

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Julie Bogden

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Albion Elementary School

(As it should appear in the official records)

School Mailing Address 9360 Albion Road

(If address is P.O. Box, also include street address.)

City North Royalton State OH Zip Code+4 (9 digits total) 44133-1768

County Cuyahoga State School Code Number* 000265

Telephone 440-582-9060 Fax 440-582-7237

Web site/URL http://www.northroyaltonsd.org E-mail julie.bogden@northroyaltonsd.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Gregory Gurka E-mail: greg.gurka@northroyaltonsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name North Royalton City School District Tel. 440-582-9120

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. John Kelly
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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, 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. 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 2008 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: 2009, 2010, 2011, 2012, or 2013.
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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 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 with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	60	47	107
2	39	46	85
3	57	36	93
4	61	47	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 Students	217	176	393

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 7 % Asian
 - 1 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 81 % White
 - 5 % 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 9%

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, 2012 until the end of the school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	34
(4) Total number of students in the school as of October 1	391
(5) Total transferred students in row (3) divided by total students in row (4)	0.087
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: 7%
30 Total number ELL
 Number of non-English languages represented: 16
 Specify non-English languages: Arabic, Korean, Romanian, Russian, Serbian, Spanish, Ukrainian, Vietnamese, Gujarati, Hindi, Chinese, Italian, Panjabi, Egyptian, Tai, Marathi
8. Students eligible for free/reduced-priced meals: 20%
 Total number students who qualify: 79

If this method is not 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.

9. Students receiving special education services: 9 %
34 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 categories.

- | | |
|--------------------------------|--|
| <u>4</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>1</u> Deafness | <u>6</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>12</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 23:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

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 X

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

PART III – SUMMARY

Albion Elementary School lives our mission to inspire and empower learners. We exemplify the Starfish Philosophy that each act, big or small, matters in the life of a child. It is our privilege to instill “hope, optimism, and determination” in our daily interactions with children.

Albion is a welcoming community. Students and staff are engaged in practicing and modeling Albion’s Expectations: Be Ready, Be Respectful, Be Responsible, and Be a Friend. Upon entering our school, one is greeted with a child-centered, print-rich environment, which include banners promoting positive behaviors and learning goals. Our lobby sets the stage with a cozy reading center that invites one to cuddle up with a good book. The hallways illustrate our commitment to celebrate the uniqueness of our children by showcasing student work.

From the start of our day until the last bus leaves, not a minute is wasted. Teachers maximize instructional time during transitions through entrance and exit activities. Learning spills out into the hallways by utilizing interactive pocket charts, flashcards, and learning centers that reinforce skills across curricular areas.

Albion is unique in the leadership roles provided to children. It is our goal that students take pride and ownership in their school. These opportunities start early with first grade Pride Patrol, then build to include Library Helpers, Morning Announcers, Peer Mentors, Mr. Bryan’s Lunch Helpers, and Safety Patrol. Student Council Representatives foster a community connection through various service projects. Conflict Managers receive training to mediate minor student disputes through the conflict resolution process.

The staff, parents, and community collaborate to create an atmosphere that embodies the following beliefs:

- We believe in a culture that promotes respect and integrity.
- We believe in collaboration among schools, communities, and families.
- We believe communication is essential.
- We believe in a balance between interpersonal relationships and technology.
- We believe all students are capable of learning and learn in different ways at different rates.
- We believe in equal access for every student.

The District includes students from North Royalton and Broadview Heights, Ohio. These communities deeply value our educational system and support our schools. Our demographics are undergoing socio-economic and cultural transitions. County public housing has brought an influx of families seeking a quality education based upon our consistent Excellent rating by the State of Ohio.

Albion consists of 393 students in grades 1-4. We are one of four elementary buildings in the school district. Students come from diverse cultural, religious, and family structures. Twenty percent of the student population is economically disadvantaged and the transient/mobility rate is nine percent. Our English Language Learners population comprises seven percent of our student body with 16 identified languages. Additionally, nine percent of students have a disability falling under multiple state identification areas. Our building houses the sole district-wide special education program for elementary students with behavioral challenges. This program supports students in the general education classroom. Our students achieve success due to the outstanding partnership, flexibility, and commitment of our staff in developing instructional programs tailored for each child.

Our diverse population creates challenges in the areas of student achievement, scheduling of specialized services, and parent communications. Albion’s ability and willingness to embrace these challenges has earned us a continual Excellent rating.

Albion is proud to have been ranked first on the Third Grade Math Ohio Achievement Assessment out of 230 public elementary schools in Cuyahoga County and thirteenth in the state during the 2009-2010 school year! Our school was a 2010-2011 Ohio Association of Elementary School Administrators’ Hall of Fame

finalist for our exemplary educational programs to meet student needs. Other recognitions include the National PTA Parent Involvement Certification of Excellence, the Honor Student Council Excellence Award from the National Association of Elementary School Principals, the Buckeye Best Healthy School Award for three years, and the 2011 Earth Day Challenge Award.

We understand that our students' success and achievement is due to our partnership with parents. In collaboration with the PTA, we host opportunities that welcome parents to our school so children can see them taking an active interest in their home away from home. Such activities include Muffins with Mom, Doughnuts with Dad, Family Math Night, the Scholastic Book Fair, Grandparents Lunch, and our annual Art Show. Parents provide additional support in the classroom by assisting individual students or small groups.

Albion's proudest achievement is the impression we leave to those that pass through our doors. An often repeated sentiment by parents and visitors is, "I can always count on Albion to be friendly and keep me informed." Our ability to successfully blend our rigorous curriculum and our high academic expectations, with a friendly, compassionate culture defines our school and makes us worthy of National Blue Ribbon recognition.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Albion’s third and fourth grade students participate in the Ohio Achievement Assessment in reading and math. We receive scores regarding overall student proficiency (Performance Indicators), overall achievement levels (Performance Index), overall student progress (Value Added), and the academic performance of specific subgroups (Annual Measurable Objectives). Albion earned an 'A' on all four of these local report card measures.

Based on cut scores, student performance on the Ohio Achievement Assessment falls into one of five categories: limited, basic, proficient, accelerated, and advanced. Over the last five years, Albion has had over ninety-two percent or more of our students meet State expectations by achieving proficient or above in reading and math.

The Performance Index measures test results of every student. There are six levels on the index and we receive points for every student in each of these levels. The higher the achievement level the more points awarded in the District’s index. Albion’s Performance Index on the State report card this year was an 'A'. Our Performance Index score has consistently exceeded 108 out of a possible 120 points over the last five years.

Annual Measurable Objectives compare the performance of all students and subgroups to a State goal. These objectives show how well students are doing in reading and math. Albion has met the goals in this area for the last 5 years. We received an ‘A’ this year as 100% of our four groups met the State goal.

Our overall performance includes Value Added scores. Value Added is a measure of growth. It determines how much “growth” students make in reading and math between 3rd and 4th grade. It is a method that helps measure the impact that instruction has on a student’s academic progress. This year our building received an overall grade of ‘A’ for Value Added.

b) The analysis of our data indicates consistency in our instruction across grade levels and over time. In the 2008-2009 school year, our 3rd grade reading and 4th grade math were at 92% and 94% respectively. During the remaining 4 year period, 95% or more of our students have scored at or above the proficient level in reading and math.

Our economically disadvantaged subgroup has performed with similar consistency. During the 2008-2009 school year, this subgroup had scores at or above the proficient level ranging from 73% to 95%. Since that time, 14 of 16 data points have been 95% or higher. During the 2012-2013 school year, there was a 10% gap between our economically disadvantaged subgroup and our general population in third grade math. We are addressing this achievement gap by adding two intervention periods a week to differentiate math instruction. One of our Response to Intervention teachers specializes in math instruction. She co-teaches with the classroom teacher or works separately with a smaller group of students who need differentiated instruction. She also focuses on skill deficits based on individual student needs. We anticipate closing the achievement gap through these additional supports.

Albion has a subgroup for Students with Disabilities in Grade 4 in both reading and math. In reading, we have decreased the achievement gap between students with disabilities and the general student population. Math has shown a steady upward trend in 3 of 4 years despite last year’s 10 percent gap. To address this difference, we have implemented a co-teaching structure to ensure that our students with disabilities receive the majority of instruction within the general education classroom, with added support in a small group setting. Co-teaching provides students with disabilities the opportunity to receive instruction from both the teacher, who is the expert at curriculum, and the teacher whose expertise lies with specialized instruction. This guarantees equal access to the curriculum for all students.

Several factors have contributed to the consistency of our performance level. In math, we implemented both

flex grouping and an extension teacher to meet the different instructional needs of students. Pre and post testing provides us with data regarding student achievement to plan the flexible groups. The Response to Intervention teacher provides support for students at all grade levels. The students in these groups are ever changing, based on the data and student performance on daily learning tasks.

The use of an extension teacher is unique to Albion. Creative scheduling and the reallocation of personnel affords us the ability to assign a teacher to instruct a content area. Several of our staff members have instructional expertise in math. This enables us to provide extensive, consistent grade level math instruction for students. Because of these structures the gap went from 12% to 5% or less within 2 years.

In reading, we implemented guided reading methods consistently across grade levels. Teachers participated in professional development and visited other districts to observe guided reading in action at a range of grade levels. Classroom libraries were leveled and the building leveled library was reorganized for ease of access for books and better identification of levels. The gap for the economically disadvantaged in 4th grade during the 2008-2009 school year was 22%. The following year it was 6%. Guided reading remains a strong component of our instruction at all grade levels.

2. Using Assessment Results:

Albion Elementary uses a variety of data tools to support our efforts in using data to guide instruction. It begins with a range of assessments. These include benchmark assessments (DIBELS, Study Island), progress monitoring, Development Reading Assessments, AIMS web early numeracy measures, and common and curriculum assessments. We use these results to make both long and short term instructional decisions as well as to design interventions specific to student needs.

Analysis of our DIBELS fluency data indicates that our students' performance consistently remains well above benchmark. In all grades, the fluency rates have exceeded the benchmark goals by 30 or more words per minute. Further analysis between fluency rates and our Ohio Achievement Assessment performance indicate that this consistency in fluency at first and second grade has had a positive impact on the number of students achieving at the accelerated and advanced levels when these students get to third and fourth grade.

A strong emphasis on comprehension has supported our students' high achievement. We use Study Island as a benchmarking tool in grades 2-4 to measure reading comprehension. These benchmarking test scores indicate a strong correlation between Study Island performance and success on the Ohio Achievement Assessments. This information drives classroom instruction, differentiation, and intervention.

Parents receive written notification of their child's performance levels on DIBELS three times each year. This includes information regarding supports and interventions that are being provided at school. Parents of students in grades three and four also receive a letter from the State regarding their child's Ohio Achievement Assessment results.

Data analysis and instructional decisions are made within several collaborative structures. At monthly grade level and weekly teacher based team meetings, curriculum, common assessments, and student data is analyzed. Best practices are shared and decisions are made to maximize learning and instruction. Small group and individual data is reviewed to adjust specific skill instruction, levels of tier support, and enrichment. Parents are notified of these changes. Through this ongoing collaboration, instruction is enhanced and teachers support one another.

Our data is housed in Testingwerks, a data management system. Teachers can access this data at any time. They can view one specific measure over time (DIBELS), data from a specific grade or a student's entire assessment, and intervention history. The teacher or team can see patterns over time for any given student or group of students. This cumulative information has an impact on instructional decisions at the individual, group, class, building and District level.

Student achievement is shared with the community through the District website, the Superintendent's Key

Communicator emails, Board of Education meetings, community meetings and local newspapers. Our online grade reporting system enables parents to monitor their child's progress, assignments, and assessments.

3. Sharing Lessons Learned:

Albion is proud of our accomplishments and is always willing to share our best practices with colleagues in and outside of our school. Through active participation in the Elementary Leadership Team and collaboration meetings for the elementary buildings, our staff members' individual strengths and talents and our unique programs are shared across the district.

As new technology is implemented, teachers pilot these tools and resources. They facilitate professional development and support the implementation of this technology in the classrooms. The technologies include SMART Boards, mimio interactive whiteboards, Turning Point, iPads, and interactive websites. We create shared files for model lessons and resources for instruction. These are shared through our district server in Moodle providing access throughout the district.

In 2010, North Royalton City Schools embraced the opportunity to self-evaluate using the Ohio Improvement Process Framework. This complex process provided us multiple opportunities to evaluate programs and data at the District and individual school level. This enabled Albion to compare and share its data and instructional strategies with the other elementary schools in the District. This led to the formation of common goals to specifically improve our math and reading scores. District and building level teams were formed to continue monthly collaboration.

Our belief in collaboration impacts our ability to share with each other. We have early release days, professional development days, and District level meetings built into our calendar. These increase our ability to share new techniques, strategies, and best practices. Our curriculum was mapped and aligned to ensure consistency for our intra-district students transfers.

Through the District mentoring program, Resident Educators are paired with an experienced teacher. This allows our new teachers to learn effective strategies and techniques for classroom implementation. Both mentors and mentees reflect and benefit from this relationship. District mentees often request to observe in Albion's classrooms due to our strong reputation.

Albion has been on the cutting edge of the implementation of the Response to Intervention process and methods to effectively differentiate. The result is that many schools come to Albion to witness the Response to Intervention process, flex-grouping, and extension teaching. During this time, colleagues share, discuss, and observe the programs. We are proud that our programs have been and will continue to be a model for other schools.

4. Engaging Families and Community:

Albion creates a welcoming atmosphere for our students, families, and community members. We host an open house prior to the commencement of school to inform parents of expectations, academic standards, and the importance of home and school collaboration. Each grade level has a tailored homework component to reinforce reading and math skills. Activities are designed to promote parent-child interaction, while supporting the school curriculum.

Our teachers have a great relationship with the families we serve and provide many formats in which to have active dialogue. Weekly newsletters, emails, and teacher websites inform parents of areas of study, ways to support learning at home, and current school events. Our Friday morning announcements and special school events are videotaped and put onto our school website. Parents are welcome to view these and see a glimpse of their child's day.

Students benefit from our partnership with their families. Parent volunteers are actively present in our

building. They can be seen practicing math facts, listening to students read, joining their children for lunch, and helping to prepare classroom materials. When we put out a call for help, we know that we can count on an overwhelming response. Families come to assist with events, such as our mid-year social and end of the year carnival. Parents also help welcome our new first graders as they transition from the Kindergarten building.

Albion creates many opportunities to bring the community into our school. Each November we invite veterans to our school so that we may honor them with a special Veterans Day brunch and assembly. Students enjoy listening to their reflections and viewing special memorabilia. During career week, parents and community members are invited to share their experiences in the world of work. Through various classroom lessons, parents and community members share their expertise and special features of their culture. Other activities that the community and parents are invited to include: the Art Show, a third grade square dance, musical concerts, and the annual Turkey Trot.

Our students reach out and make connections to the community through involvement in various service projects. Students raise money for The American Heart Association, The Muscular Dystrophy Foundation, and the Leukemia and Lymphoma Society. We send letters and care packages to our troops abroad and personalized holiday cards for the seniors in our area nursing homes. We strive to instill empathy, understanding, and respect between our students and their world.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

At Albion, we focus on The Ohio Content Standards for our curriculum and instruction. Our district has also been proactive in efforts to make a smooth transition to the Common Core. Teachers have opportunities to collaborate with colleagues in the building as well as in the district in order to examine the new standards, create crosswalks, identify power standards, and create assessments.

Administrators and teachers realize that these standards are the foundation for instruction. As educators, we are constantly evaluating our students' strengths and needs so that instruction best challenges each child.

Our reading language arts curriculum is a research-based, balanced literacy program. Teachers utilize whole and small group settings to provide instruction in phonemic awareness, phonics, vocabulary development, fluency, comprehension skills, grammar, spelling, writing mechanics, and written expression. Reading and writing across the curriculum include multiple text sources, extended response, and journaling.

Teachers focus on the developmental needs of children when approaching math instruction. Each concept follows a progression from a concrete level moving along the continuum to the abstract. Curriculum areas include the development of number sense, computation, problem solving, reasoning, and algebraic thinking. Our goal is to build a deeper understanding of mathematical concepts and support the application of this knowledge to real world situations.

We foster the natural relationship between reading, math, and science. Teachers use both hands-on and interactive based learning, in conjunction with various text resources. The scientific method and inquiry skills are introduced and reinforced at all grade levels. We benefit from a nature center within our district to reinforce science concepts. Additionally, we collaborate with various community agencies such as the career center and the Cleveland Metroparks to support instruction. Grade level field trips are planned to enhance science and social studies standards.

In social studies, teachers utilize a variety of techniques and resources to help students master the strands of history, geography, government, and economics. Connections are made between these strands and the cultural diversity in our school community. Concepts are taught and reinforced through non-fiction reading material, classroom projects, presentations, and community speakers.

Albion specialists use an integrated, standards based curriculum in collaboration with classroom teachers. Art instruction revolves around the elements and principles of art, encompassing line, color theory, shapes, pattern, and art history. Students are introduced to the world of art through the SMART Board, document camera, and interactive art museums. Student work is showcased through the annual Art Show, which also features a guest artist who guides the students to create a permanent art feature for the building.

The music curriculum implements the new 2012 Ohio Music Standards using the Orff Schulwerk Philosophy as a guide. Instruction reaches beyond the music classroom into performance where lessons are extended by exploring cross-curriculum connections. In their four years at Albion, children participate in two stage presentations, a parent-child square dance event, and a PTA presentation.

Physical education class at Albion is based around fitness and teaching children to make healthy choices that will lead to a healthy lifestyle. A goal of physical education instruction is to increase daily physical activity for every student. We do this through home-school connections such as our Super Bowl Challenge where children are encouraged to complete a different physical activity based on an event in the Super Bowl (i.e. touchdown equals 10 push-ups). For the past three years, Albion has been the recipient of the Blue Anthem Get Active, Get Fit Challenge, which also encourages physical activity both at home and at school on a daily basis. Last year, Albion students and staff raised over \$5,300 for the American Heart Association by participating in Jump Rope for Heart. Activity time is supplemented with intramurals before school and morning gym time for students in the Bridges program.

Living in a technology-driven world, Albion students are provided with daily technological opportunities. Interactive whiteboards, such as SMART Boards or mimio boards, and iPads are an integral part of daily instruction. Teachers differentiate instruction for students who need intervention or enrichment through the use of technology. Students also receive weekly instruction in the computer lab to develop skills, reinforce academic concepts, and nurture creativity.

2. Reading/English:

We believe all students are capable of learning to read and learn in different ways at different rates. This belief is the driving force behind our reading instruction.

Reading is multi-faceted and the foundation of all learning. We ascribe to a balanced literacy approach using research-based best practices. Our balanced literacy approach provides explicit instruction through the use of read alouds, shared, guided, and independent reading. It also encompasses word work, phonics, and writing. This structure allows us to address the five components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension in a systematic manner. Students are assessed through a variety of measures, including formative and summative assessments to determine their “just right” reading level. To develop deeper comprehension, teachers have rewritten assessments for reading selections to include extended responses requiring higher level thinking.

To create life-long readers, teachers facilitate guided reading groups that provide students with opportunities to read and discuss text at their appropriate level. Students are flexibly grouped based on their developmental needs. Instruction is provided in small group settings to strengthen decoding skills, increase comprehension, expand vocabulary, and improve fluency. We have extended our definition of fluency beyond speed to include accuracy in word recall, phrasing, and expression. This allows us to utilize our data from DIBELS and DRA in a comprehensive manner. Targeted skill instruction permits us to intervene more quickly and efficiently with students at earlier ages.

Self-selection of text based on student interest is another facet of our program. This motivates and excites students to read a variety of genres. Natural peer modeling occurs as students interact with classmates at a range of reading abilities.

Albion’s intervention program supports students whose reading abilities fall below grade level expectations. This is a tiered support that adjusts in frequency and intensity, based on student need. Interventions are provided both in the classroom and/or pull out support. Students are grouped based on the interventions most appropriate to their reading needs.

An enriched English/Language Arts program is provided to students in grades three and four with scores in the superior cognitive range. Additionally, they must achieve at the 95th percentile nationally in reading to qualify for this program. The classroom teacher and the teacher of the gifted collaborate on instruction to support learning across curricular areas.

3. Mathematics:

As reflected by our high achieving scores, Albion gives equal importance to our math instruction. Our master schedule provides for a minimum of 60 minutes of daily math instruction. We are currently transitioning to the Common Core standards which embrace the National Council of Teachers of Mathematics focal points. Teachers across the district have collaborated to establish a curriculum map and to build common assessments. Teachers use these assessments to monitor student progress, assess instructional practices, and plan future instruction. Based on class size and student needs, we have had flexibility in our grouping of students. To differentiate for above and below performing students, teachers team teach, flex group and have utilized an extension teacher in order to maximize time and quality of instruction.

The main focus of our daily math instruction is to provide the foundation critical to developing reasoning, problem solving, and critical thinking skills. Understanding math concepts and procedural skills are equally important. Lasting learning is our goal as we empower students with the necessary knowledge to use math in real world situations.

Our curriculum is based on the following domains of the Common Core: Operations and Algebraic Thinking, Number and Operations of Base Ten and Fractions, Measurement and Data, and Geometry. These cumulative standards build upon each other to promote a deeper understanding of each concept. Power standards have been identified to ensure grade level mastery.

Math instruction begins with the concrete through the use of manipulatives and moves to the abstract at all grades. The early grades provide a veritable playground for the young mathematician. Students can be seen actively composing and decomposing shapes and numbers, manipulating place value pieces, and solving pattern block puzzles. Third and fourth grade mathematicians continue the excitement for learning by solving real world problems in cooperative groups and playing student created metric games. All students utilize technology to hone their skills. Skills are reinforced through modeling, small group instruction, computer activities, and journaling. A common vocabulary has been developed to provide consistency in instruction across grade levels.

Students experience math in and out of the classroom. They may participate in an extracurricular Math Club, access appropriate lessons and assessments online, and add to graph bulletin boards that chart class progress in a variety of topics. Every grade level has designed a Math Matters program to enhance learning. Students regularly complete and share math projects that support classroom learning.

4. Additional Curriculum Area:

Albion's music program is unique. It extends beyond the music classroom into the general education classroom. All children sing, dance, and play Orff instruments. They also create and improvise beyond textbook lessons, adding their own musical discoveries to the process of learning music.

Our music teacher displays respect for students' efforts. Students are excited to earn different color belts for their recorders, evidence of their success with the instrument at a range of levels. She allows students to monitor their own progress by taping themselves. She meets with them to review their performance. Students listen to each other and provide peer feedback to further support individual student achievement.

Albion's concert performances reflect more than the traditional format. Programs embody a theme that is pertinent to the academic and music curriculum. Every theme and song choice supports a learning standard. Children perform rhythms and patterns, songs and movements, and play instruments. To support outside music lessons, students are given opportunities to demonstrate their skills in class and during performances. The result is a concert that melds four classes practicing their parts in separation, to one dress rehearsal, to a magical concert that has parents and families on their feet at the end.

These performances acknowledge and respect the diversity that is Albion. Song selection, rhythmic movements, and instruments are multicultural. Different languages are brought into the music. Sign language is also incorporated into the concert.

Our music teacher makes these same connections on a daily basis. In her lessons, she includes standards for music and other curricular areas. These are selected in collaboration with the classroom teachers at all grade levels. She also works with the art and physical education teacher to facilitate connections of skills between their curricula.

Albion's music program is part of our community events as well. The music teacher works with students to prepare specific songs for Veterans Day, our incoming first grade visits, and our volunteer brunch. She often has students create songs and poems for these events. These efforts bring music to the ears and hearts of all in the Albion community.

5. Instructional Methods:

The needs of Albion students, in conjunction with assessment data, drive instruction. It is our goal to provide a productive struggle to challenge the abilities of every child. Instruction is differentiated in several strategic ways. Content is differentiated through frontloading, curriculum compacting, and adjusting the complexity of assignments. Process and activities differ with the use of resources, such as our extensive leveled library and mobile iPad computer labs. Other strategies include multisensory approaches, inquiry based learning, and flexible grouping. Students are given the opportunity to demonstrate their knowledge by producing a variety of end products. Examples include self-selection of topics or projects, use of the arts and technology, and performance based assessments. Albion students take ownership of their learning as they monitor their progress on graphs in reading and math fact fluency. Students complete self-assessment rubrics in art, music, physical education and goal setters groups.

To support our English Language Learners, children receive 30 minutes of daily instruction from a specialized tutor. This tutor collaborates with the classroom teacher in both pull out and inclusion setting based on individual needs.

Albion supports the special education population through a combination of co-teaching within the general education setting and specialized instruction within small group. This includes the sole elementary district-wide program that supports moderate to intensive behavior needs. Block scheduling provides the opportunity for all students with disabilities to access the grade level curriculum in the general education setting. Research supports this philosophy of providing the least restrictive environment.

Albion teachers strive to challenge our gifted learners. This is accomplished daily in the classroom, along with the support of our gifted specialist. We also have an Enriched English Language Arts program for qualifying students. The coordinator of our gifted program also supports instruction in the general education classroom through consultation with teachers.

Instructional methods address the whole child, including the social emotional and academic needs of a student. Our school-wide Positive Behavior Support Program creates a climate where learners thrive and grow. Students are rewarded for positive behavior which encourages consistent behavior throughout the building. This allows teachers to focus on instruction rather than mediating behaviors.

Our instructional methods are effective because our staff collaborates consistently to meet the needs of all learners. All student needs are addressed. There is a sense of ownership held by all. It is the collaboration of our staff that is the key to our success.

6. Professional Development:

Collaboration among staff and our belief that all students are capable of achieving are the compelling forces that drive Albion's professional development approach. Monthly professional development concentrates on curricular standards and ensures vertical alignment and collaboration among different grade levels. As we transition from Ohio's Academic Content Standards to the Common Core, each staff meeting provides opportunities to analyze standards in a particular strand. We identify commonalities that apply across grade levels as well as determine the increased complexity of understanding and performance that influence our high expectations of students at every grade level.

Specific and needs-based professional development is critical to our success in maintaining high student achievement. One of our challenges is finding opportunities for students to read text at their "just right" instructional reading level. Implementing leveled guided reading groups in every classroom stemmed from professional development that advanced our skills in executing multiple levels of instruction. Support and professional development is readily available in implementing new technology and finding new applications for existing technology to increase student achievement. Intervention specialists including Response to Intervention teachers, the English Language Learners tutor, and the teacher of gifted students receive specialized professional development to impact achievement for their diverse populations. Recently, several

staff members participated in a dyslexia conference and another staff member increased her repertoire of instructional techniques for early numeracy. This information is then shared with teachers during staff meetings.

A master schedule that includes common planning time provides weekly opportunities for Teacher-Based Teams at each grade level to analyze common assessment data. On-going professional development has allowed us to become accomplished in using data analysis as the foundation for instructional decision-making. Successful strategies for differentiation, intervention, and enrichment are shared, implemented, and evaluated to ascertain their impact on meeting the needs of all learners to ensure high student achievement.

Professional development also embraces personal growth in effective teaching and learning. Many of our teachers participate in professional learning communities led by our Director of Curriculum and Instruction. Two of our recent book studies include *The Art and Science of Teaching*, by Robert Marzano, and *Teach Like a Champion*, by Doug Lemov. Refinement of our instructional techniques impacts our high student achievement and collegial conversations revitalize our staff's commitment to achieving excellence.

7. School Leadership

At Albion, our staff recognizes that a building's success is dependent upon team work. Since this is also our home away from home, staff take ownership of the building's needs and pride in the service we provide our students. Leadership is not confined to an office, but permeates throughout the building beginning with our principal.

As a facilitator, our principal ensures that programs are centered on student achievement, advocates for students and staff, and creates a climate of mutual respect. She takes an active role in the professional development of the staff by providing material on current trends and best practices. Staff meetings are structured to promote discussion and reflection. Our principal exemplifies the caring and child centered model of the school. She demonstrates a genuine concern for the students, staff, and parents of Albion. Our principal is a visible part of the students' lives. She can often be seen greeting students by name, tying shoes, riding the school bus, passing out positive behavior tickets, and encouraging student success.

School leaders, past and present, have created a strong atmosphere of sharing and support among Albion staff. Their foresight into block scheduling and the importance of teacher collaboration has been instrumental in our students' success at Albion. An additional advantage to block scheduling is that it provides a consistent block of common planning time that has allowed teachers to meet regularly and address student needs through best practices.

As part of our District Improvement Process, teachers have taken on a variety of leadership roles including the management of Teacher Based Teams and Elementary Level Teams. These teams create common assessments, lead meetings to assess learning, and make instructional decisions. Teachers are empowered to become decision makers and risk takers.

All staff assumes a leadership role within our building. Since reading, math, and positive behavior supports provide the basic foundation for learning, the focus of Albion's collaboration includes committees in these three areas. Every educator serves on one of these committees. They have effectively implemented many successful programs, such as BEAR Club reading, Math Matters, and our school wide behavior plan.

Albion students take a leadership role by participating in programs such as Pride Patrol, Student Council, Conflict Managers, Safety Patrol, Morning Announcers, Library Helpers, peer tutors/mentors, and Mr. Bryan's Lunch Helpers. We believe our students are the leaders of tomorrow.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
 All Students Tested/Grade: 3
 Publisher: Ohio Department of Education

Test: Ohio Achievement Assessment
 Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	May
SCHOOL SCORES*					
% Proficient and Above	96	98	98	99	97
% Accelerated and Above	76	69	86	69	79
Number of students tested	99	97	108	97	105
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	2	0
% of students tested with alternative assessment			0	2	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient and Above	86	93	96	96	95
% Accelerated and Above	50	57	75	61	62
Number of students tested	22	14	24	23	21
2. Students receiving Special Education					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
3. English Language Learner Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
5. African- American Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
6. Asian Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
9. White Students					
% Proficient and Above	97	97	98	99	97
% Accelerated and Above	78	65	87	67	79
Number of students tested	88	78	98	90	98
10. Two or More Races identified Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
11. Other 1: Other 1					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
12. Other 2: Other 2					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
13. Other 3: Other 3					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					

NOTES: Albion houses one of the District-wide programs for students with moderate to intensive needs whose needs are best assessed with Alternate Assessment. Fields not filled in indicate that the subgroups was less than 10.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Ohio Department of Education

Test: Ohio Achievement Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	May
SCHOOL SCORES*					
% Proficient and Above	97	98	99	95	94
% Accelerated and Above	78	85	81	69	76
Number of students tested	91	116	102	94	96
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	3	0	0
% of students tested with alternative assessment	0	0	3	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient and Above	91	96	96	85	82
% Accelerated and Above	71	79	67	50	36
Number of students tested	21	28	24	20	11
2. Students receiving Special Education					
% Proficient and Above	73	91	100		86
% Accelerated and Above	27	55	50		50
Number of students tested	11	11	12		14
3. English Language Learner Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
5. African- American Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
6. Asian Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient and Above					
% Accelerated and Above					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
9. White Students					
% Proficient and Above	96	98	100	94	93
% Accelerated and Above	79	84	82	69	75
Number of students tested	77	107	92	90	89
10. Two or More Races identified Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
11. Other 1: Other 1					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
12. Other 2: Other 2					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
13. Other 3: Other 3					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Ohio Department of Education

Test: Ohio Achievement Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	May
SCHOOL SCORES*					
% Proficient and Above	96	96	97	95	92
% Accelerated and Above	89	81	83	85	83
Number of students tested	99	97	108	97	105
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	2	0
% of students tested with alternative assessment	0	0	0	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient and Above	91	100	96	91	86
% Accelerated and Above	77	86	75	74	71
Number of students tested	22	14	24	23	21
2. Students receiving Special Education					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
3. English Language Learner Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
5. African- American Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
6. Asian Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient and Above					
% Accelerated and Above					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
9. White Students					
% Proficient and Above	97	96	98	94	93
% Accelerated and Above	91	80	83	84	84
Number of students tested	88	78	98	90	98
10. Two or More Races identified Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
11. Other 1: Other 1					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
12. Other 2: Other 2					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
13. Other 3: Other 3					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					

NOTES: Albion houses one of the District-wide programs for students with moderate to intensive needs whose needs are best assessed with Alternate Assessment. Fields not filled in indicate that the subgroups was less than 10.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Ohio Department of Education

Test: Ohio Achievement Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	May
SCHOOL SCORES*					
% Proficient and Above	99	97	98	96	95
% Accelerated and Above	74	61	66	54	67
Number of students tested	91	116	102	94	96
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	3	0	0
% of students tested with alternative assessment	0	0	3	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient and Above	100	96	96	90	73
% Accelerated and Above	67	54	54	40	46
Number of students tested	21	28	24	20	11
2. Students receiving Special Education					
% Proficient and Above	100	100	92		79
% Accelerated and Above	46	27	33		43
Number of students tested	11	11	12		14
3. English Language Learner Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
5. African- American Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
6. Asian Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient and Above					
% Accelerated and Above					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
9. White Students					
% Proficient and Above	99	97	99	96	94
% Accelerated and Above	71	62	65	54	65
Number of students tested	77	107	92	90	89
10. Two or More Races identified Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
11. Other 1: Other 1					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
12. Other 2: Other 2					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
13. Other 3: Other 3					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					

NOTES: Albion houses one of the District-wide programs for students with moderate to intensive needs whose needs are best assessed with Alternate Assessment. Fields not filled in indicate that the subgroups was less than 10.