciplinary approach, utilizing non-fiction educational resources, supplements the curriculum, by providing factual information, while reinforcing and encouraging students to transfer the skills through a practical application of the content.

Students learn foundational reading skills at the lower levels by starting with the basics of letter identification and letter sounds, which progresses into hunk/chunks, blends, and eventually sentences. Students are guided, often individually with a teacher, tutor, or volunteer, through the reading process on a daily basis. Students are also encouraged to participate in nightly reading activities with parents to help solidify the skills taught in class and help students understand the consistent expectations between home and school.

Waterville identifies and assists struggling readers beginning in kindergarten, by providing interventions (through the RtI process) to ensure all students are reading at grade level by the end of the third grade. The students take a universal screener at the beginning of the year and then are monitored closely throughout the year (using the STAR Reading Assessment by Renaissance Learning) to ensure that adequate progress is being made after interventions (often working with the classroom teacher, the tutor, or participating in the Reads Naturally program – an electronic reading program focused on enhancing reading comprehension) are implemented. If the progress is not taking place, then the intensity, frequency, and duration of the intervention is increased. Furthermore, the Accelerated Reader Program establishes students’ independent reading level and then students are guided to choose books at the appropriate level within the zone of proximal development (often being provided enrichment activities to encourage students to make connections and apply reading skills through a variety of contexts and learning experiences). Lastly, guided reading groups are often used to encourage the higher level thinking skills by having students participate in discussions about the books where students are able to question and explore the reading at a deeper level.

3. Mathematics:

Waterville uses the Envision Math Series for K-4 students. The math curriculum is organized by topic, and begins with an introductory math lesson shown on the SmartBoard, along with several examples of the skill being introduced. The students then work collaboratively with the teacher to complete more practice examples and finally end the lesson by completing independent practice with the given skill or task. The school chose this particular program because it is research-based, includes an online component to supplement the foundational curriculum, and utilizes an approach which emphasizes student achievement and accountability employing an I do, we do, you do strategy for learning.

The students acquire math foundational skills, aligned with expectations of the Common Core Curriculum, by implementing many instructional strategies such as repetitive practice, hands-on activities using various manipulatives, technology enhanced lessons where students are actively engaged in the

lesson, math intervention and enrichment plus incorporating reading/language arts content within the math curriculum. Second graders are ability grouped so the pacing of instruction is appropriate for the students' ability levels.

Waterville Primary uses four benchmark periods throughout the school year to measure student growth in math by utilizing the Star Math Assessment for grades one to four. The initial assessment creates the baseline score and a positive trend line is expected for each student as the student receives math instruction throughout the year. When a student's trend line is not showing positive growth, an intervention plan is implemented focusing on a specific skill. The student is then progress monitored for a period of six to eight weeks to determine whether the intervention had a positive effect on student learning. Furthermore, students performing above grade level are challenged with higher level thinking activities using Marzano's research based strategies that have been shown to have the greatest impact on student achievement.

4. Additional Curriculum Area:

The science curriculum at Waterville is inquiry based. Students take an active part in the learning process and use critical thinking skills to answer questions, find solutions, and explain the scientific reasoning behind the content. Foss Kits provide students with stimulating, hands-on, inquiry based lessons focused on grade level content standards. Students work collaboratively with other students to answer the why question, often employing the scientific method as the preferred method for student discovery. Additionally, students are exposed to non-fiction literature to provide background knowledge and complement the knowledge gained through these inquiry endeavors. This type of approach to learning science provides students with essential problem solving skills and promotes the 21st Century Skills of creativity, critical thinking, collaboration, and communication. Students must employ the 4 C's in order to creatively seek multiple solutions to problems, use critical thinking to solve problems without asking for assistance, collaborate with others in order to work successfully with others on a common goal, and finally be able to share the information and results with others in an understandable and meaningful manner.

Our science curriculum is designed to strive to maximize student potential. Students are challenged to participate in new learning experiences that require them to build on previously learned knowledge, formulate new opinions/ideas/solutions, and then share that information with others. Students are not given the information and then asked to use lower level thinking skills to regurgitate the information, rather students are active learners and use real-world problem solving skills to become well-rounded students. Furthermore, this type of environment helps students develop a love of learning, while unbeknownst to them, is solidifying a strong academic foundation for learning in later grades. Creating a strong academic foundation is paramount in order for students to be successful later in life, so students have the confidence, skills, and understanding to build on when new or unfamiliar content/experiences are encountered. Lastly, the ultimate goal for every child is meaningful participation in society. The students should be able to positively contribute to the greater good of society in meaningful, practical, and applicable ways to make the world a better place for the next generation.

5. Instructional Methods:

Waterville is transitioning to the new Common Core Curriculum by developing pacing guides, lessons, and assessments. Instruction uses various modalities including auditory, visual, kinesthetic, and tactile strategies to meet the learning needs of all students. Instruction is pre-planned and data driven. Teachers throughout the year look at data from the universal screening assessment, classroom tests and/or quizzes, district assessments, state achievement assessments, and standardized assessments. Teachers use this information to design instruction in order to meet the varying abilities of the students. Formative assessments are used to adjust instruction as needed based on the needs of the students, while summative assessments are utilized to determine student mastery. Additionally, 21st Century skills are emphasized as employers have identified an increased need for students to be proficient in critical thinking, creativity,

collaboration, and communication. 21st Century skills are taught within the classroom as students work collectively in groups to participate in scientific inquiry experiences. These experiences require students to collaborate with one another to devise a hypothesis, create or plan an experiment, and finally clearly communicate the results with group members and other people within the class.

Instruction is modified for students identified as needing additional academic interventions. Individualized plans are developed for struggling students to identify areas of need and provide interventions (both in and out of the classroom using teachers, tutors, and parent volunteers) to help the students learn a particular skill. Higher level learning takes place in the classroom when students are challenged to synthesize (in order to take the information and develop alternate solutions) and evaluate (be able to support information after receiving information and make a judgment).

Technology is used on a daily basis at Waterville. In addition to each academic classroom in the building having a SmartBoard, the school has four laptop carts (of 30 computers) which are utilized at different times by various classrooms to work on technology specific skills such as typing or word processing within a Google Doc, creating presentations using PowerPoint or Key Note, and completing research or additional practice by visiting educational websites.

6. Professional Development:

Waterville's School Improvement Team (SIT) meets for an entire day to develop building-wide school goals for the following year. The SIT plans professional development activities during staff meetings and in-service days that align with building and district goals. SIT completes an item-analysis of previous test questions to look for trends in data. The information is used to develop a list of "key strategies" to be implemented building-wide throughout the year to increase student achievement. Teachers then examine how the students scored the previous year and identify students to boost to the next level of achievement on state-wide assessments.

Grade Level Chairs (GLCs) meet monthly to address building-specific issues and communicate important information to grade level colleagues about upcoming activities and initiatives. Teachers from each grade level have also participated in standards forums to learn more about the new common core standards. Teachers met and discussed transition plans with staff members from other districts. The information was then brought back to the building and shared with other grade level colleagues. This information was used to guide the development of professional development activities for teachers.

Staff members attend professional development (aligned with building and district goals) to learn about the Common Core Standards, Power School, alternative assessment, RtI (Response to Intervention), creating a literacy rich classroom, etc. The teachers who attend these professional development sessions then return to the building to share knowledge with the rest of the Waterville staff. These staff members serve as the leaders on various professional development initiatives. By building leadership capacity within the building, staff members are empowered to learn new educational trends. This allows staff members to gain a sense of responsibility and accountability by becoming a "content" expert. Staff members gain insight and knowledge by learning new concepts from trusted colleagues. They are often more willing to try new ideas presented by a colleague who is familiar with how the building functions, knows the expectations of the building, and recognizes the needs of the students at Waterville Primary.

7. School Leadership:

The leadership philosophy at Waterville focuses on three key statements found in the Waterville Primary Mission Statement: 1) Strive to maximize student potential; 2) Develop a love of learning by empowering each student to acquire a solid academic foundation; and 3) Prepare each child for meaningful participation in society. The school administration believes that there must be mutual respect and trust between all members of the school staff. Each staff member plays an important role in successfully educating students. The job of the administration is to support and empower staff members to effectively

carry out various job functions. The principal actively encourages staff members to utilize and implement 21st Century skills by purchasing technology, working collaboratively with the Waterville Parents' Association to purchase additional technology to engage students in higher level thinking activities, while promoting other technological advances including Google email and Google docs.

Waterville's principal and head teacher work collaboratively to plan professional development and monitor the day-to-day functions of the school. The SIT (School Improvement Team) meets regularly (at least three times) to plan, monitor, and adjust professional development activities as needed. Ohio is currently in the midst of quite a few educational initiatives (RtI, Creating a Literacy Rich Classroom, new grade cards, new grading system called PowerSchool, Ohio Third Grade Reading Guarantee, and the Ohio Teacher Evaluation System) and the SIT works diligently to implement these new programs and policies. For example, the SIT identifies and shares educational tips to help students be successful, as well determines the areas of strength and areas of focus to help guide our goals and professional development activities.

School leadership is exhibited throughout each year. Staff members (teachers and administration) actively encourage students to participate in several school-wide themes and activities. Some of these components are the bucket-filling character development initiative, utilization of our school therapy dog in various ways, our Soul Shoppe anti-bullying program, the PRIDE (Personal Responsibility in Daily Efforts) program, Safety Patrol, and our Waterville Primary Student Council.

These programs each work towards the goal of empowering students to become confident, respectful leaders throughout the building. Our PRIDE program, for example, encourages responsibility in maintaining good attendance, homework completion, positive behavior, and responsibility when caring for school and personal property. The Safety Patrollers are trained fourth graders who assist with creating safe arrival procedures/routines for the many students who are dropped off in the morning. Our Waterville Primary Student Council also promotes leadership by allowing students to effectively run a "bucket-filling" store, maintain a school recycling program, and participate in community service projects.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: 3rd Grade Math Ohio Achievement
3 Assessment

Edition/Publication Year: Ohio Department of
Education

Publisher: 2010

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Above	98	97	87	97	99
Accelerated and Above	73	69	54	73	78
Number of students tested	101	77	90	100	89
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	2	4	3
Percent of students alternatively assessed	1	4	2	4	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	90	93			
Accelerated and Above	55	71			
Number of students tested	20	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	91	85	38		
Accelerated and Above	73	39	19		
Number of students tested	11	13	16		
5. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6.					
Proficient and Above					
Accelerated and Above					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: 3rd Grade Reading Ohio Achievement
3 Assessment

Edition/Publication Year: Ohio Department of
Education

Publisher: 2010

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Above	98	97	93	93	98
Accelerated and Above	91	88	88	88	89
Number of students tested	101	77	90	100	89
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	2	4	3
Percent of students alternatively assessed	1	4	2	4	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	95	93			
Accelerated and Above	80	93			
Number of students tested	20	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	91	85	63		
Accelerated and Above	73	69	50		
Number of students tested	11	13	16		
5. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6.					
Proficient and Above					
Accelerated and Above					
Number of students tested					
NOTES:					

13OH2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: 4th Grade Math Ohio Achievement
4 Assessment

Edition/Publication Year: Ohio Department Of
Education

Publisher: 2010

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Above	96	90	95	93	93
Accelerated and Above	80	64	70	75	57
Number of students tested	78	91	101	89	97
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	4	3	5
Percent of students alternatively assessed	4	1	4	3	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	88	83	77		
Accelerated and Above	69	42	54		
Number of students tested	16	12	13		
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	79	36	58		80
Accelerated and Above	50	21	42		27
Number of students tested	14	14	12		15
5. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6.					
Proficient and Above					
Accelerated and Above					
Number of students tested					
NOTES:					

13OH2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: 4th Grade Reading Ohio Achievement
4 Assessment

Edition/Publication Year: Ohio Department of
Education

Publisher: 2010

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Above	96	95	97	98	97
Accelerated and Above	55	63	56	63	39
Number of students tested	78	91	101	89	97
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	4	3	5
Percent of students alternatively assessed	4	1	4	3	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	94	100	92		
Accelerated and Above	50	42	31		
Number of students tested	16	12	13		
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	93	71	83		93
Accelerated and Above	36	29	33		33
Number of students tested	14	14	12		15
5. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6.					
Proficient and Above					
Accelerated and Above					
Number of students tested					
NOTES:					

13OH2