

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. Maria Smith

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

Official School Name Avondale Elementary School

(As it should appear in the official records)

School Mailing Address 3933 Eaton Road NW

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

City Canton State OH Zip Code+4 (9 digits total) 44708-1611

County Stark State School Code Number* _____

Telephone 330-491-3720 Fax 330-491-3721

Web site/URL http://www.plainlocal.org E-mail mohng@plainlocal.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. Brent May E-mail: mayb@plainlocal.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Plain Local Schools Tel. 330-492-3500

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 Mr. John Halkias
(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):
- 7 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 9 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. 3 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	29	30	59
1	31	26	57
2	28	29	57
3	20	31	51
4	24	29	53
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	132	145	277

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 10 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 77 % White
 - 8 % 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	15
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1	270
(5) Total transferred students in row (3) divided by total students in row (4)	0.093
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: 2 %
5 Total number ELL
 Number of non-English languages represented: 4
 Specify non-English languages: Spanish, Tamil, Telugu, Togalog
8. Students eligible for free/reduced-priced meals: 42 %
 Total number students who qualify: 115

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: 5 %
13 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>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>5</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>4</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>1</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	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
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.	4

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 25:1

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	95%	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

The Plain Local School District was founded in 1809, and established in 1914. The district is an innovative district rich in its diversity of population. The district offers a strong core curriculum with a wide range of electives, providing students with a firm educational foundation that is unsurpassed in the area. Our mission statement is "Providing the Plain Community with exceptional education that is personalized and relevant." The vision statement is "To be every family's first choice in education."

Avondale Elementary School is a part of the Plain Local School District, which serves the northern part of Canton, Ohio and Plain Township. Avondale is one of six elementary schools in the school system, with approximately 280 students in grades kindergarten through fourth grade. Our student body is diverse with 42% participating in the free and reduced lunch program.

At Avondale, success for all of our students is driven by setting high expectations, working collaboratively, developing good rapport with students, and empowering teachers to reach each child. The mission statement of the district promises that we will provide an exceptional, personalized, and relevant education to every student, and the dedicated teaching staff works diligently to ensure this is true for the children that attend Avondale Elementary. Thus, teachers at Avondale strive to design lessons that are differentiated, rigorous, and engaging.

Our school has achieved a high level of success because we are delivering high quality core instruction centered on a framework that is developmentally appropriate, research-based, and instructionally sound. As a result we have been recognized by the State of Ohio with two separate awards – School of Promise for the past two consecutive years and School of Honor this past Fall. We attribute our high level of success to our teachers continued growth, as well as their collaborative efforts in aligning curriculum and examining best practices with their colleagues across the district. These accomplishments were made possible with Race to the Top dollars.

Our Professional Learning Communities and professional development structure are a regular part of our schedule. These keep us focused on student performance relative to our new standards and student growth. Additionally, these provide time for teachers to meet and review the curriculum and objectives ensuring all teachers are addressing the standards. These practices are in large part why we are high performing and have been able to close significant achievement gaps over the past five years.

Another component contributing to our high level of success are the learning experiences we provide our students in addition to our core instruction. Our students participate in intervention, enrichment, or accelerated learning experiences each day. These learning experiences consist of two thirty-five minute periods. One is called "Eagle" and the other "Plus More." The instructional offerings run the full spectrum from interventions related to specific skill deficits through accelerated and/or enriched content in both reading and math. This allows students that have specific skill deficits, as well as those who are ready to be challenged in new ways to have their learning needs met.

We use the i-Ready diagnostic program as a screener at the beginning of the year and three other times during the school year to monitor student progress. This permits the teachers to provide research-based intervention/enrichment and to monitor student progress on a regular basis.

The need to address more than just the academic areas is an important part of educating a child. Our "Morning Welcome" is the part of our school culture that emphasizes community. During this time we recognize birthdays, academic accomplishments, and other successes that our students have had. It is also a time to look at other issues using the pillars of character. Much of this year has centered on what it means to have empathy as we talk about respect, fairness and responsibility. In addition, we have looked at setting goals and how we reach those goals. This goal setting is a part of what students are asked to do as we look at their academic progress.

Avondale has strong partnerships with the community. One such example of a partnership is with an area church. This partnership provides our students with opportunities for after school enrichment experiences and helps us provide for families in need. We have also partnered with this church to better our greater community in a recycling project. Avondale has partnerships that extend beyond this church – such as Girls on the Run, Stark Parks, and the Wilderness Center.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Over the past five years Avondale Elementary has continued to perform at a very high level on the state of Ohio's Reading and Math Achievement Assessments. The reading test is given to third graders in the fall and the spring, and to fourth graders in the spring, while the math test is given to both third and fourth graders in the spring of the school year. These assessments are aligned to Ohio's Academic Content Standards Student with scores being reported on the building State Report Card. Students can score at five different levels: Limited, Basic, Proficient, Accelerated, and Advanced. Students must score Proficient or above to be considered performing on grade level. All the students' reading and math scores are combined in order to give the school a performance index score. Avondale's performance index score in 2013 was 109.2 which, as stated earlier, increased from 97.2 in 2008, and its Achievement grade on the state report card was an A. Helping Avondale to achieve such a high performance index was the fact that the school had a 100% passage rate in third grade reading and math, fourth grade reading, while having a 97.8% passage rate in fourth grade math. Equally impressive was that 66.3% of all scores in both grades combined were at the accelerated or advanced levels.

B. During the last five years our scores have continuously been high, permitting us to score Excellent or Excellent with Distinction on each of the last five State Report Cards. During the last two years, we received the School of Promise Award. The Ohio Department of Education presents the Schools of Promise Award to schools in order to identify, recognize, and highlight schools that are making substantial progress in ensuring high achievement for all students. In addition, during the autumn of 2013, Avondale was awarded the School of Honor award for having sustained high achievement and substantial progress while serving a significant number of economically disadvantaged students.

Avondale has seen its performance index rise in each of the last five years. The Performance Index (PI) Score measures the achievement of every student regardless of his or her level of proficiency. Schools receive points for every level of achievement, with more points being awarded for higher passing scores. One hundred twenty points is considered a perfect score. In 2008, Avondale's performance index was 97.2. In each year it has risen until in 2013 it was 109.2. In the 2013 school year, all third and fourth graders scored proficient or higher in reading and all but one student was proficient or higher in math. One of the most dramatic increases in student achievement is the fact that in 2008 the percent of economically disadvantaged students who passed the state reading and math assessments were 66% and 69%, respectively. In 2013, 100% of all economically disadvantaged students passed the state reading assessments while 97.3% of all economically disadvantaged students passed the state math assessments.

2. Using Assessment Results:

At Avondale Elementary we use a variety of assessment tools to gauge the needs of students. Teachers use information gathered from screeners, the i-Ready diagnostic test for reading and math, and formative and summative assessments that are a part of our core instruction.

In the fall, and then at the end of each nine weeks, students take the web-based assessment provided by the i-Ready program in reading and math. Results from this diagnostic test show the progress students are making on common core standards for their grade level and provide suggestions for intervention and enrichment. Our teacher of reading, administration, and the grade level teachers study these results in order to place the students into skill-specific intervention groups. This may mean that students cross grade levels and receive intervention/extension in a different grade level that meets the skill-specific intervention/enrichment that is appropriate for that child. During the grading period, the team, consisting of the grade level teachers, the teacher of reading, and the principal, will meet to look at formative data and make adjustments in groups as warranted. Parents are kept informed of progress and receive an i-Ready parent report each nine weeks that shows progress and gives suggestions, providing the parent with an opportunity to work with his or her child.

In addition to our Response To Intervention program and the data we use from i-Ready, classroom teachers are using our core curriculum to give the students common assessments that are aligned with the district pacing guide. These assessments in reading measure student growth in fluency, word recognition, and comprehension. This information is also used to determine intervention and extension. Meanwhile, Accelerated Reader is a computer program that is used to encourage reading growth and to push students to read fiction and nonfiction texts. Other programs, such as Raz Kids, are used by our kindergarten teachers to encourage reading. This program permits children to read online and to take quizzes that assess comprehension.

The use of i-Ready parent reports, nine week progress reports, conferences, weekly reports sent home by classroom teachers, and information sent home by the teacher of reading keep parents informed and encouraged to be partners in their child's education.

3. Sharing Lessons Learned:

Collaboration is at the heart of Avondale's drive to provide each student with a personalized and relevant education. Teachers share in Professional Learning Communities, grade-level meetings within the building as they are planning lessons, and at district grade-level meetings and district curriculum meetings. Several of Avondale's teachers attend County Lead Teacher Meetings in the areas of Math, Language Arts, Science, Social Studies, as well as Visual and Performing Arts, and Physical Education. Teachers from the other 16 districts in the county attend these meetings. This creates a network of educators who are able to work collaboratively and share existing best teaching practices while learning to successfully navigate through our ever-changing world in education. Additionally, our Lead Teacher attends monthly district meeting. Collectively, these teacher leaders share what has been learned with their colleagues during our Professional Learning Communities.

During the past two years the staff has been studying the Formative Instructional Practice modules that center on lesson targets, formative assessment, and differentiation. This series of modules, provided by Battelle for Kids, has provided the staff with rich discussion and has caused us to look closely at formative assessments. As we have studied these modules, the staff has worked to implement the ideas presented and use the information to better inform our instruction on a daily basis.

The Teacher of Reading is continuously working with the staff on our intervention and enrichment learning experiences to look for the best ways to meet the needs of individual students. Collaboratively, they analyze diagnostic data from the iReady Diagnostic Assessment and from Reading Street weekly assessments. They then work together to plan and deliver targeted and differentiated reading instruction for below level, on level, and above level students. These intervention and enrichment learning experience takes place outside of the normal core instructional time. The Teacher of Reading meets with the curriculum department and other teachers of reading in the district and attends in-service opportunities where she both shares and obtains information for the staff. She is always working to expand the staff's knowledge of the i-Ready program.

4. Engaging Families and Community:

Avondale engages families and the community by offering many opportunities for interaction and communications. Avondale has a strong parent group named the Avondale Parent Teacher Organization. This organization works closely with the staff to provide activities that promote parent involvement and student success. These activities include a fall activity that is done in cooperation with Sippo Lake Park and the Stark Parks' personnel. Students and families can hike, explore the science center, and visit the library facilities that are a part of the complex. Each month includes at least one family-oriented activity ending with the PTO Carnival in late May. The PTO pays for student field trips and assemblies throughout the year. The organization sponsors our yearly "Hero's Luncheon" that invites local policemen, firemen, and military service personnel to our school for a lunch with our students. Food for the program is provided through donations from area restaurants and by the staff of Avondale. In addition to these programs, the PTO sponsors after-school enrichment classes three times a year. These classes involve other community

organizations such as the Stark County Library, Wilderness Center, businesses, and school staff. Enrichment classes include academic activities, arts experiences, and physical fitness programs.

Avondale teachers work to communicate weekly with parents about the expectations and progress of their child through newsletters, email information, student planners, and the school website. Much of the communication completed through email is in addition to general school information, and it is supplied to parents of students with specific needs—both behavioral and academic. The staff of Avondale recognizes the importance of community volunteers and thus we have both parent and community volunteers that come in to do one-to-one tutoring or work with small groups of students. In addition to these volunteers, we work with Malone University to bring sophomore and junior college students into our school to assist in our classrooms during the fall and spring semesters of the school year.

These many partnerships with parents and the community help create a solid working relationship with the families, community organizations, and businesses that are a part of the Avondale community.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Avondale Elementary is designed to meet the needs of kindergarten through fourth grade students, and teachers are working to correlate the curriculum to the new Ohio Learning Standards. The staff believes that all students can learn and that education needs to be developmentally appropriate and personalized to the individual needs of the students. Teachers work collaboratively to make lessons that are aligned to Common Core Standards in English language arts and mathematics, while science and social studies are aligned to Ohio's revised content standards. Avondale's curricular changes create an atmosphere of high expectations and a focus on instructional best practices.

Our English language arts curriculum focuses around the Reading Street Series from Scott Foresman and the i-Ready program. Reading Street gives us a structure and resources to meet the needs of individual students. i-Ready provides us with a diagnostic tool that we use to track progress and additional instructional tools as we revise our instruction to fit the Common Core Standards. In the primary grades our curriculum emphasizes the foundational skills, concepts of print, phonological awareness, phonics, word recognition, and fluency development. As our students transition from learning to read to reading to learn, our curriculum transitions to an emphasis on comprehension – of both literature and informational text. Vocabulary instruction is also an integral component in our curriculum beginning at the Kindergarten level.

In mathematics we use EveryDay Math as our curriculum focus, supported by the i-Ready math diagnostic test and other instructional tools provided by the i-Ready program to address the new Common Core Standards. The use of manipulative and hands-on activities drive the instructional experience in each grade level and enables us to provide authentic learning situations that involve critical thinking and inquiry. Our mathematics curriculum emphasizes the four major domains of numbers and operations, algebra and algebra thinking, measurement and data, and geometry. The EveryDay Math program calls for a spiraling approach to introducing math concepts both within a single school year and over the course of numerous school years. This spiraling effect of our curriculum allows our students to work with concepts as they become increasingly complex.

Our science and social studies curriculums are integrated though literature with the Reading Street program, providing a source of informational text that connects to the major themes of the series. Teachers use Reading Street's leveled readers to connect specific skills to unit themes. An example would be our fourth grade Social Studies units that include Ohio history, geography, government, and economics. Teachers approach these topics using leveled readers, Internet inquiries, and problem-based projects. In grades kindergarten, one, and two we are using the Sunbeams science program, a hands-on, inquiry-based, and student-led approach covering topics such as schoolyard ecology, living things, and matter – solids, liquids, and gases. This approach provides us with integration of science and social studies with our language arts and math programs.

Visual arts and vocal music classes are one of Avondale's many strengths. An emphasis on the arts is an important part of the educational experience that a student receives in the Plain Local Schools. Our visual arts classes teach students art techniques, art history, kinds of media, and art appreciation while making connections to core subjects. The vocal music program teaches students musical vocabulary, rhythm, patterning, and a love for music that is expressed in performances by each grade level during the school year. In addition, our arts program is supported by supplementary arts experiences provided to each child in the Plain Local Schools. Each grade level has one community experience, such as trips to the Massillon Art Museum and the Akron Art Museum, as well as in-district experiences during which they see dance and musical performances provided by our middle school and high school students.

Avondale's physical education program, based on the National Physical Education Standards, works to make connections to the academic content of each grade level and thus is a vital part of our instruction. During the past several years we have collaborated with the Alliance for a Healthier Generation. This has led to an emphasis on both physical education and nutrition in our school. Avondale Elementary has

received both the Silver and Gold award from the Alliance.

Technology is a part of what makes every classroom effective. Each room has a SmartBoard that teachers use every day as a part of the instruction process, and four classroom computers that students use for various instructional programs. We have a technology lab that is busy everyday and two traveling carts of iPads that are a part of the instructional process. Avondale is part of a district-wide 4th grade initiative that integrates literacy skills through the use of iPads into science and social studies instruction. The district's technology director has coordinated ongoing professional development in the use of iPad educational applications. As part of the students' instructional rotation, students receive instruction in technology skills which is then integrated into the classroom curriculum. INFOhio is one of the resources that is utilized during this instructional time with related nonfiction eBooks. Students are also exposed to the Internet Safety curriculum provided by the state of Ohio.

2. Reading/English:

The reading curriculum and instruction at Avondale Elementary is aligned with the common core standards. Our curriculum and our instructional strategies have been chosen because are reflective of scientifically based reading research. Our curriculum calls for the use of an array of resources. Our key foundational pieces come from Reading Street and i-Ready. We compliment these with programs such as Foundations and Jr. Great Books to meet the needs of our students performing both below and above grade level.

Our primary students acquire foundational reading skills through explicit and systemic instruction in the areas of phonemic awareness and phonics. As a result of our instruction, we expect our students to be able to work with individual sounds within words, as well as develop skills to use the relationships between letters of written language and sounds of spoken language to both read and write words. We expect our students to read text both accurately and quickly. We look for our students to use their knowledge and meaning of words to help them with decoding and to aid in reading comprehension. We expect our students to be able to understand and gain meaning from text, remember what they have read, and be able to communicate with others regarding text.

To support our students in mastering these skills, we use Reading Street and a variety of hands on activities. An example of this type of activity would be involving semantic and syntactic cues. We use our student performance data from i-Ready to look for opportunities to enhance each of our student's skills. An example would be offering additional instruction in phonics and phonemic awareness through the Foundations program or offering site word instruction through the Quick Reads Program.

As our students become proficient in their foundational skills, our attention turns to comprehension. We used the shifts demanded by the common core state standards in English Language Arts to ensure alignment is met with our core instructional materials of Reading Street and i-Ready. We also utilize Accelerated Reader and Jr. Great Books to meet the need of our students

This year with the addition of the i-Ready Reading Diagnostic and the associated instructional tools integrated into the curriculum we are now able to closely examine where each of our students are along the developmental continuum in reading. We use the information gained down to the sub-skill level to design instruction that meets the needs of all of our learners. This ensures growth of every student – from those performing below grade level through those performing above grade level.

3. Mathematics:

The math curriculum at Avondale is aligned with the Common Core Standards. Embedded in the delivery of the lessons are the 8 different mathematical practices. Our curriculum calls for an in-depth focus on fewer topics per grade level as outlined in the Common Core Standards. Our curriculum contains coherence across topics and across grade levels. Our students are expected to demonstrate mastery of the standards at their grade levels.

The program we use at the center of our instruction in mathematics is EveryDay Math. This program provides a hands-on approach to learning that supports children in developing the essential foundational skills related to “number sense” as well as strong conceptual understandings. As this program uses a spiral approach, we found it necessary to identify the central areas of focus per grade level to ensure our students achieved mastery with the Common Core Standards.

We team EveryDay Math with First in Math to support our students in developing the conceptual understandings, procedural skills, and fluencies called for in the Common Core Standards. Algorithms are at the center of our instructional practices in math. Requiring our students to learn the meaning behind the operation along with the “mathematics” behind the problems they solve is critical.

This year, math instruction for each student is guided by information gained from the i-Ready Math Diagnostic and the associated instructional tools. We use the information gained down to the sub-skill level to design instruction that meets the needs of all of our learners. This allows us ensure the growth of every student – from those performing below grade level through those performing above grade level. As well, Standards Reports from i-Ready are used to determine levels of mastery for each of our students and they help the teachers to ensure students can apply the knowledge and skills learned at the levels of complexity called for within the Common Core Standards. The instructional tools associated with i-Ready and Ready Common Core are used to enhance the rigor of instruction needed,

In addition, second, third, and fourth grade students have been involved in the Sumdog math contest regionally and nationally. This technology-based computation program provides students with practice of basic mathematical skills. Avondale students have been among the leaders in Stark County.

4. Additional Curriculum Area:

Our physical education teacher works to tie physical education to all parts of the child’s life. Each student’s growth is guided through quality participation in psychomotor, cognitive and affective domains. Students learn and develop the necessary skills to be physically active for a lifetime including the importance of a healthy lifestyle and of fair play and sportsmanship. The entire curriculum aligns with both the Ohio and National Physical Education Standards.

All units are taught with a developmentally appropriate sequence of skills with each lesson differentiated by simplifying or extending skills. Students are introduced to a variety of skills and movement concepts and given constant feedback. At the beginning of each nine weeks, students take a pre-test on a skill. A recent skills challenge was “How many soccer goals can your class make?” Each student had two kicks and the total number of goals made by the class was posted in the gym. Students then practiced the skill and were given a post-test at the end of the unit with growth being recognized. Physical Education is also used to integrate a variety of core subjects. This year Avondale’s physical education teacher was awarded a grant by Arts in Stark for a program called “Moving to Math.” The program worked with students to integrate lessons in dance and math. A local dance instructor worked closely with the physical education teacher and 4th graders teachers to design and implement lessons. The goal of “Moving to Math” was to integrate math with movement to benefit the students both academically and physically.

Our physical education teacher publishes a newsletter to inform parents about physical education and includes articles about what the family can do to integrate movement and good nutrition into their daily life. Also included in the newsletter is a Family Challenge that is a calendar of activities to do at home. When families return it to school, their names are put into a drawing for various prizes donated by local businesses.

5. Instructional Methods:

The teaching staff of Avondale Elementary understands the importance of providing developmentally appropriate differentiated instruction that meets the needs of a diverse group of learners. A gradual release instructional delivery model is frequently employed during this period of instruction, as modeling and guided-practice are essential. Within this framework, teachers also provide a variety of whole group, small

group, and individual instruction. Metacognitive strategies, reciprocal teaching, repeated readings, and goal setting with students' self-reporting the progress made are all frequently used instructional strategies.

Through the use of the SmartBoard and iPads, students are engaged in hands-on lessons that permit them to manipulate objects and interact with learning games and multimedia presentations. The use of technology has changed our assessments. The use of the camcorder and computer-based assessments permit students to see their progress more rapidly and for teachers to make faster decisions on how to plan their instruction.

Our Teacher of Reading is an important part of the instruction at Avondale. She helps the teachers interpret the i-Ready diagnostic scores as we proceed through the year, and to group students for intervention at the appropriate level. In many cases the Teacher of Reading provides specialized instruction and suggestions to the classroom teacher about instruction. Avondale's teacher of reading leads the brainstorming during the Professional Learning Community discussion about how to help underachieving students. For example, if a student is underachieving, she will help the teacher determine the root cause and an appropriate form of intervention to reverse the underachievement. One outcome might be the teacher integrating pieces that specifically relate to an area interest of the student so that he/she would be more motivated. Another might be integrating sensory experiences that support a student. Her special education background permits her to bring a wide range of strategies to the table during these discussions. Our discussions not only are about intervention but look at those students who are working above grade level. These students are grouped with an Eagle group above their grade level if appropriate. These groupings are reexamined every nine weeks. In some cases these high achieving students are accelerated to the next grade level for core instruction in reading.

6. Professional Development:

Avondale is involved in professional development throughout the year. In addition to Professional Learning Communities that meet on a weekly basis, we have an hour-long professional development time every eight days, and in-service days that are spread throughout the year. Some in-service days are structured by topic, allowing teachers to participate in a variety of opportunities led by teachers from across the district. Other in-service days involve a grade level meeting that has a targeted goal set by the school district's curriculum department. These in-service opportunities have been paid for by the district's Race to the Top grant.

This year our focus as a district, and as a building, has been the i-Ready program. We have spent a great deal of time working to understand i-Ready as a data system and as a tool for instruction. The data from the diagnostic test allows us to track student growth through the year. Each quarter students are tested and their assessment results are analyzed by teachers.. It not only is giving us information about students, but about instruction and the rigor of the new Common Core Standards. Analyzing our students' results has led us to spend some of our professional development time in unpacking the common core state standards. As well, an outcome was that we spent professional development time in auditing our own curriculum choices and instructional practices.

Our other major area of study has focused on the Foundations of Formative Instructional Practices. Over the past two years the staff has used this series of instruction, provided by Battelle for Kids, to change our formative assessment practices. Last year our emphasis was on setting clear targets that student understood and could communicate to classmates, staff and parents. This year we are looking at how we formatively assess the targets students are working to master, which is leading us to examine our pre- and post-assessments and the kinds of feedback that a student receives.

7. School Leadership

Avondale Elementary is a school of 35 staff members who each do their best to help our students to reach their educational potential. The leadership is shared and many different teachers take a leading role in creating the learning environment that makes Avondale successful. The building principal is a strong educational leader who relies heavily on the valued expertise of the building staff. The principal works to set the direction and agenda for the staff, but teachers are expected to participate in the decision-making for

the school, creating mutual support systems, collaborating on curriculum and implementation, mentoring inexperienced staff, leading the integration of technology, and working together to study and to make the best use of the data collected.

As the school leader the principal and the lead teacher, who is a full time fourth grade teacher, both play an integral part in presenting and implementing district initiatives aligned with the Ohio Improvement Process. The principal and lead teacher work through the Building Leadership Team to implement and further develop the district's improvement plan to more specifically target the needs of Avondale Elementary. Avondale's leadership team, which includes the principal, guidance counselor, the teacher of reading, lead teacher and two other grade level teachers, meet to first design, and then to direct the implementation of specific actions that have been created to address grade level and building needs according to the data. This school improvement process is ongoing and thus one year builds upon the next. The plan this year includes professional development such as Formative Instructional Practices, building initiatives like expanding the use of technology to communicate with parents to include texting, and curricular items such as the use of i-Ready.

Avondale's Teacher of Reading is an integral leader in the school's revamped intervention program Eagle/PlusMore., She helps the staff understand how to use i-Ready as a diagnostic tool and as an instructional program. As the leader of the intervention/enrichment program, she is involved in the creation of student groups, in assisting the staff in understanding what the data is saying, in assisting in setting the direction of intervention groups, and in monitoring the progress of students. The integrity and success of this initiative is heavily dependent on the Teacher of Reading and her collaboration with grade level teachers in kindergarten through fourth grade.

The leadership structure that is in place, the accountability of the staff, and the collaborative spirit amongst the teachers are the key components to the integrity of the building's instructional strength in this program and those that have led us to create the exceptional educational program that is Avondale Elementary.

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	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % and Above	100	90	93	94	92
% Accelerated and above	60	55	64	62	69
Number of students tested	47	51	61	63	49
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment	0	0	1	0	0
% of students tested with alternative assessment	0		2	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % and Above	100	79	85	85	85
% Accelerated and above	50	50	48	43	45
Number of students tested	16	24	27	26	20
2. Students receiving Special Education					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
5. African- American Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					

6. Asian Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
9. White Students					
% Proficient plus % and Above	100	97	98	98	95
% Accelerated and above	59	68	68	67	81
Number of students tested	41	37	50	49	41
10. Two or More Races identified Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					

NOTES:

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	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % and Above	98	100	94	88	89
% Accelerated and above	51	81	69	54	55
Number of students tested	45	58	64	50	55
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % and Above	95	100	90	74	80
% Accelerated and above	43	55	55	21	40
Number of students tested	21	20	29	19	20
2. Students receiving Special Education					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
5. African- American Students					
% Proficient plus % and Above	4				
% Accelerated and above					
Number of students tested	4				
6. Asian Students					
% Proficient plus % and					

Above					
% Accelerated and above					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
9. White Students					
% Proficient plus % and Above	100	100	98	95	91
% Accelerated and above	50	85	77	64	53
Number of students tested	32	46	52	39	45
10. Two or More Races identified Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher:

Test: Ohio Achievement Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % and Above	100	92	93	94	92
% Accelerated and above	96	78	77	79	82
Number of students tested	47	51	61	63	49
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	2	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % and Above	100	88	96	89	90
% Accelerated and above	100	75	67	65	70
Number of students tested	16	24	27	26	20
2. Students receiving Special Education					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
5. African- American Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
6. Asian Students					
% Proficient plus % and					

Above					
% Accelerated and above					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
9. White Students					
% Proficient plus % and Above	100	97	94	96	95
% Accelerated and above	95	89	76	80	88
Number of students tested	41	37	50	49	41
10. Two or More Races identified Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					

NOTES:

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	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % and Above	100	98	92	90	98
% Accelerated and above	58	53	61	42	53
Number of students tested	45	58	64	50	55
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % and Above	100	100	90	85	95
% Accelerated and above	57	45	45	26	30
Number of students tested	21	20	29	19	20
2. Students receiving Special Education					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
5. African- American Students					
% Proficient plus % and Above	4				
% Accelerated and above					
Number of students tested	4				
6. Asian Students					
% Proficient plus % and					

Above					
% Accelerated and above					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
9. White Students					
% Proficient plus % and Above	100	100	98	95	91
% Accelerated and above	59	52	64	49	53
Number of students tested	32	46	52	39	45
10. Two or More Races identified Students					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % and Above					
% Accelerated and above					
Number of students tested					

NOTES: