

PART I - ELIGIBILITY CERTIFICATION

12OH3

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

12OH3

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 1 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
3 Total schools in district
2. District per-pupil expenditure: 14951

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: 26
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	15	8	23		6	0	0	0
K	39	27	66		7	0	0	0
1	31	33	64		8	0	0	0
2	31	40	71		9	0	0	0
3	32	30	62		10	0	0	0
4	39	36	75		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								361

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
96 % White
1 % 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: 6%

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.	12
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	22
(4)	Total number of students in the school as of October 1, 2010	362
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 3

Number of non-English languages represented: 2

Specify non-English languages:

Arabic and Chinese

9. Percent of students eligible for free/reduced-priced meals: 9%
 Total number of students who qualify: 34

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: 39

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>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>7</u> Multiple Disabilities	<u>6</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>16</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>12</u>	<u>6</u>
Paraprofessionals	<u>0</u>	<u>8</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>14</u>
Total number	<u>31</u>	<u>28</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: 23:1

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%	95%	96%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

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:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

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? Before 2007

The mission of the Independence Local Schools, in partnerships with parents and community, is to educate all students with emphasis on intellectual, social, physical, and behavioral growth. The Independence Primary School staff recognizes the need to prepare students for the future and help them become life-long learners. This mission statement is reinforced throughout the year with strong integration of new content standards, curriculum development, assessing and maximizing the individual potential of students, fostering positive student self-esteem, and enhancing parent and community involvement.

Independence Primary School is as unique as the community from which it has evolved. In order to fully appreciate and understand what makes our school so exceptional, it is important to profile the community itself. Our school emerges from approximately 7,100 residents that inhabit 9.59 square miles of land rich in parks, stone quarries, and National Recreation Areas. Ninety-nine percent of our community is Caucasian with strong Polish, German, and Italian ancestry. Technical industries, corporate services, and construction are the common businesses that support our tax base. Collectively working together, our community and school continue to move forward with innovative practices that enhance our teaching and learning for the twenty-first century learner.

The Independence Local School district serves 1,104 students in Northeastern Ohio. It consists of three buildings: an elementary, a middle school, and a high school. Independence Primary School was founded in 1954. Our school consists of one preschool, one multi-handicapped classroom connected to a sensory facility, and three sections of each grade level, K-4. In addition, there are four intervention/tutoring classrooms, enrichment classroom, science lab, guidance office, media center, two computer labs, music room, art room, gym, clinic, and cafeteria. To further enhance our learning, an outdoor educational courtyard, a functional garden, and a fiber-optic equipped pavilion are on site.

Outstanding support of parent and community volunteers is the foundation of the many programs that enrich our core curriculum. Our district volunteers include the Apple Corp Parent Program, PTO, and Academic Boosters. Community volunteers are comprised of city officials and service department personnel, Kiwanis, Veterans of Foreign Wars and Auxiliary, local businesses, and senior citizens.

In 1994, Independence Primary School received the National Blue Ribbon Award. Our school family has sustained this level of excellence. Currently, Independence Primary School is number one for kindergarten readiness in Cuyahoga County. We are ranked 16th out of 1,745 elementary schools in the state of Ohio by the Ohio Department of Education. Ninety percent of our licensed staff have obtained a masters degree or above and all are designated "Highly Qualified" by the state of Ohio. Teacher/school awards include: The Martha Holden Jennings Scholar, The Governor's Buckeye Best Healthy School (eight years), State Board of Education Certificate of Commendation with an Excellent rating on the local report card (five years), New York Life Guiding Star, National All-Star School, and the technology Best Buy Teach Award.

Academic, emotional, and social growth extends beyond the classroom with student-centered programs. Friendship Circle and Lunch Bunch promote social and emotional growth in a small group setting. Leadership opportunities include: Student Council, School Ambassadors, K-Kids, and the Primary Primetime News Show. In addition, intramurals, Kinetic City, and Green Thumb provide opportunities for peer interaction and educational enrichment.

Students have many opportunities to be recognized throughout the school year. Academic achievement and effort are acknowledged through E2 Team (Extraordinary Effort), A-Team (All A's), T.O.P. (Totally Outstanding Progress), President's Educational Award for Outstanding Academic Achievement and

Excellence, Y.E.S. (Young Exceptional Scholar), and good work papers. Students are in the spotlight for social growth, citizenship, and physical fitness. Awards include: Citizen of the Month, HERO (Honesty, Enthusiasm, Responsibility, Obeying school rules), Presidential Physical Fitness, and High Five Award.

The caring climate instilled at Independence Primary School is reflected in compassionate philanthropic activities. Students are involved in fundraising and donating to several organizations. These include: Muscular Dystrophy, Coats for Kids, Yuletide Hunger Program, Adopt a Family, St. Jude Society, American Heart Association, Juvenile Diabetes Research Foundation, and Goodwill.

The common thread among the Independence Primary School staff is discovering, understanding, and appreciating the uniqueness of each child. A team approach is utilized to develop differentiated instruction, create Response to Intervention (RTI) models, analyze student data, and integrate instruction with specialists and tutors. This collaboration, along with Dynamic Indicators of Basic Early Literacy (DIBELS Next) monitoring for math and reading and small group intervention and enrichment covers the spectrum of student needs at Independence Primary School.

Independence Primary School consistently moves forward with innovative ideas to continue our academic excellent rating. We thrive on the challenge to find new ways to assist our twenty-first century learners. This is what makes our school “Blue Ribbon” worthy.

1. Assessment Results:

This school year, Independence Primary School ranked sixteenth out of 1,745 schools in the state of Ohio on the Ohio Achievement Assessments (OAA) in Reading and Math. In addition, our kindergartners placed first out of 226 schools in Cuyahoga County on the Kindergarten Reading Readiness Assessment of Literacy (KRAL).

Independence Primary School uses the five performance levels that adhere to the Ohio Achievement Assessments in Reading and Math for third and fourth grades. In order from the lowest performance to the highest performance they are: Limited, Basic, Proficient, Accelerated, and Advanced. Scores at the Proficient and higher levels are considered “passing.” At Independence Primary School, we expect the majority of our students to perform in the Accelerated and/or Advanced levels. Our special needs students can be expected to achieve at Proficient or higher levels. This set of performance expectations has been met in a consistent matter. The most recent of all OAA test scores for Independence Primary School are from the October 2011 Grade 3 Reading Assessment. Of special note, the October test uses performance measures that are consistent with spring of grade 3 standards. The most recent results: Limited (3.2%), Basic (12.9%), Proficient (27.4%), Accelerated (22.6%), and Advanced (33.9%).

At least 75% of students must perform at the Proficient or above level in each subject for a school to receive a designation of “Excellent,” which is the highest level possible in Ohio. Independence Primary School has been rated “Excellent” for the past five years!

As part of Ohio’s accountability system, a “Performance Index Score” is calculated using a weighted score that takes into account each student’s level of performance (Limited, Basic, Proficient, Accelerated, and Advanced) on the subjects of reading and math. Performance Index Scores can range from 80 to 120 points. A score of 100 indicates that the school’s performance is at the Proficient level and not higher. In order to move beyond 100, significant percentages of scores at Accelerated or Advanced are necessary. Independence Primary School continues to excel in the Performance Index area. Our scores for the last five years are as follows: 2006-2007 (105.5), 2007-2008 (104), 2008-2009 (106.4), 2009-2010 (109), and 2010-2011 (111.5).

The Third and Fourth Grade Ohio Achievement Assessment results for Independence Primary School have consistently been in the 95%-100% range for the “Proficient plus Advanced” category. We have seen only consistent, positive growth patterns in these scores. Furthermore, there have been no significant gaps of at least 10% between the collective OAA results. The results of subgroups during the past four years in which Adequate Yearly Progress data has been produced. The only significant and consistent subgroup for Independence Primary School with over five students has been “Economically Disadvantaged.” This subgroup has averaged 6.6 students for the past four years. Not only have students in this subgroup met their “Expected Growth Target” for each assessment (Third and Fourth Grade Reading and Math), they surpassed the “Expected Growth Target” by a combined average of 17.7%. In addition, an average of 92.85% of total students in this subgroup earned at least a “Proficient” score for the past four years on all third and fourth grade assessments.

When looking at achievement test data for the past five years in the subjects of reading and math, more than half of the third and fourth grade students scored in the highest two levels (Accelerated and Advanced). In Third Grade Reading, 82.6% of the population achieved one of these two levels. In Fourth Grade Reading, 59.8% of the population achieved one of these two levels. In Math, 67.4% of the third graders were in this category along with 63.8% of fourth graders.

Factors that contributed to our gains include the utilization of: a challenging, well-developed curriculum, research based teaching strategies, integration of instructional technology, universal screening tools, frequent progress monitoring, analyzing achievement test data, professional collaboration, differentiation, individualized instruction, and close communication with parents and community.

In conclusion, when all these pieces are in place, it benefits the students and results in the highest achievement possible. This is why Independence Primary School received a score of 100% passage for the year 2009-2010 in Third Grade Reading and 100% passage in Third Grade Math for the year of 2010-2011.

2. Using Assessment Results:

Educators at Independence Primary School utilize data as the foundation of planning instruction, intervention, and enrichment so that each student may achieve his or her highest potential. Student data is collected and assessed by individual teachers, grade level and building teams, and the district as a whole.

Assessment and data evaluation begins at the pre-kindergarten level and continues throughout our students' tenure at Independence Primary School. The results of the following measures are used to shape instructional groupings and individualize student learning. Preschool students take part in the "Get It, Got It, Go!" evaluation. Kindergarten students participate in the Kindergarten Reading Readiness Assessment of Literacy (KRAL). The Ohio Department of Education (ODE) diagnostic screening assessments are administered to first and second graders. Third and fourth grade students complete Ohio Achievement Assessments (OAA) in Reading and Math. Additionally, all students are universally screened three times per school year in reading and math using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) evaluation. Based on these results, assessment is provided to ensure students' progress toward mastery of curriculum standards.

This comprehensive data is used to develop methods of instruction that ensure a successful learning environment for each student. Independence Primary School has implemented an expansive Response to Intervention (RTI) program to address the needs of students who require assistance meeting grade level standards. Students who require the most support benefit from an Individualized Education Plan (IEP), utilizing our extensive special education resources. Independence Primary School offers all students unique scheduling that permits the incorporation of half-class intervention periods. This allows for smaller class sizes and cross-curricular programming that infuses the fine arts educational specialists. Additional instructional support comes from before, during, and after school tutoring. Students may participate in Phonics and Reading Labs, as well as, the Summer Intervention Camp. Enrichment support includes collaboration with and utilization of our gifted and talented specialist. An example of this is Kinetic City, an accelerated science class. In addition, technology programs utilize data in order to tailor instruction. Two of these programs are: Education City and Study Island. Collectively, these experiences systematically use data to improve academic performance.

At Independence Primary School, communication between parents, students, and community is integral to our success. Families new to the district attend a new student orientation wherein an overview of school expectations and student achievement is communicated. Assessment results are regularly shared with parents and presented in a family-friendly manner. Documents include OAA test results, quarterly report cards, RTI, IEP, and any additional intervention reports. Additional documentation, in the form of mid-quarter progress reports, is also provided for at-risk students to identify areas of need. Formal parent-teacher conferences are scheduled during the first semester with the option of additional conferences throughout the year. Educators make themselves available on a daily basis through e-mail, phone calls, and written notes. Additionally, each teacher at Independence Primary School has created a web page, which highlights classroom activities, upcoming events, and weekly curriculum expectations.

Teachers work closely with students to inform them of their educational development. Students are taught the skills necessary to monitor and evaluate their progress. This is accomplished through student-teacher

conferences, personal portfolios, and a variety of data collection. Students are provided with immediate feedback and data evaluation through the use of selected technology.

The community is kept well informed of Independence Primary School's academic performance through a multitude of avenues. The district disseminates *IQ*, a quarterly report informing the community of the school's progress. The school board and superintendent also conduct "State of the Schools," a citywide informational meeting, where assessment data is shared on an annual basis. The district publicizes pertinent information via local cable channels and print media. Independence Primary School integrates modern technology by communicating student achievement through district, school, and classroom websites.

3. Sharing Lessons Learned:

Independence Primary School has numerous opportunities to share successful strategies with other schools within our district, state, and various professional associations. These relationships allow our staff to share and receive lessons that foster academic success.

By connecting with local educational institutions, we can share instructional strategies. Our staff welcomes students from local schools, colleges, and universities who are pursuing careers in education. We currently have five student teachers, from Baldwin-Wallace College, in our first and second grade classrooms. Students from Cuyahoga Valley Career Center (CVCC) and Independence High School get hands-on classroom experience as they work closely with teachers to gain and apply child development skills.

Our preschool staff collaborates with community preschools to share intervention strategies for at-risk students. Through ongoing site visits, our intervention specialist, speech therapist, occupational therapist, and physical therapist offer support for both classroom teachers and parents. Examples include: creating positive behavioral support plans, providing strategies for students with speech delays, and assisting with the development of early learning opportunities.

Through distance learning connections, fourth grade students have participated in lessons with other schools in Ohio, as well as, Costa Rica. For example, students created a chapter book taking turns writing portions of the book. The project concluded by sharing the story they created together. Another shared lesson included a "Monster Exchange" where students in one school drew illustrations based on descriptive paragraphs written by students in another school district.

Our special education staff visited Avon Lake Schools to discuss the use of iPads to meet students' needs. They shared apps that are available for classroom instruction. Together they explored ways to implement the apps into individual, small group, and large group instruction. Teachers learned how to create choice boards in order to utilize iPads as an augmentative device.

In addition to sharing successful teaching strategies with others, we collaborate within our building. At monthly staff meetings, grade level teams present Response to Intervention (RTI) tools that support and monitor student progress. Our technology specialist provides staff with training, ideas, and discussion groups for teachers to embed technology into classroom lessons. Weekly sessions for SMARTBoards, iPads, computers, and cameras are provided to enhance the classroom experience.

4. Engaging Families and Communities:

Independence Primary School fosters strong relationships with our families and the greater community to enhance student success. These partnerships provide additional resources to enhance student learning.

A strong appendage to the Independence Primary School is our Parent Teacher Organization (PTO), which provides numerous opportunities for families and community members to become involved with our school. Our Helping Hands program coordinates parent volunteers for PTO fundraisers and functions. Students benefit from fundraising efforts in a variety of ways such as: the purchasing of classroom SMARTBoards, school assemblies, book donations to each classroom library, playground equipment, and most recently, an outdoor educational pavilion. Our PTO continually provides assistance to our economically disadvantaged students and families.

Local business partnerships play a vital role in student success through programs such as: Right to Read Week (celebrity readers), High Five luncheons, Math Madness Week, Art Guild, and Guiding Star Awards. These programs develop academic excellence and provide student recognition. Additionally, our partnership with Cuyahoga Valley Career Center (CVCC) enhances student learning through in-school programming such as: Brown Bag Lunch Speakers, Mystery Career Week, Vehicle Day, and on-site field trips.

Our collaboration with community organizations and services allow our students to be involved with activities such as: Garden Club, Kiwanis Club (K-Kids), Student Government Day, and our Veterans' Day Program. This year we are especially grateful for donations from various community groups and business partnerships throughout the Greater Cleveland area that helped construct our new 40' x 30' Helping Hands Pavilion. Students will enjoy this outdoor educational facility for years to come.

Our strong interpersonal relationships with families are encouraged and are key to the success of our students. Before the new school year, communication begins with registration, screening, and Preview Day for kindergartners, New Family Program, Open House, and Orientation. Teachers engage parents throughout the year by utilizing e-mail, newsletters, progress reports, report cards, daily folders, assignment pads, and parent-teacher conferences. Each teacher has a website where parents can access information.

Our fine arts programs provide opportunities to enhance our relationships with families, businesses, and community members. Our music curriculum includes two evening concert productions, keyboard recitals, National Anthem Program, and Veterans' Day Program. Our Art Palooza is an event where each student has at least three pieces of artwork displayed throughout the school. Families, businesses, and community members are encouraged to attend these events to celebrate student success.

1. Curriculum:

The core curriculum at Independence Primary School is based on the Ohio Academic Content Standards. We are currently realigning our curriculum with the National Common Core Standards. Committees are formed for textbook selection to ensure standards are effectively covered. Grade level crossover meetings are held to make sure there are no vertical gaps in the curriculum. The entire staff collaborates with each other integrating lessons and activities across the curriculum. Technology is infused into all subject areas. Our sound approach contributes to our students' high achievement.

Our reading and language arts curriculum is based on an integrated series. Thematic units are designed on different genres of literature and informational text. Stories systematically focus on phonemic awareness, knowledge of vocabulary, comprehension focus skills, the writing process, writing conventions, and the opportunities for communication.

Our focus in math is to guide students to be able to become problem solvers and decision makers. Teachers address all levels and learning styles of our student body by utilizing manipulatives, technology, rhymes, movement, and music. Reteaching and enrichment activities are infused in our daily math lessons.

Science lessons focus on physical, earth/space, and life sciences, as well as, technology, inquiry, and knowledge. Science teachers intertwine a hands-on approach and the scientific method with textbook content. Students use critical thinking skills to hypothesize, investigate, experiment, and analyze information. This practice offers students the opportunity to experience success as they internalize their understanding of the sciences.

Our social studies curriculum focuses on history, culture, geography, economics, government, and citizenship. The SMARTBoard is used to enhance lessons and promote cooperative learning. Higher order thinking skills are encouraged through creative projects, which help students have a greater understanding of connecting the past and present.

Music and art are very strong components of our school. These subjects help attain our learning standards by educating the whole student using a variety of techniques. As talent is discovered and nurtured, many opportunities are given for our students to shine. All students participate in one of two large themed concerts combining songs, vocal solos, instruments, narration, movement, dances, and theatrics. Music instruction includes second grade hand bells, a third grade "Music Ace" computer program, and a fourth grade piano keyboard course culminating with a recital. A vocal ensemble is offered second semester. All students take part in an "Art Palooza" art show, a "Connections Postcard Project" among various school districts, and an "Artist of the Year" program. Creative art displays are visible throughout our building. Music programs and art projects support our many building initiatives such as: National Anthem/Patriot Day, Character Counts Week, and Veterans' Day.

Our physical education program promotes being fit and making healthy choices. Students work on goals to meet the National Presidential Physical Fitness Challenge criteria and participate in the Jump Rope for Heart program. Good sportsmanship, teamwork, and formulating lifelong healthy habits are the building blocks for this course.

Technology at our school goes beyond the basics and promotes twenty-first century skills. We are preparing students to become life-long learners and to use technology as a tool. Students are attaining key technology skills while integrating technology into the classroom curriculum. Students work weekly with

our technology specialist in the computer lab. They create various projects and use online resources integrating content from subjects that support state assessed areas of the curriculum. Students and teachers also have access to an additional computer lab, laptops, iPads, and SMARTBoards to further enhance our curriculum.

Content standards at Independence Primary School are integrated in a variety of innovative ways across the curriculum.

2. Reading/English:

Independence Primary School's reading program is multi-faceted and researched based. We foster the literacy needs of all students ranging from the emergent reader to the independent reader. The foundation of our program is based upon the Ohio Department of Education Reading/Language Arts Standards. The effectiveness of our program is reflected in our strong Ohio Achievement Assessment (OAA) Reading results.

Our reading program, Harcourt Storytown, is literature based. It was selected because of the broad range of strategies offered for all reading levels. The program includes elements of phonemic awareness, phonics, comprehension, high-frequency words, robust vocabulary, fluency, grammar, spelling, and writing. In addition to the program, trade books are utilized to immerse students in quality literature.

A variety of instructional approaches are implemented in our reading program to ensure foundational and independent reading skills. Some approaches include Reader's Theatre, phonemic awareness exercises, paired, echo, and choral reading. Technology tools such as SMARTBoards, iPads, document cameras, and computer programs play a key role in our reading instruction.

Dynamic Indicators of Basic Early Literacy (DIBELS Next) is a universal screening tool our school uses to assess phonics, fluency, and comprehension. The results of DIBELS are used to identify students' individual needs. Differentiated instruction is delivered through grade level phonics labs, tutoring groups, and homeroom-based small groups. Phonics Lab is an innovative program designed with concentrated phonics and fluency interventions.

Comprehension is the underlying element of a strong elementary reading program. Independence Primary School fosters growth in this area by developing students' ability to make predictions, inferences, identify cause and effect relationships, questioning, retelling, and summarizing. On-going progress monitoring enables students to meet grade level expectations.

Our intervention specialists and tutors provide intensive individualized reading instruction to eligible students. The Wilson Reading Program, Words Their Way, and leveled readers are some of the strategies used. In addition, specialists can be found in the regular classroom as part of our school's inclusionary model.

All students participate in an enrichment program to enhance the reading experience. Third grade students participate in Junior Great Books. Weekly lessons provided by the gifted and talented educator expand student background knowledge as it relates to reading.

Parent volunteers and community members periodically visit classrooms and read to our students. Weekly visits to the school library, Book Buddies Program, and Right to Read Week activities further enrich the student reading experience at Independence Primary School.

3. Mathematics:

The math program at Independence Primary School is rigorous. Our curriculum is based upon the Ohio Department of Education's Mathematics Content Standards and incorporates National Standards. Math instruction is divided into six content standards: number, number sense and operations; measurement; geometry and spatial sense; patterns, functions and algebra; data analysis and probability; and mathematical processes. Our textbook series, Houghton Mifflin, aligns with these state standards. This program is designed to "spiral" instruction across all grade levels. Students construct mathematical knowledge to develop a solid conceptual foundation.

Our diverse instructional methods are designed to ensure math mastery. Through the use of manipulatives and concrete examples, teachers demonstrate concepts to assist learners. Cooperative learning groups and the utilization of math journals are employed to explore math concepts and make connections. Technology is used daily to maximize instruction through interactive websites, iPads, document cameras, and SMARTBoards. Our instructional methods prepare students to be twenty-first century learners.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) Curriculum Based Math, a universal assessment tool, serves as the foundation for making data-driven instructional groupings. Students are given the opportunity to receive instructional support before, during, and after school. Before the school day, math intervention is offered to strengthen students' skills. During the day, the master schedule is designed to allow teachers to address individual needs in a homogeneous small group setting. This schedule enables teachers to incorporate the Response to Intervention (RTI) model. In addition, Title I instructors and intervention specialists work with small flexible groups with the classroom teachers. Our technology specialist provides and guides support to students with programs such as: First in Math, Education City, and Study Island. After school, remediation is offered for students to help bolster their academic performance.

At Independence Primary School, we enrich our math curriculum by infusing math everyday. Our students participate in the Math-A-Thon program, which improves their math skills while earning money for St. Jude's Research Hospital. Our students have collected \$102,359.94 since embracing this program in 1991. Students practice real-life experiences through relevant programs such as: Math Madness, Peer Cashiers, and Student Banking. Our vision is to have students correlate math concepts with daily life experiences.

4. Additional Curriculum Area:

The science program is unique and innovative in its structure, function, and overall concept. The curriculum is taught by an elementary educator who has a rich background in science. Individual science class rosters are created by combining approximately twelve students from two different same grade level homerooms. The purpose is two-fold. The homeroom teacher has the benefit of using this time for individualized intervention and enrichment. Therefore, the science specialist can provide instruction geared to students' levels of achievement. Students visit the stimulating science laboratory where they analyze artifacts, observe living creatures, and participate in hands-on investigations.

Teacher created activities, along with exploration kits, allow students to develop skills while using the scientific method. We are currently using the Ohio State Standards, but are converting to the new Ohio Core Science Standards. Our science program is student centered providing opportunities for the young learner to experience and care for the world. Lessons are hands-on, interactive, and help to instill an early love of science and nature, while developing critical thinking skills. Students observe both living and nonliving things, explore outdoors, make predictions, and lead investigations that stem from inquiry.

Our unique program provides students with other exceptional learning opportunities. Some engaging examples are: animal adoptions via the Cleveland Metroparks Zoo and World Wildlife Fund (WWF),

pond studies, and our extracurricular club, Kinetic City, where students are involved in hands-on science investigations based on state science standards. Through the use of technology, students participate in several international on-line investigations such as, Journey North Society. Our students partake in and continually achieve success in the National Science League Contest.

The Greater Cleveland Area has a wealth of resources (Cleveland Metroparks Zoo, Cleveland Museum of Natural History, and the Brecksville Nature Center) that enhance our science standards thereby strengthening our instructional program. In addition, integration of other resources is evidenced in a partnership that exists with the City of Independence and the Independence Garden Club. We have a remarkable paper-recycling program, which earns money for the science department to host in-house field trips. The Independence Garden Club is an organization, which helps the students maintain “Primary Paradise,” our outdoor learning garden. This group also helped to construct and continues to facilitate our outdoor vegetable garden and pumpkin patch.

Together, our school and community work to engage all students in a meaningful science experience that will lay the foundation for future successful educational endeavors.

5. Instructional Methods:

Differentiated instruction at Independence Primary School provides all students opportunities for optimal learning. Instruction is based upon students' individual needs. Classroom teachers collaborate with support staff including: intervention specialists, tutors, speech-language pathologist, computer specialist, guidance counselor, gifted-talented teacher, and occupational and physical therapists. These educators ensure that students achieve learning success.

We use a variety of assessment tools to determine areas of students' strengths and needs. The Developmental Indicators for the Assessment of Learning (DIAL) and the Kindergarten Readiness Assessment Literacy (KRAL) are administered to all kindergarten students. The K-4 Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) screening tool is used three times a year to determine flexible intervention groups for reading and math. Limited English Proficient students are screened using the Ohio Test of English Language Acquisition (OTELA). The Test of Cognitive Skills (TCS) helps determine placement in the gifted program. Based on data obtained from these and other formal and informal assessments, differentiated instruction is implemented.

Independence Primary School uses several Response to Intervention (RTI) approaches to differentiate instruction. Models include small group instruction such as: phonics labs, tutoring groups, and enrichment workshops. Scheduling allows for classes to split into small groups for individualized instruction across the curriculum. Intervention specialists go into classrooms to provide parallel instruction. Pullout services to resource rooms are available to students based on need. Before and after school tutoring and summer school are offered.

Research-based strategies are implemented throughout Independence Primary School. These strategies include: The Phonics Dance, Words Their Way, The Wilson Reading Program, Reader's Theatre, choral reading, supplemental materials from textbook series, Touch Math, visuals, and manipulatives. Ongoing progress monitoring provides for effective planning.

Instructional and testing modifications help equalize the learning experience for students. In addition to modifications, accommodations are provided for students who are eligible for an Individualized Education Plan (IEP), a 504 Plan, or an English Language Learners (ELL) Plan. These modifications and accommodations include extended time for assignments and tests, small group testing, preferential seating, modified assignments and curriculum.

Technology is widely used to support differentiated instruction. Subscriptions for on-line educational resources are used in the computer lab, classrooms, and at home. Study Island, Education City, BrainPop, First in Math, and Reading Eggs correlate with State and National Standards and provide progress monitoring. The use of SMARTBoards, iPads, classroom websites, and student laptops actively engage all levels and styles of learners.

6. Professional Development:

Diverse professional development is the foundation for high academic achievement at Independence Primary School. Development opportunities promote collaboration, the sharing of successful strategies, and the implementation of school initiatives. Continuous professional growth experiences are encouraged and identified through personal goal setting.

Professional development begins with district wide in-services. At this time, staff members review and analyze Ohio Achievement Assessment results. District analysis of Value-Added and Adequate Yearly Progress is also presented. This data is used to determine student strengths and weaknesses. Teachers are then able to refine instructional practices and develop strategies for improving student achievement.

Six early release days are another component of our professional development. This initiative is an opportunity for all district teachers to participate in customized activities. These activities are aligned with the district's goals and the needs of the students. Topics range from Response to Intervention (RTI), bullying, technology, web site development, SMARTBoard training, Education City webinar, vertical grade level content meetings, emergency medical training, drug and alcohol awareness, and grade level transitional meetings.

Staff meetings are held monthly. Through these meetings, teachers stay current on topics that directly effect students and staff in our school. Issues may address school wide behavior management or confidential student medical concerns. Teachers are also presented with differentiated intervention strategies to help students socially and academically. Teachers have an opportunity to share and collaborate during these meetings.

Building wide scheduling provides staff members opportunities for professional development. Teachers formulate strategies that improve student achievement during these flexible planning times. Meetings with the Curriculum Director occur at each grade level to review new common core and content standards. Teachers are also given the opportunity to meet with our technology specialist to enhance the use of interactive SMARTBoards, iPads, document cameras, and computers.

Professional initiatives help teachers stay current in their field. Attendance at conferences and workshops help teachers expand their area of expertise. These experiences empower teachers to create an engaging classroom environment. The sharing of knowledge gained through these programs promotes collaboration and builds collegiality.

7. School Leadership:

The principal is the mainstay of our leadership program and leads by example. She knows the unique strengths of each of her teachers, staff members, parents, and community members. Staff and community input is encouraged in order to make the most effective decisions.

Our principal is always accessible and promotes an atmosphere for learning. New ideas are encouraged and promoted through pilot programs. She is a visible member of the community who takes an active role recognizing student accomplishment on an academic and personal level. As an active communicator, the principal shares all dimensions of the Primary School life through multiple vehicles, i.e. weekly email

"blasts" to families and community, utilization of our building level website, and through her positive interpersonal style.

Leadership is not limited to the principal, but shared at the Independence Primary School. Distributed leadership is evidenced by grade level team leaders who share responsibility and resources to focus on student development. Our school is built upon collaboration, friendship, and flexibility. Staff members are placed in leadership roles according to their strengths and abilities.

Instructional leadership is shared among the staff by participating on building committees. Examples of these committees include, but are not limited to: Communications, Operations and Procedures, Fast Five for RTI, and Character Counts. These teams support collaboration and leadership within the building.

At each grade level, meetings are held regularly to review and discuss policies, curriculum, student needs, upcoming activities, and ways to enhance learning. Specialists promote cross-curricular activities that strengthen learning. Support staff strives to create a positive and productive school environment by collaborating with the teachers, the principal, and the community.

Staff members bring unique programs to the school to create real-world learning experiences. These activities encourage student development and achievement. Our gifted and talented teacher coordinates a program called, "Math Madness Week," which enhances math skills correlated to our academic standards. Our guidance counselor conducts "Character Counts Week," which promotes good citizenship. Other programs included are: Art Palooza, Right to Read Week, concerts, Career Week, School-to-Business partnerships, Talent Week, and Student Council.

This leadership style is a guiding factor in the academic success of our student body. The strength of the Independence Primary School staff lies in addressing the needs of each individual child by setting high expectations and working collaboratively. We are united in the common goal of meeting the academic, social, and emotional needs of each child.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2007-2011 Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% At or Above Proficient	100	96	98	92	98
% Accelerated and Advanced	77	68	68	58	66
Number of students tested	69	66	70	62	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2				2
Percent of students alternatively assessed	3				3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient			100		
% Accelerated and Advanced			75		
Number of students tested	5	2	12	7	
2. African American Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
4. Special Education Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
5. English Language Learner Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
6.					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
NOTES:					
Ohio requires 10 students to be considered a subgroup; therefore, there is only data reflected for subgroups that meet that criteria. Fields not filled in indicate that the subgroup was less than 10.					

12OH3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2007-2011 Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% At or Above Proficient	97	98	95	86	95
% Accelerated and Advanced	87	95	82	67	82
Number of students tested	69	66	69	62	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2				2
Percent of students alternatively assessed	3				3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient			100		
% Accelerated and Advanced			67		
Number of students tested	5	2	12	7	
2. African American Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
4. Special Education Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
5. English Language Learner Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
6.					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
NOTES:					
Ohio requires 10 students to be considered a subgroup. Therefore, there is only data reflected for subgroups that meet that criteria. Fields not filled in indicate that the subgroup was less than 10.					

12OH3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Ohio Achievement Assessment

Edition/Publication Year: 2007-2011 Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% At or Above Proficient	96	91	90	95	87
% Accelerated and Advanced	76	70	60	46	67
Number of students tested	68	68	64	73	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				2	
Percent of students alternatively assessed				3	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested	6	5	8	8	
2. African American Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
4. Special Education Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
5. English Language Learner Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
6.					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
NOTES:					
Ohio requires 10 students to be considered a subgroup. Therefore, there is only data reflected for subgroups that meet that criteria. Fields not filled in indicate that the subgroup was less than 10.					

12OH3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Ohio Achievement Assessment

Edition/Publication Year: 2007-2011 Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% At or Above Proficient	98	95	93	97	90
% Accelerated and Advanced	74	52	51	54	68
Number of students tested	68	68	65	73	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				2	
Percent of students alternatively assessed				3	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested	6	5	8	8	
2. African American Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
4. Special Education Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
5. English Language Learner Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
6.					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
NOTES:					
Ohio requires 10 students to be considered a subgroup. Therefore, there is only data reflected for subgroups that meet that criteria. Fields not filled in indicate that the subgroup was less than 10.					

12OH3

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	98	93	94	93	91
% Accelerated and Advanced	76	69	64	51	66
Number of students tested	137	134	134	135	157
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	2	2
Percent of students alternatively assessed	3	0	0	3	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient	0	0	60	0	0
% Accelerated and Advanced	0	0	45	0	0
Number of students tested	11	7	20	15	0
2. African American Students					
% At or Above Proficient	0	0	0	0	0
% Accelerated and Advanced	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
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% At or Above Proficient	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
% At or Above Proficient	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
% At or Above Proficient	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12OH3

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	97	96	94	91	92
% Accelerated and Advanced	80	73	66	59	74
Number of students tested	137	134	134	135	157
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	2	2
Percent of students alternatively assessed	3	0	0	3	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient	0	0	60	0	0
% Accelerated and Advanced	0	0	40	0	0
Number of students tested	11	7	20	15	0
2. African American Students					
% At or Above Proficient	0	0	0	0	0
% Accelerated and Advanced	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
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% At or Above Proficient	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
% At or Above Proficient	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
% At or Above Proficient	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12OH3