

PART I - ELIGIBILITY CERTIFICATION

12OH11

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

12OH11

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 5 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
7 Total schools in district
2. District per-pupil expenditure: 13249

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	1	0	1		6	0	0	0
K	55	42	97		7	0	0	0
1	33	40	73		8	0	0	0
2	47	49	96		9	0	0	0
3	46	48	94		10	0	0	0
4	33	42	75		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								436

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
8 % Asian
2 % Black or African American
5 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
80 % White
4 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 11%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	26
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	16
(3)	Total of all transferred students [sum of rows (1) and (2)].	42
(4)	Total number of students in the school as of October 1, 2010	390
(5)	Total transferred students in row (3) divided by total students in row (4).	0.11
(6)	Amount in row (5) multiplied by 100.	11

8. Percent of English Language Learners in the school: 9%

Total number of ELL students in the school: 39

Number of non-English languages represented: 7

Specify non-English languages:

Albanian, Arabic, Chinese, Romanian, Russian, Spanish, Urdu

9. Percent of students eligible for free/reduced-priced meals: 18%

Total number of students who qualify: 79

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%

Total number of students served: 50

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>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>6</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>8</u>	<u>3</u>
Total number	<u>40</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

24:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	97%	97%	96%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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

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

No

Yes

If yes, what was the year of the award?

Bassett Elementary School is a five-year public elementary school located in Westlake, Ohio, a suburban community of 30,300 people in the Greater Cleveland Metropolitan area. With an enrollment of approximately 440 students for the 2011-2012 school year, Bassett is one of four elementary schools that serves students in kindergarten through grade four. Approximately 18% of Bassett's students qualify for free and reduced price meals. Close to 9% of Bassett's student population is being served by the school's English as a Second Language [ESL] program, which provides students with additional services and interventions to help them progress toward grade-level curriculum objectives. The ESL program is structured for full inclusion, so only students speaking little or no English receive pull-out instruction. 11% of Bassett's student population are part of our special education program, which serves qualifying students in the least restrictive environment, including those with only speech-related needs. No self-contained special education classrooms exist for our students, as Bassett strives to implement a full-inclusion model. A program serving our gifted and talented students, 5% of our population, provides enrichment materials and instruction differentiated to meet their needs.

When Bassett opened its doors in 1967, there was only one classroom per grade-level. Its small size lent itself to a close-knit, familial atmosphere, which has continued over the past 45 years as Bassett has grown to serve a population of over 400 students. The Bassett community is warm and welcoming to new families and staff members. Though school traditions have evolved over time, our commitment to student success – academic, social, and emotional – is unwavering.

Bassett, along with the other Westlake City School District [WCSD] elementary schools, has begun the process of becoming an International Baccalaureate [IB] school. IB is an international education program designed to help students “develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world.” The IB program will support our mission: to be *a child-centered community empowered to develop responsible, compassionate, globally aware citizens who are lifelong inquirers dedicated to achieving academic excellence*. In our dynamic, student-centered learning environment, we encourage our students to be actively engaged learners, working collaboratively in pursuit of new skills and capabilities. We strive to empower all students to achieve their educational goals, to direct their lives, and to contribute to society.

Bassett has an average class size of 24 students and 90% of Bassett's 29 full-time certified staff members have earned at least a Master's degree. This high percentage of educators who have sought higher education is not the only indication of the staff's desire for continuous improvement and growth. Further evidence of their dedication is the initiative many staff members take to discover and participate in a variety of courses and workshops to further develop their pedagogy, over and above the professional development opportunities provided by the district.

In addition to being highly motivated, the staff at Bassett is also highly collaborative, meeting during common weekly planning times to find new and innovative ways to ensure success for all students. Teachers and administrators meet regularly to implement and review the Response to Intervention [RTI] process, in an effort to identify students with learning and behavioral struggles and strengths. Through a cycle of screening, progress monitoring, and a multi-tiered prevention system, the staff reviews student data and plans interventions and extensions to accommodate every student. The staff also supplements WCSD's curriculum with differentiated objectives and tasks designed to make instruction accessible to all. It is undoubtedly a reflection of Bassett's knowledgeable and dedicated staff that, for the past five school years, Bassett has earned an “Excellent” or “Excellent with Distinction” designation on the Ohio Department of Education [ODE] School Report Card.

Programs like Colonial Days and Science Day, Young Authors, and a Wax Museum where students embody the subject of their biographies, bring learning to life. Harvest Day and Family Game Night, along with Jump Rope for Heart and Student Council-sponsored service-learning projects, encourage all students to engage positively with the school community, and the community at large, both during and beyond the regular school day.

Bassett's positive, inclusive, and supportive school community fosters high achievement. Rigorous, standards-based instruction delivered by enthusiastic educators with high expectations for all students has enabled Bassett to become worthy of the National Blue Ribbon distinction.

1. Assessment Results:

A. The Ohio Reading and Mathematics Achievement Assessments [OAA] are administered annually to third and fourth grade students. These tests are aligned with the Ohio Academic Content Standards and measure how well students understand reading and mathematics concepts that have been taught throughout the year. OAA performance levels show how well students did on the test, in each grade and subject. The five levels of performance, in descending order, are: Advanced, Accelerated, Proficient, Basic, and Limited. OAA results are used to identify students who may require additional resources to meet or exceed the Proficient level or to show at least one year's worth of academic growth.

Value-Added is an accountability system that applies to fourth-grade OAA results. This measure recognizes schools and districts that may not meet the standard for proficiency, but whose students still make significant academic growth. The Value-Added measure reflects academic progress made by students since the prior year's achievement test.

Bassett's acceptable standards for student's performance are high, but realistic. We are not satisfied unless 100% of our students tested on state assessments score at or above the Proficient level. Through our curriculum-based measurements and data analysis of previous test results, we can identify students who need intervention or enrichment, in order to give them the support they need to reach that goal. We expect all students to make significant academic progress from year to year and aim to consistently meet the Value-Added measure.

B. Through a data analysis of Bassett's ODE School Report Card, a positive trend can be seen in our Reading and Math scores since the 2006-2007 school year. The percentage of students in fourth grade who were not meeting the Proficient level was lowest during the 2006-2007 school year, with 86% Proficient in Reading and 88% Proficient in Math. As a result of these scores, a plan was implemented to increase student achievement within this grade level. The district formed a leadership team in conjunction with the county's Educational Service Center to analyze the data and the needs of the subgroups in order to develop a plan for implementation at the school level. First, a meeting with parents was conducted to review results and discuss how the school was going to improve student achievement within this grade level. Second, a packet of information and activities was sent home to enable families to reinforce concepts taught at school. Third, flexible grouping strategies for Reading and Math were put into practice. As a result, the following year, the percentage of students who scored at or above the Proficient level increased to 100% for Reading and 99% for Math.

Bassett's standardized assessments scores for third and fourth grade Reading and Math showed that between 96% and 97% of all students achieved or exceeded the Proficient level for the 2010-2011 school year. Our Proficient level has seen a steady increase since 2008-2009 school year, as we continue to strive for improvement every year. On our last ODE School Report Card, we met our Value-Added rating for Reading and received an Above Value-Added rating for Math for our fourth grade scores. We also increased our Performance Index over the last 3 years from 105.5 in 2009 to 110.8 in 2011. Further analysis of our Performance Index indicates that we had the highest percentage of our students score within the Advanced level (46.3%). At Bassett, we continuously strive for all students to make progress on all standardized assessments. We met Adequate Yearly Progress [AYP] for all of our subgroups on our last report card.

Bassett aims to have all students, including those identified within subgroups, make continuous progress. There has been a steady increase over the past five years in the percentage of students who are scoring within the Advanced and Accelerated levels of achievement. This indicates that teachers are

differentiating instruction for all students, including high achievers, to enable them to make progress at an advanced level. In addition, our subgroups have continuously shown positive trends and increased within the Proficient levels. For example, 47% of our students with disabilities scored within or above the Proficient range on our School Report Card for the 2006-2007 school year. This score has increased to 75% on our most current School Report Card. Utilizing researched-based programs with our special education students, such as Great Leaps and the Wilson Language Program, allowed us to target specific skills in which students needed remedial instruction to better meet their needs.

2. Using Assessment Results:

Using data to modify curriculum, instruction, and assessment is critical to maintaining a successful learning environment. At Bassett, we use assessment data to analyze student performance and tailor instruction to meet the individual needs of every child. Our grade level teams meet monthly with our principal, guidance counselor, school psychologist, Reading specialist, and ESL teacher, to evaluate student progress and determine ways to enhance student achievement. At these meetings, we review current academic performance levels, *AIMSweb* results, and other data, including CoGat and OAA scores and report card grades. Evaluating data also enables us able to offer struggling learners an opportunity to participate in a summer school program, to receive extra support in Reading and/or Math.

To support RTI, we began using *AIMSweb* benchmark and progress-monitoring assessments in Math and Reading for students in kindergarten through fourth grade. These curriculum-based measures have enabled us to closely monitor student achievement throughout the school year to make sure our curriculum is addressing each student's needs. Prior to this implementation three years ago, the only tool we had to evaluate curriculum was our OAA results, and by the time those scores were reported, students were already progressing to the next grade. *AIMSweb* data helps teachers identify areas of need more quickly and enables them to adjust instructional strategies to more effectively address these areas. Since the adoption and implementation of *AIMSweb* in 2009, there has been an increase in our Performance Index and in our percentage of Proficient and subgroup scores on the OAA.

We analyze data in each grade level to ensure that our students achieve or exceed their expected growth during benchmark periods. Our principal and teachers also utilize the web-based ODE Student Success site, which enables us to view student data and analyze trends in student responses to OAA test questions. This allows us to determine topic areas in which additional targeted instruction would benefit students, so we can implement specific interventions or enrichment initiatives. If a large portion of a grade level is not meeting the expected rate of improvement, we develop a plan to increase effective instruction in the area of need. For instance, in third grade this year, Bassett developed "Power Wednesday" for its third grade classes. Based on our analysis of fall OAA data, *AIMSweb* results, and classroom performance, all third grade students are now members of reading-related skill groups. Every Wednesday, students meet in homogeneous groups to receive targeted instruction in skill areas identified as needing improvement. Students who demonstrated proficiency on the fall OAA are part of an enrichment group that deepens their understanding of literacy concepts. This enrichment group is evidence of the importance we place on meeting Value-Added criteria for students at every level. Bassett educators strive to provide all students with a quality education that will enable them to exhibit at least one year's appropriate growth in learning every year.

Analysis of early literacy measures during the 2010-2011 school year, found letter-sound fluency and nonsense-word fluency skills to be two areas where kindergarten scores fell below expected national growth norms. Recognition of this issue prompted WCSD to adopt Wilson's *Foundations* program, a research-based phonemic awareness and phonics curriculum, in order to provide students with a strong foundation of literacy skills in kindergarten, to meet or exceed national norms.

The Bassett staff communicates data to all stakeholders, including parents, students, district administrators, and community members. Student performance is reported to parents quarterly through report card grades, accompanied by user-friendly *AIMSweb* data reports. *AIMSweb* graphs show each

student's progress over time, thereby giving all stakeholders another way to identify the students' rate of growth. Student achievement is also communicated to parents at conferences and meetings, during telephone conversations, or through email. Curriculum changes and Ohio state assessment results are also shared at PTA meetings. Our school's website, which is updated regularly, informs the community of Bassett's many accomplishments. The ODE School Report Card is also available online for community members wishing to learn more about Bassett students' overall collective academic success.

3. Sharing Lessons Learned:

Bassett staff members recognize that sharing strategies is one of the best ways to improve one's practice. We welcome the opportunity to not only share the successes and achievements of our school, but also to learn about the successes of others, so we may add even more strategies to our repertoires.

Kindergarten is the first of the grade levels at Bassett to transition fully to the new Common Core Standards next year. During the 2011-2012 school year, WCSD Kindergarten teachers met numerous times as a grade-level with the Curriculum Director to share their approaches to teaching the new standards. As the other grades make the switch to the Common Core Standards, additional district-wide grade-level meetings addressing the new indicators are being held to facilitate the transition.

Foundations is a Wilson phonological and phonemic awareness, phonics, and spelling program that has been introduced in kindergarten and first grade during the 2011-2012 school year. Bassett educators, along with other educators in the district and some from surrounding school districts, have engaged an introductory *Foundations* training, along with several classroom visits to see the program in action. Four of these visits occurred in Bassett classrooms, where Bassett teachers performed the model lessons in front of their peers, giving them an opportunity to demonstrate their knowledge of *Foundations* and to share ways in which they supplement the program. Through discourse with colleagues and the Wilson trainers, Bassett educators have been afforded the opportunity to develop a comprehensive understanding of how *Foundations* should be implemented, while sharing strategies and receiving constructive criticism on the model lessons.

As we begin our journey toward becoming an IB school, we are teaching our students about the Learner Profile Attributes. To share the ways in which we are introducing these attributes to our students with other educators in the district, Bassett staff posts information and successful ideas and lessons to a Wikispaces site. In November 2011, the staff engaged in a full-day in-service experience to learn about IB and to plan a sample Programme of Inquiry, during which time we also shared our successes and challenges with IB at a district level. In March 2012, Bassett staff will be participating in a two-day IB Primary Years Programme [PYP] Level I workshop sponsored by the Ohio International Baccalaureate Association. This workshop will give us another opportunity to both share and receive information about how to successfully implement IB.

Other examples of sharing success include grade level science meetings and Dyslexia training with surrounding districts; iDiscovery online math courses that cultivate discussion and the sharing of successful strategies; and visits from nearby schools to evaluate the design of our special education program. Bassett educators are also members of a variety of local, state, and national professional organizations, including the Ohio Education Association, National Council of Teachers of Mathematics, International Reading Association, and Association of Supervision and Curriculum Development. There is undoubtedly a culture of collaboration and sharing at Bassett that benefits all members of our community.

4. Engaging Families and Communities:

The Bassett School staff has implemented a multitude of strategies to ensure student success by working effectively with our families and community. Teachers work diligently to build strong partnerships

between home and school to provide the communication and support necessary to guarantee each student has the opportunity to reach his/her highest possible level of achievement. Teacher websites provide a myriad of valuable information for families. Additionally, parents receive regular newsletters that offer information about what the children are learning at school and ideas for how to provide additional support and practice at home. Strong, effective communication is a hallmark of the Bassett staff. Report cards are sent home each quarter from all professional staff working with each child. Included with these reports are detailed updates on academic progress.

Bassett's PTA is an incredible, active component at our school as well. Not only does it publish the "Bassett Beat" and "Bassett Blast" newsletters to keep our community informed, it draws upon local talent to provide students with in-school educational experiences. PTA also sponsors summer reading and math programs that offer valuable incentives to motivate learners over the vacation months. In addition to PTA, Bassett School is fortunate to have a cadre of enthusiastic parent volunteers. This group is a vital component of our school's success. Parents can be found supervising groups of students in the computer lab, assisting at learning centers in classrooms, tutoring in hallways, working in our library, and organizing and implementing Math Club and Book Club after school.

To broaden our pupils' understanding and vision of the world, service projects are an integral part of our education. Each year children participate in Family Game Night, an event sponsored by staff that provides an opportunity for families to spend quality time together, playing games and receiving education about a disease or disability that has touched the life of a Bassett community-member. Bassett's Student Council sponsors several philanthropic activities throughout the school year, the proceeds of which benefit people in the Greater Cleveland Area. One example of this is the "Can the Principal" food drive, where, this year, students had the opportunity to transport collected canned items to a local food bank. Service projects play an important role in molding our students into caring, contributing citizens of the world.

Bassett School is proud of the success of its students. It is the dedication and determination of the entire Bassett community that has created the atmosphere which has fostered the long history of high achievement at this school.

1. Curriculum:

The WCSD curriculum, currently aligned with the Common Core Standards in kindergarten and the Ohio Academic Content Standards in first through fourth grade, provides challenging, interdisciplinary instruction while setting high expectations for all students. Bassett aspires to meet the unique academic and developmental needs of each student through a differentiated approach to instruction. Our focus is on ensuring exceptional achievement and progress for all students.

Reading/Language Arts – WCSD’s Language Arts curriculum follows a balanced literacy approach that instructs students in phonemic awareness, phonics, vocabulary, fluency, and comprehension. *Scholastic Literacy Place*, *Fundations*, and *Words their Way* are primary instructional resources, which are supplemented by a variety of research-based programs to provide both remediation and enrichment. Teachers engage students with a selection of high-quality literature, non-fiction texts, and other print materials. Through guided reading, students develop critical literacy skills at individualized levels.

Writing – Our writing curriculum encompasses the entire writing process, applications, and conventions. Students work through the phases of prewriting, drafting, revising and editing, and publishing during Writers’ Workshop. They learn about writing for different purposes and audiences and receive mini-lessons about text structure, vocabulary, and sentence conventions. Exposure to exemplar pieces helps students understand what makes writing interesting, informative, or persuasive.

Math – In every grade level, our Math curriculum addresses number sense, computation, algebra, geometry, measurement, and problem solving. Classroom mathematics blocks include whole group lessons, differentiated small-group instruction, and collaborative work. The *Investigations* series, *enVisions*, and Marilyn Burns replacement units are resources we use to teach the Ohio Academic Content Standards. Our Math program engages students in hands-on learning through problem-solving tasks that stretch their critical thinking and reasoning skills. Students are expected to communicate mathematical understanding orally, in writing, and through the use of models.

Science – In Science, inquiry guides instruction. Hands-on lessons oblige students to engage in scientific inquiry and to work through the Scientific Method to problem-solve. Programs such as *Carolina Biological* provide us with materials and instructional resources to guide exploration. Language Arts and Math are seamlessly integrated with the Science curriculum, covering content related to life, earth, and physical sciences, to provide a comprehensive learning experience.

Social Studies – The WCSD Social Studies curriculum is a comprehensive study of our community, state, country, and world, covering the disciplines of history, geography, government, and economics. Every grade’s curriculum is based on a theme that drives instruction. For example, in third grade, the theme “Communities: Past and Present, Near and Far” sets the local community as a focal point for students to understand how their community has changed over time and to make comparisons to communities in other places. Primary sources, multimedia, and interactive activities promote engagement.

Visual and Performing Arts – Bassett’s Visual and Performing Arts curriculum places great importance on the arts in the cognitive, social, and personal development of children. An overarching goal of the program is for students to demonstrate knowledge and understanding of a variety of fine arts and the cultures and contexts from which they are derived.

Physical Education – Bassett educators believe that Physical Education is a critical component of a complete education. The six standards taught during Physical Education address the importance of

participating in and valuing regular physical activity and maintaining a healthy level of physical fitness. Students are challenged to demonstrate an understanding of motor skill and movement concepts and strategies needed to perform a variety of physical activities.

Counseling – The school counselor provides classroom lessons to all students in kindergarten through fourth grade ten times per year. These lessons develop skills related to friendship, conflict resolution, and making positive choices. To help prepare students for the OAA, lessons are provided on time management strategies, effective study skills, and stress relief.

2. Reading/English:

Bassett Elementary School's reading curriculum is a balanced literacy approach that is the backbone of our students' education. Students are engaged daily in research-based activities that promote phonemic awareness, phonics, fluency, comprehension, and vocabulary development. We utilize a comprehensive "toolbox" of sorts in order to best meet the individual needs of our students. *Scholastic's Literacy Place*, the Daily Five and Café (Comprehension, Accuracy, Fluency and Expanding Vocabulary), *Foundations*, *Words Their Way*, *Fun With Phonograms*, *SOAR to Success*, *Road to the Code*, *Great Leaps*, and *Junior Great Books* are just a few of the tools we use to develop lifelong habits of literacy.

Growing our students as readers is a primary focus at Bassett. Students are assessed at Kindergarten Screening, the spring before the school year begins. During the first month of school our kindergartners are given the *Kindergarten Readiness Assessment-Language Arts* to collect additional baseline data. Both formative and summative assessment continue as our students progress through Bassett's rigorous literacy program. The *DRA-2*, *DSA*, and *AIMSweb* measures, as well as *Accelerated Reader*, are used throughout the year with our student body to monitor student growth and provide important instructional data to best guide our daily instruction.

Teachers guide daily reading instruction in a variety of formats. Instruction is delivered through whole class mini-lessons, small group settings, and individual conferences. Guided reading, interactive read-alouds, shared reading, independent reading, buddy reading, and literature circles are some of the more significant ways we provide meaningful reading instruction. Our students are matched with "good fit" texts and are required to maintain a log of reading minutes for at-home reading.

All hands are on deck when it comes to providing both support for our struggling readers and enrichment for our high achieving students. Classroom teachers, our reading interventionist, the ESL teacher, special education teachers, our gifted education teacher, educational assistants, the librarian and parents collaborate to best support our students. Through frequent RTI meetings, students' needs are discussed and plans are implemented to ensure success for all students. These interventions are accomplished through a combination of both in-class and pull-out models with flexible grouping to differentiate instruction. This instruction focuses on developing a strong foundation of early literacy skills, as well as developing robust comprehension strategies.

3. Mathematics:

Using inquiry and constructivism as the basic tenets of our math program, we have aligned our program to reflect Ohio's academic standards. To support these standards we have chosen to use the *Investigations* series as the basis of our math program, and also supplement instruction with several Marilyn Burns replacement units and the *enVisions* Math program.

It is our belief that a successful Math program needs to be balanced and that staff must set high expectations for our students. We challenge our students to be problem solvers who can communicate their mathematical understanding orally, in writing, and using pictures or models. Development of a positive attitude toward Math is encouraged in all students.

During mathematics instruction, students participate in whole- and small-group lessons, cooperative problem-solving partnerships, and differentiated instructional groups. Recognizing that each classroom contains students that represent a wide range of Math aptitudes and achievement, teachers strive to challenge each student at their individual skill levels. Tiered lessons in the general education classroom allow the same concept to be taught in a differentiated manner. Small groups within the classroom are flexible and change daily based on both formative and summative assessments. For students who require intensive remediation, additional instruction, using programs like Touch Math and FASTT Math, is offered by our intervention specialists. There is also an opportunity for additional mathematical enrichment within our Gifted and Talented program.

We strive to challenge our students with activities that relate Math to real world application. We also provide our students with a plethora of opportunities to use technology-assisted learning. With the availability of Promethean and SMART boards, we are able to use technological learning tools such as flipcharts, games, and graphing tools. Additional programs, including the *First in Math* and *Kid's College*, can be used both at school and from home. Our Math instruction, coupled with the resources we provide to our students and their families, supports our goal of developing independent problem-solvers.

4. Additional Curriculum Area:

The development of globally-aware, well-rounded citizens is a goal of Bassett educators. One example is our Visual Arts and Music program, which supplements the fundamental standards-based instruction that students receive, with culturally rich experiences that bring learning to life.

The Visual Arts curriculum states that students should understand the reciprocal relationships between visual art and history, culture, and society. Bassett students participated in an international art exchange with students from schools in Westlake's sister city of Tralee, Ireland. Artwork created by Bassett students was displayed at Westlake City Hall, and then transported to Tralee and presented alongside art from local schools. Finally, the entire presentation returned to Westlake for a city-wide art show. This exchange truly supported our mission of cultivating globally-aware students by giving them an opportunity to learn about Irish culture through the arts.

The curriculum challenges students to creatively express their ideas in a variety of visual forms. In Art, students create drawings, paintings, sculptures, masks, puppets, and pottery using a variety of media. Bassett hosts a building-wide art show that displays about 1200 student works. This event affords students opportunities to critically and constructively analyze artwork and to respect diverse points of view. Students are also expected to make connections between and among visual arts and other disciplines. The Art teacher integrates Social Studies and Science curriculum into lessons and projects to enhance student understanding.

Bassett's Music program educates students about a variety of music styles and cultures. Students learn to sing, play instruments, improvise, compose and read music, and to recognize the connection between Music and other disciplines. Though these standards are embedded in everyday Music classes, they are evidenced by the annual concerts performed by each grade level. For example, first grade students perform a program entitled "This is America," integrating music with concepts from their Social Studies unit. The Music program teaches students to analyze, describe, and evaluate music using correct terminology and to respect people's diverse music preferences.

This year, the Music teacher selected ten students to participate in the Oberlin Choristers Honor Choir Festival. This special event will give them the opportunity to spend the day with a nationally renowned composer/conductor and to sing with students from throughout northeast Ohio. This experience, along with the many others provided by Bassett's Visual Arts and Music program, supports our students in acquiring valuable lifelong skills.

5. Instructional Methods:

Bassett Elementary school works hard to achieve excellence in meeting the needs of students through differentiated instruction in multiple settings. Students in all grade levels and of all ability levels are provided with focused interventions for acceleration and remediation through the process of RTI. Regularly scheduled meetings allow staff to collaborate, share resources, and develop new ideas to ensure that interventions are appropriate for each child.

Classroom teachers utilize interactive white boards for whole-group lessons, but break students into smaller groups to provide targeted support in Language Arts and Math. Whether the need is to accelerate or to provide a second “scoop” of instruction, students have access to differentiated activities to best meet their individual needs. Cooperative learning activities are also an integral part of instruction at Bassett.

Flexible guided reading groups allow teachers to work with students at various levels while focusing on specific reading skills. Scholastic leveled books are a primary resource that assist with differentiating reading groups in all grades. Students also use the computer-based *Accelerated Reader* [AR] program to self-assess their comprehension after reading, while teachers use AR test results to inform instruction.

The district adopted the *Wilson Foundations* program in kindergarten and first grade, while *Words Their Way* is used in second through fourth grade as a basis for phonics instruction. Students requiring intervention in reading and phonics receive small-group instruction with programs such as *Soar to Success*, *Learning A-Z*, and *Wilson Reading*. They may also receive a double-dose of *Foundations* or *Words Their Way* to support classroom instruction. Bassett also has a Title One reading specialist who instructs students in the general education classroom or in a small-group setting based on grade-level needs. A certified ELL teacher provides small-group instruction for students who are still becoming familiar with the English language.

In Math, Bassett educators use the *Investigations* series to plan primary math instruction. Teachers also use *enVisions*, *Touch Math*, and *Spectrum Math* to modify lessons for struggling learners. Bassett students have access, both in school and at home, to *First in Math*, a web-based program that uses technology to provide all students with differentiated Math practice.

Students who qualify for IEPs receive a variety of interventions. Assignment modification, lessening the workload, or providing alternative work, are some examples of basic interventions. Students who are identified as Gifted and Talented work with a certified gifted teacher to enhance their skills and allow them to be challenged. Regardless of the modification they receive, all Bassett students receive a high-quality education through the use of research-based instructional methods in a student-centered environment.

6. Professional Development:

Bassett Elementary operates as a true Professional Learning Community, with our ultimate goal defined by our mission statement: *to be a child-centered community empowered to achieve academic excellence*. To become “empowered,” the staff engages in many in-service days and workshops throughout the school year and summer to further their knowledge and understanding of many areas of education. As WCSD’s Continuous Improvement Plan [CIP] guides the majority of our professional development, the focus during the 2011-2012 school is IB, literacy, and RTI.

Bassett staff engages in bi-monthly meetings conducted by Bassett’s IB coordinator to deepen our understanding of the essential elements of IB. Bassett educators have also engaged in grade-level meetings with WCSD’s Curriculum Director to understand the Common Core standards and align them with Bassett’s report card. Furthermore, educators have engaged in several Foundations literacy training sessions.

Another area in which the staff has been highly trained is the RTI process. The value of RTI lies in its call to use data-driven decision making to identify learning and behavioral problems in an effort to provide all students with the type of instruction that will afford them the best opportunity for success. Informational sessions about RTI have been conducted at both the district and building level. Additionally, Bassett staff engages in monthly grade-level meetings to review the RTI process and to evaluate the progress of student interventions. The sharing of strategies during collaboration meetings with teachers, administrators, and support staff has proven essential to student growth.

As has been custom in the past, if a need arises for a specific professional development opportunity, every accommodation is made to ensure that support is provided where needed. Some professional development topics offered include *Words Their Way*, *Investigations*, *Nonviolent Crisis Intervention Training*, dyslexia, integrating technology, differentiated instruction, and data analysis and reporting. Additionally, staff members take the initiative to discover and participate in a variety of courses and workshops, and are always encouraged to further their education with graduate coursework.

The overarching goal of Bassett's professional development program is to help our students achieve academic excellence, so it is critical that all professional development opportunities be aligned with academic standards and/or fall under the range of our CIP. WCSO's and Bassett's professional development activities support student learning by providing educators with the tools necessary to support all learners. Just as our mission statement challenges the students of Bassett to be lifelong inquirers, the staff possesses that same ambition.

7. School Leadership:

Bassett is a positive school community where there is a commitment to children, collaboration, and problem-solving. The building principal believes that having high expectations and empowering students and staff will encourage them to achieve their goals. He allows the staff to make decisions and supports them with appropriate recognition. He is visible and involved in everyday learning, and provides teachers with materials and practical suggestions to support student achievement. One of our principal's strengths is his ability to empower teachers as leaders, and provide everyone with opportunities to contribute to the success of our school.

Though the principal is the official leader of our school, he values and applies the input of his staff. Teachers are encouraged to – and often do – take on strong leadership roles in areas of their expertise. Whether they are heading a building committee or planning the reorganization of the guided reading book room, Bassett staff members take on many roles outside the classroom, and are viewed as invaluable members of the Bassett team.

Before the start of the 2012-2013 school year, our staff must complete 16 hours of IB preparation, including writing a Programme of Inquiry and planning one unit of study. Bassett staff formed an IB Leadership Team [IBLT] to work in conjunction with our principal, district Curriculum Director, and Superintendent throughout our journey of becoming an IB school. Since many staff members felt that completing these tasks during the summer was not feasible, our principal chose to give the staff some flexibility as to when to complete them. The IBLT then communicated with the rest of the staff and determined more suitable dates and times. Working alongside school and district leaders to make such decisions and to ensure that everyone is able to participate in the development and planning of IB programs is just one example of the shared leadership philosophy at Bassett.

Our principal attends conferences and workshops to remain current on curriculum, legal issues, and technology, and encourages the staff to do so, as well. His continued professional development enables him to lead by example, and ensures that policies and programs implemented at Bassett will be executed correctly and efficiently to benefit all students academically, socially, and emotionally. For example, our principal has woven core ideas from the many IB training sessions he has attended into the structure of our school's positive behavior supports. IB learner profile attributes like "Caring" and "Open-Minded"

are now a part of everyday vernacular and, when demonstrated, these traits are acknowledged in students by the principal and teachers alike. The principal has also created a forum that affords students opportunities to acknowledge peers who demonstrate these attributes.

The principal's use of grade-level collaboration meetings to review student achievement has allowed teachers to focus on effective, data-driven instruction. Our school counselor, psychologist, reading specialist, ESL teacher, and intervention specialists are also involved in our collaboration meetings. These meetings have led to a school-wide understanding of the importance of differentiated core instruction. They have also helped us to identify social and emotional issues that affect student learning and have enabled us to plan interventions to address these concerns.

Our principal leads with integrity. He takes pride in Bassett being a safe and welcoming learning community. He is accessible and equitable, and his strong and effective partnerships with parents, students, and staff are a result of his ability to be an active listener and problem-solver. His open-door policy promotes effective communication within the Bassett community. The relationships, policies, programs, and resources supported by Bassett's principal undoubtedly enhance student growth and achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Ohio Achievement Assessment/Ohio Achievement Test
Edition/Publication Year: 2010 Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
At or Above Proficient	96	88	91	95	93
At of Above Accelerated	64	66	61	60	51
Number of students tested	75	74	67	83	68
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	1
Percent of students alternatively assessed	2	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient	92	75	80		
At of Above Accelerated	50	42	0		
Number of students tested	12	12	10		
2. African American Students					
At or Above Proficient					
At of Above Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
At or Above Proficient					
At of Above Accelerated					
Number of students tested					
4. Special Education Students					
At or Above Proficient	92	58	71		73
At of Above Accelerated	46	33	29		27
Number of students tested	13	12	14		11
5. English Language Learner Students					
At or Above Proficient	95	86	90	94	92
At of Above Accelerated	65	66	59	59	50
Number of students tested	65	64	59	70	66
6. White, Non-Hispanic					
At or Above Proficient					
At of Above Accelerated					
Number of students tested					
NOTES:					
Ohio has three levels of proficient or above ratings: proficient, accelerated, advanced. The scores in this table reflect at or above proficient and at or above accelerated. This is for all grade level data reports in this application.					

12OH11

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Ohio Achievement Assessment/Ohio Achievement Test
Edition/Publication Year: 2010 Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
At or Above Proficient	97	95	88	94	93
At or Above Accelerated	88	90	78	78	80
Number of students tested	75	73	74	83	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	1
Percent of students alternatively assessed	2	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient	100	82	69		
At or Above Accelerated	83	55	54		
Number of students tested	12	11	13		
2. African American Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
4. Special Education Students					
At or Above Proficient	92	64	65		77
At or Above Accelerated	77	45	41		46
Number of students tested	13	11	17		13
5. English Language Learner Students					
At or Above Proficient	97	94	89	93	93
At or Above Accelerated	89	92	79	77	81
Number of students tested	65	64	63	70	67
6.					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
NOTES:					
Ohio has three levels of proficient or above ratings: proficient, accelerated, advanced. The scores in this table reflect at or above proficient and at or above accelerated. This is for all grade level data reports in this application.					

12OH11

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Ohio Achievement Assessment/Ohio Achievement Test
Edition/Publication Year: 2010 Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
At or Above Proficient	97	96	96	99	88
At or Above Accelerated	85	70	82	76	51
Number of students tested	72	67	72	76	83
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	3	0
Percent of students alternatively assessed	3	0	0	4	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient		83			
At or Above Accelerated		25			
Number of students tested		12			
2. African American Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
4. Special Education Students					
At or Above Proficient	83	79		100	58
At or Above Accelerated	50	50		62	21
Number of students tested	12	14		13	19
5. English Language Learner Students					
At or Above Proficient	97	95	95	100	86
At or Above Accelerated	84	71	81	77	47
Number of students tested	64	55	59	66	70
6.					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
NOTES:					
Ohio has three levels of proficient or above ratings: proficient, accelerated, advanced. The scores in this table reflect at or above proficient and at or above accelerated. This is for all grade level data reports in this application.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Ohio Achievement Assessment/Ohio Achievement Test
Edition/Publication Year: 2010 Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
At or Above Proficient	96	93	95	100	86
At or Above Accelerated	78	48	74	79	61
Number of students tested	72	69	76	76	84
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	3	0
Percent of students alternatively assessed	3	0	0	4	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient		75			
At or Above Accelerated		17			
Number of students tested		12			
2. African American Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
4. Special Education Students					
At or Above Proficient	75	75	60	100	47
At or Above Accelerated	50	6	10	62	21
Number of students tested	12	16	10	13	19
5. English Language Learner Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
6. White, Non-Hispanic					
At or Above Proficient	95	95	94	100	83
At or Above Accelerated	77	45	75	80	55
Number of students tested	64	55	63	66	71
NOTES:					
Ohio has three levels of proficient or above ratings: proficient, accelerated, advanced. The scores in this table reflect at or above proficient and at or above accelerated. This is for all grade level data reports in this application.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
At or Above Proficient	96	91	93	96	90
At or Above Accelerated	74	67	71	67	51
Number of students tested	147	141	139	159	151
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	0	0	3	1
Percent of students alternatively assessed	2	0	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient	92	79	80	0	0
At or Above Accelerated	50	33	0	0	0
Number of students tested	12	24	10	0	0
2. African American Students					
At or Above Proficient	0	0	0	0	0
At or Above Accelerated	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
At or Above Proficient	0	0	0	0	0
At or Above Accelerated	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
At or Above Proficient	87	69	71	100	63
At or Above Accelerated	47	42	29	62	23
Number of students tested	25	26	14	13	30
5. English Language Learner Students					
At or Above Proficient	95	86	90	94	92
At or Above Accelerated	65	66	59	59	50
Number of students tested	65	64	59	70	66
6.					
At or Above Proficient	97	95	95	100	86
At or Above Accelerated	84	71	81	77	47
Number of students tested	64	55	59	66	70
NOTES:					

12OH11

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
At or Above Proficient	96	94	91	96	89
At or Above Accelerated	83	69	75	78	69
Number of students tested	147	142	150	159	154
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	0	0	3	1
Percent of students alternatively assessed	2	0	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient	100	78	69	0	0
At or Above Accelerated	83	35	54	0	0
Number of students tested	12	23	13	0	0
2. African American Students					
At or Above Proficient	0	0	0	0	0
At or Above Accelerated	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
At or Above Proficient	0	0	0	0	0
At or Above Accelerated	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
At or Above Proficient	83	70	63	100	59
At or Above Accelerated	64	21	29	62	31
Number of students tested	25	27	27	13	32
5. English Language Learner Students					
At or Above Proficient	0	0	0	0	0
At or Above Accelerated	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
At or Above Proficient	96	94	91	96	87
At or Above Accelerated	83	70	77	78	67
Number of students tested	129	119	126	136	138
NOTES:					

12OH11