U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

☐	☑	☐	☐
Charter	Title 1	Magnet	Choice

Name of Principal: Mr. Jerome Johnson

Official School Name: Rocky Mount Elementary School

School Mailing Address: 555 School Board Road
Rocky Mount, VA 24151-6614

County: Franklin   State School Code Number: 033-1380

Telephone: (540) 483-5040 E-mail: jerome.johnson@frco.k12.va.us

Fax: (540) 483-5454   Web URL: http://rmount.frco.k12.va.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____

(Principal's Signature)

Name of Superintendent*: Dr. Charles Lackey   Superintendent e-mail: charles.lackey@frco.k12.va.us

District Name: Franklin County Public Schools   District Phone: (540) 483-5138

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

_____ Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Evelyn Cundiff

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

_____ Date _____

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

Private Schools: If the information requested is not applicable, write N/A in the space.

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school 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 2010-2011 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 the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 12 Elementary schools
   (per district designation)   2 Middle/Junior high schools
                                           1 High schools
                                           0 K-12 schools
                                          15 Total schools in district

2. District per-pupil expenditure: 185

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 4

5. Number of students as of October 1, 2010 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	16	16	32		6	0	0	0
K	26	32	58		7	0	0	0
1	37	30	67		8	0	0	0
2	22	23	45		9	0	0	0
3	26	28	54		10	0	0	0
4	36	31	67		11	0	0	0
5	35	29	64		12	0	0	0
						Total in Applying School:		387

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
4	% Asian
13	% Black or African American
5	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
68	% White
10	% 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 2009-2010 school year: 7%

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

(1)	Number of students who transferred *to* the school after October 1, 2009 until the end of the school year.	12
(2)	Number of students who transferred *from* the school after October 1, 2009 until the end of the school year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1, 2009	387
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent limited English proficient students in the school: 6%

   Total number of limited English proficient students in the school: 25

   Number of languages represented, not including English: 3

   Specify languages:

   Spanish, Vietnamese, and Chinese

9. Percent of students eligible for free/reduced-priced meals: 70%

Total number of students who qualify: 270

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: 22%

Total number of students served: 86

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

18	Autism	1	Orthopedic Impairment
0	Deafness	10	Other Health Impaired
0	Deaf-Blindness	18	Specific Learning Disability
1	Emotional Disturbance	70	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
17	Mental Retardation	5	Visual Impairment Including Blindness
10	Multiple Disabilities	3	Developmentally Delayed

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

Number of Staff

	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	26	0
Special resource teachers/specialists	12	1
Paraprofessionals	23	3
Support staff	9	1
Total number	71	5

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:   15:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	95%	95%	95%	95%
Teacher turnover rate	18%	9%	9%	22%	6%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

In 2006-2007 three (3) staff members were promoted to administrative or coaching positions.

In 2009-2010 the numbers are due to the opening of a new school within the division. All moves were internal shifts.

Hard to staff schools, *Roanoke Times.*

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

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**%

PART III - SUMMARY

Rocky Mount Elementary School's pursuit of excellence focuses maximum effort on individual students. The faculty, staff and community collaborate with a team-oriented approach that fosters a variety of programs and partnerships which help to define the successes at Rocky Mount Elementary School. Every member of the Rocky Mount team realizes that he or she has the ability to significantly impact student learning and that every moment counts. Using the "Simple Truths" from Andy Andrew's inspirational DVDs, Rocky Mount Elementary School supports and believes in the "Butterfly Effect". This principle claims the smallest action promotes a chain of events leading to large-scale alteration. It is an "all hands on deck" approach to serving the needs of Rocky Mount's diverse population as the faculty, staff, students, parents and community partnerships collaboratively join in addressing the goal of closing the achievement gap for all students. This "Butterfly Effect" is evident as all faculty and community work together daily, and sometimes moment by moment, to promote student achievement.

As a Title I school, Rocky Mount Elementary serves 384 students Pre-K through fifth grade; 20.8% identified as students with disabilities, 70% economically disadvantaged, and 10% English Language Learners. The population in the county has grown by 11% since the last census; unfortunately no new jobs exist to support this growth in population. The county's demographics have become more diverse as Spanish-speaking immigrants, as well as other nationalities, have arrived. The increasing poverty and diversity of the student population have presented new challenges for Rocky Mount Elementary School. Additionally, the school serves as a regional special education school, educating low incidence populations (multiple disabilities).

Despite these challenges Rocky Mount Elementary School has closed the achievement gap. The school was named as a Virginia Title I Distinguished School in 2006, received the Virginia Board of Education Excellence Award in 2009 and 2010, and has recently been recognized with the Governor's Award for Educational Excellence for 2011.

The master schedule showcases Rocky Mount's commitment to learning for all. Common planning time for teachers, large defined blocks of reading and mathematics instruction, and blocks of time for Intervention and Enrichment (I/E) are the blueprints for the schedule. Common planning time provides teachers with the opportunity to collaborate with colleagues and develop plans to meet individual student learning needs. Defined reading and mathematics blocks provide students ample opportunity to experience direct instruction and participate in practicing the newly learned skills as they make application in cooperative groups and individual settings.

The community provides Rocky Mount Elementary School with resources and everlasting relationships that promote and encourage social and community outreach, as well as improved student performance. "Lunch Buddies" are a group of business leaders who eat lunch with targeted students on a weekly basis to promote social growth and to develop study skills.

Rocky Mount Elementary School's recipe for success is simply based on four questions:

- What is "it" all children need to be able to do?
- How do we know when they get "it"?
- What if they don't get "it"?
- What if they already have "it"?

In every recipe there are key ingredients critical to the final outcome, as well as specific instructions for how and when those ingredients need to be combined to arrive at the best possible conclusion. Rocky Mount begins with a heaping portion of solid, rigorous core curriculum/skills. Next, they add a dose of research-based instructional strategies, and finally, a sprinkling of teachers, students, and parents committed to fostering a school climate based on respect and dignity. Blending these key ingredients is the intentional action behind the school motto, "Proudly, we commit ourselves to excellence." Rocky Mount Elementary School's continued effort and documented results in closing the achievement gap between student groups qualify them as worthy of the Blue Ribbon Schools Award.

1. Assessment Results:

Virginia's Standards of Learning (SOLs) define what students "need to know" and must "be able to do" in grades PK-12. Students' learning at the elementary level is assessed in the spring at grades three, four and five. Rocky Mount Elementary School has been fully accredited by Virginia and has met all federal benchmark as defined by the No Child Left Behind Act.

Rocky Mount Elementary serves as a regional school for low incidence disabilities, and students from all over the county who need specialized services receive their education here. Due to the learning needs of this population, specialized professionals are needed. Despite the significant learning challenges that often accompany this population and the challenges that come with serving over 70% of low socio-economic students, Rocky Mount Elementary School has been and will continue to be committed to the division's motto of "Every Child, Every Chance, Every Day." It is this commitment to do whatever it takes to serve each student with excellence that empowered this school to narrow the achievement gap between the subgroups. In fact, students at Rocky Mount Elementary School, regardless of their AYP subgroup, out-perform most schools within the district and the state.

In 2008 disabled students had a 68% pass rate on the Virginia SOL Reading assessment. In 2009, the same group had a 71% pass rate. Rocky Mount Elementary School has significantly narrowed the achievement gap by ensuring equity and access to the core curriculum for this targeted subgroup, as spring 2010 English/Language Arts SOL results revealed a 94% pass rate for students with disabilities.

Math performance was even more remarkable. Students with disabilities scored as low as a 39% pass rate in 2007. As the teachers provided more inclusive classrooms and responded to instructional needs, student performance for this subgroup moved to a 68% pass rate in 2008, to a 74% pass rate in 2009, and to a 91% pass rate in spring 2010.

The same holds true for economically disadvantaged students. In 2006 and 2007 students in this subgroup had a 78% and 75% pass rate in reading. Each subsequent year teachers made certain that each student received additional time and support for learning. Each year student performance improved -- from an 83% in 2008, to an 86% in 2009, and to a 95% in 2010. The mathematics student performance data indicates that 55% of the students in this subgroup passed at an advanced performance level.

Students with disabilities and students who are economically disadvantaged are not the only subgroups that demonstrate Rocky Mount Elementary School's commitment to closing the achievement gap. Similar student performance gains are found in Rocky Mount's African American population. The overall pass rate school-wide for mathematics in spring 2010 was 98%, with 62% passing at an advanced performance level. For African American students, one hundred percent passed mathematics with 57% of them scoring at an advanced performance level.

In math, each subgroup has increased its pass rate, but more significantly, all minority subgroups made significant gains in the percent of students obtaining an advanced performance level. This represents the closing of an achievement gap. In reading, all subgroups are passing at the about the same rate overall, but English Language Learners, socio-economically disadvantaged students, and African American students are lagging behind the All Categories subgroup's Pass Advanced performance. Teachers are addressing this gap with targeted intervention during the daily Intervention/Enrichment instructional block and through Response to Intervention (RtI).

For more information on the state's accreditation requirements, visit the Virginia Department of Education Website at: http://www.doe.virginia.gov/boe/accreditation/index.shtml

Also see Rocky Mount Elementary School's AYP report card at:

https://p1pe.doe.virginia.gov/reportcard/report.do?division=33&schoolName=1264

2. Using Assessment Results:

A teacher from each grade level is part of Rocky Mount Elementary School's Comprehensive School Improvement Team. This team reviews student performance on Virginia's state tests and brings that data back to their grade level teams. With feedback from the grade level teams, a school improvement plan is developed. The school improvement plan sets the student-performance goals, action steps for grade levels, and indicators of success. All teachers are part of the decision-making at Rocky Mount, so the plan isn't just stored on a shelf, but rather serves as a pathway to achieving the school's instructional goals.

Several years ago Rocky Mount set out to increase the number of students passing at the advanced level on Virginia's SOL tests, while still remaining focused on providing strategic intervention where needed. A tiered intervention approach was put into place, strategically planned to meet the needs of the identified students by using a research-based intervention approach. Grade level teams meet daily during their common planning time to analyze student performance on common formative assessments. This data, along with division-wide benchmarks in reading and mathematics, allows the teachers to respond to instructional deficits accordingly during the daily Intervention/Enrichment (I/E) block. An (I/E) instructional block was instituted at every grade level so that students would have the opportunity to get the support they need without missing any time from the core curriculum. The groups range from those students needing enrichment/extension to those needing strategic or intensive intervention. Universal and diagnostic assessments allowed for initial grouping. Ongoing progress monitoring of students provides data for movement among the groups.

If students still struggle with the material after intervention is provided, they are referred to the Response To Intervention (RtI) team. At this point the committee reviews data, looking "below the surface" in an effort to attend to the whole child. Often a student's home life is so complicated that instructional intervention is secondary to interventions provided by the school social worker or guidance counselor.

The principal and division administrators monitor student achievement overall and by individual teachers' groups. If a school-wide trend is identified indicating all or even a few teachers need professional development in a specific area, the principal works with the division to arrange for the necessary training. Often the Instructional Coach can provide the training, but the principal may use division resources, local college courses, or conferences to meet the teachers' professional development needs.

3. Communicating Assessment Results:

Performance on state assessments is communicated to parents and the community through the local newspapers and school newsletters. Parents receive their student's individual score report in the mail. Parents and the community have an understanding of state accreditation and the federal annual measureable objectives through these sources, as well as PTA meetings and individual conferences.

Parents are kept informed of their children's performance on county benchmarks and teacher-made assessments through a weekly folder that students take home. This folder includes a plan for the next week's learning, along with ways parents/guardians can help at home. Active parent participation in their children's learning is a major component to student success. For students who are experiencing extreme learning difficulties, the Response to Intervention (RtI) process involves parents as part of the team to put interventions in place to ensure success.

Rocky Mount includes a parent involvement goal in its annual Comprehensive School Improvement Plan. Ongoing communication regarding student performance is achieved during school-wide family nights, teacher conferences, and assemblies that introduce activities, skills and resources which parents and guardians can access to support their child's academic success. Before the children arrive in the fall, an orientation day is provided for parents, and soon after school begins, Rocky Mount provides an open

house. These outreach activities give parents opportunities to meet with their child's teacher and review grade level standards. In addition, teachers at Rocky Mount are intentional about keeping the lines of communication open through phone calls, home visits, emails and websites.

As SOL testing approaches and teachers are reviewing skills with students, the opportunities are given for SOL simulation tests. Students are then advised how they performed and which academic adjustments will be made to help them show more progress on the real tests, so they also have first-hand knowledge of their achievements and how to improve.

Students who achieve a perfect score of 600 on any SOL test are inducted into the 600 Club. They and their families are invited to participate in the school-wide celebration. Students who achieve 600 on their 5th grade SOL test and have moved onto middle school are invited along with their families. These students proudly don their 600 Club tee shirt in the halls of the middle school.

4. Sharing Lessons Learned:

The hallmark of Rocky Mount Elementary School is its "open door" policy. As a leader in the division for implementing the Wilson Reading System for its struggling readers, Rocky Mount has hosted numerous grade level teams within the division to observe the program in action. Rocky Mount offers the entire package, with the Instructional Coach providing extensive training for several schools and the grade level teachers bring the book knowledge to life in their classrooms. It is not solely seeing these skilled teachers in action that is so infectious, but the results that have been the catalyst for other schools to embrace this research-based reading program.

Rocky Mount also enthusiastically shares with colleagues around the district its belief that the Word Study program has been an indispensible part of the teacher's instruction in language arts. In addition, as staff members have moved from Rocky Mount Elementary School to other schools or surrounding districts, they have, in turn, shared their knowledge and belief. The result is that many schools from within the district and from adjoining districts come to Rocky Mount Elementary School to see the Word Study room, to observe the program being used in class, and to talk with teachers about the program. Rocky Mount is pleased to see that its program has been replicated in several schools.

To best meet the specific learning needs for special populations, Rocky Mount houses many well-trained staff and teaching specialists. The visible collaboration shared among teachers permeates the culture of the school, fostering collaboration among the students of varying needs. Tolerance, responsibility, and respect for different learning styles and needs are the emphases. This creates opportunities to share methods, strategies, and knowledge with other schools inside and outside the district. Due to Rocky Mount's success in educating many diverse learners, its teachers and administrators are regularly sought out to assist others in building their programs.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Virginia Standards of Learning are the driving force behind Rocky Mount Elementary School's core curriculum; however, the standards are recognized solely as basic skills and Rocky Mount strives to move above and beyond these standards. Teachers approach the standards with rigor and set high expectations for all students. Their instructional framework is guided by the state's curriculum framework, which includes the essential skills and knowledge and the division's pacing guides.

The English/Language Arts curriculum at Rocky Mount Elementary encompasses writing, oral communication, and the five domains of reading. Each grade level develops a daily lesson that includes phonemic awareness (primary grades), phonics, comprehension, fluency, and vocabulary. Guided reading with leveled readers introduces students to skills using instructionally appropriate text. Rocky Mount provides a literacy-rich diet with a heavy emphasis on non-fiction text. Students in the primary grades receive 90 minutes of core reading instruction, and fourth and fifth grades receive 60 minutes of daily reading instruction, with an additional block of 30 minutes for writing instruction.

In examining effective mathematics instruction, four critical components are necessary: a committed and reflective faculty, teaching for conceptual understanding, developing children's procedural literacy, and promoting strategic competence through meaningful problem-solving investigations. It is with this philosophy that Rocky Mount teachers contribute their voices in the selection process of mathematics textbooks and resources purchased by the division. Mathematics instruction at Rocky Mount Elementary School embraces the four critical components.

No lesson, no matter how well planned, can be successful if the elements of effective teaching are not in place. The faculty at Rocky Mount Elementary School is committed to providing the best practices for their students. Teachers understand that it is not necessary for them to focus first on skill development and then move on to problem solving; both can be done together. In addition, teachers strive to develop critical thinkers by encouraging students to explain how they arrived at a solution and to consider more than one way of solving a problem. Moreover, they understand the critical role that discussion plays in every classroom.

Instruction at Rocky Mount revolves around ensuring that all students have the foundational skills in mathematics and reading. Therefore, social studies and science curriculum have shorter blocks of instructional time than reading and mathematics. While each grade level has essential skills and knowledge in these disciplines, most often the units and vocabulary in social studies and science are introduced in a meaningful way through literature. Rocky Mount Elementary has acquired non-fiction books that align with many of the social studies and science units.

The history and social science curriculum focuses on four components: history, geography, economics and civics. Social science units teach students how to use a map, to read critically and to learn from historical events so that they can develop and foster problem-solving skills. Historical lessons, when applied to current-day situations, help students understand the concepts of respect, honor, decency and commitment.

The science curriculum at Rocky Mount is structured around the scientific investigation. Students learn to think rationally and logically as they explore scientific principles, and to apply that process in real-world problem solving activities.

Brain research has drawn the connection between movement and increased performance in the areas of concentration, focus, memory and overall academic achievement. The physical education teacher has been masterful in incorporating Brain Gym activities not only for test taking day but also with targeted students in reading. Additionally, each morning the physical education teacher offers students an

opportunity to be part of the Walking Club. Students' laps around the track are recorded, and during school-wide assemblies they are recognized for the distances completed.

Students set fitness goals for themselves at Rocky Mount Elementary, and baseline fitness data is collected. This data is entered into a software program, which generates areas to be developed. This information, along with family activities that support development for the targeted areas, is sent to parents.

Since 2008, RMES has partnered with the Roanoke Symphony Orchestra in offering violin lessons to third, fourth, and fifth grade students. Exposure to the arts is paramount in reaching the diverse population of students and many embrace the opportunity to participate in music lessons that they might not have otherwise been able to afford. Another recent addition to the curriculum at Rocky Mount is the Foreign Language Club. Students in the Gifted and Talented program are provided instruction in the foreign language of their choice using Rosetta Stone software. Programs such as the Chess Club, Odyssey of the Mind, Gifted and Talented, and Accelerated Reader are encouraged as a means to reaching the needs of our diverse population of students and providing them with opportunities to be involved in groups and share in team building and leadership experiences.

2. Reading/English:

The master schedule at Rocky Mount Elementary School is designed to allow maximum benefit for the students in reading. This is accomplished by all grade levels having an uninterrupted block of time allotted for reading instruction in an effort to meet the needs of all the students. Scientifically research-based curriculum is used to meet this goal. The methods incorporate phonemic awareness, phonics, fluency, vocabulary development, and comprehension. Students in grades K-3 receive a minimum of 90 minutes of reading instruction daily. Grades 4 and 5 receive 60 minutes in reading instruction and an additional block of 30 minutes daily for writing.

Baseline data is collected for each student. The school uses PALS, Virginia's Early Literacy screening tool, Word Study, classroom performance, sight word recognition and running records as screening tools. Mid-year and end-of-year data is collected and compared to division benchmarks. Students not meeting benchmarks are provided intervention.

The intensity of reading intervention is data-driven. Students needing intensive intervention are often introduced to the Wilson Reading System, a research-based program. The Instructional Coach at Rocky Mount Elementary School has tracked the progress of a certain group of at-risk students.   The data demonstrates that as first and second graders, these 12 students received Wilson Intervention for 30 minutes daily, five days a week.   Two students moved out of the system between second and third grades. Of the remaining ten, six students (60%) scored Pass Advanced on the third grade SOL reading test and three students scored Pass Proficient. As 4th graders, seven of the ten (70%) scored Pass Advanced on the fourth grade reading SOL and three students scored Pass Proficient.

It is the goal for students at Rocky Mount Elementary School to become lifelong learners. They are expected to be responsible and participate in their own learning, but the school strongly believes that excellent reading instruction is vital to the concept of lifelong learning. The staff strives to maximize opportunities for success by strategically planning every day around students' reading needs.

3. Mathematics:

Rocky Mount Elementary School's master schedule incorporates a 60-minute block of time daily for scientifically research-based math instruction in grades K-5. The county pacing guide and benchmarks are utilized to plan math instruction. The mathematics curriculum used by Rocky Mount Elementary School teachers embraces the National Council of Teachers of Mathematics (NCTM) process standards, which are problem solving, reasoning and proof, communication, connections, and representation. Teachers at Rocky Mount participated in developing a division database of activities that support these process standards. This database also includes instructional strategies designed to meet the learning needs of both

the struggling and the gifted learner. A math room has been designed to house resources for teacher access for upcoming lessons. The math resource room contains various manipulatives, Marilyn Burns Literacy/Math Kits, Zome tools, Continental Math League activities, AIMs activities, and many other resources that Rocky Mount teachers check out for their students. Teachers provide scaffolding activities and utilize diverse strategies designed to meet the learner's needs.

Rocky Mount Elementary School teachers use open-ended problems to develop divergent thinking and to preserve children's natural inclination to solve a problem. Interactive notebooks, drawing, and written responses are a few ways students share their solutions. A math lesson at Rocky Mount Elementary School is filled with student talk as they work in cooperative groups to discuss multiple ways to solve a problem.

Technology is also a key component to the math curriculum, as teachers provide math strategies to students using the iPads, iPods, and ActivBoards. A hands-on approach to learning is significant to student understanding and achievement.

Progress monitoring is used to target student needs for math instruction. Weekly data sheets generate the data wall. Grade level teams use the data wall to target the needs of their students. Focused and strategic intervention is the vehicle for closing the achievement gap in mathematics.

4. Additional Curriculum Area:

Using literature and making connections to current events rather than introducing science and social studies curriculum in tidy instructional packages often cultivates student interest. Itinerant teachers also incorporate science and social studies concepts into music, art, physical education, guidance, and library activities. Teachers provide unit topics to the resource teachers on a regular basis. Each of these professionals asks students to reflect on skills and knowledge taught, the lesson learned, and their connection to self and the world.

In the guided reading lessons, an instructional strategy is to have students make connection with the text. Students learn three types of connections (text to text, text to self, and text to world). Teachers approach social studies and science in a similar way.

Technology is a high priority at Rocky Mount. Every classroom is equipped with an ActivBoard, and a mobile cart of laptops, iPads, and iPods are available for any teacher. Technology also brings history and science to life via interactive maps, streaming video clips from Discovery Learning and numerous free applications for iPods, iPads and other mobile devices.

Rocky Mount Elementary School teachers recognize that many of their economically disadvantaged students have limited opportunities to experience museums and parks; therefore, each grade level selects field trips that align with social studies and science units. Students in fifth grade experience a field trip to Haw River Park in North Carolina to reenact a night on the "Underground Railroad." Students also visit Washington D.C., Jamestown, and the local science museum, as well as historic sites such as Booker T. Washington's birthplace.

5. Instructional Methods:

A solid and rigorous core curriculum is at the heart of Rocky Mount Elementary School's success. Teachers, students and parents are all vested in the curriculum and understand that instruction is driven by the needs of the students. The goals of the school focus on student achievement and this is evidenced in the delivery of instruction. Research-based instructional strategies are used to meet the needs of all of their learners.

Despite the diverse population, Rocky Mount Elementary believes all students should have access to the core curriculum. This is attained through an inclusion model approach. A combination of whole group, small group and individual instruction occurs during core learning time. Skill introduction is provided

during whole group time and followed by leveled small group or individual time. Student success is achieved through intentional implementation of the nine research-based strategies identified in Marzano's book, "Classroom Instruction that Works."

Rocky Mount's success, reflected by assessment scores, is built on four essential blocks: the provision of strategic staff for the diverse needs (i.e., Instructional Coach, Special Education Coordinator, staff to assist with small group instruction) in the school; the staff's attitude in taking on their challenges as a positive charge; providing 90 minutes for reading instruction and 60 minutes for mathematics instruction, and their Word Study program.

The Word Study program has been in place for approximately seven years. The staff at Rocky Mount Elementary School collaborated to create approximately one hundred tubs of leveled Word Study materials. They amassed the books, word sorts, word lists, and many other resources over two or three years. A room is dedicated to housing this material for easy access by all teachers, who can sign out the tubs that they need for their planned reading instruction. This is at the heart of their differentiated reading instruction.

Tucker signing provides students with a mental model that they need in order to decode words easily. This strategy encourages word recognition, which aides in the development of fluency and comprehension. In addition, Wilson Reading Program, which is a multisensory, structured curriculum, assists in providing differentiated instruction both to students with specific disabilities and to those requiring an intense reading remediation program. The student intervention specialist (SIS) is trained to implement these strategies into her lessons. Students receive 30 minutes of this intervention daily five days a week.

6. Professional Development:

Rocky Mount Elementary School provides all teachers with ongoing professional development designed to meet the specific needs of the teaching and support staff. Professional development activities are purposefully designed to enhance differentiated instruction for the diverse population served by the school. In an effort to coordinate and enhance the education of each child individually and to support state and division goals, teachers work on both literacy and numeracy goals and receive embedded staff development from the instructional coach. Rocky Mount teachers annually meet and exceed established division and state benchmarks in delivering an exemplary education to a very challenging population. The professionalism of the staff, coupled with ongoing staff development focused on identified needs, facilitate student achievement at unprecedented levels.

The diverse population requires teacher sensitivity to multiple family and economic issues. Ruby Payne's "A Framework for Poverty" has provided teachers with exposure to student needs unfamiliar to the traditional middle class educational professional. By attending training and participating in the modules of this framework, staff members are provided with skills and strategies designed to meet the diverse needs of the population. Teachers understand that students of poverty may not have the necessary resources to be successful at school, and they strive to provide the students with those necessities so that they can become successful learners. This commitment led some teachers to allow certain students to stay after school, just to provide a place for them to read or to do homework. Teachers have also learned that relationships are essential to the success of the students.

Word Study is taught as a part of the core reading curriculum. Ongoing embedded staff development from the instructional coach, combined with peer observation, encourages the implementation of skills and strategies needed for the program. It is designed for differentiated instruction, and teachers are able to meet expectations with the support and guidance from the staff development opportunities. The instructional coach also provides training in the Wilson Intervention Program, which is a hands-on approach to teaching phonics and is designed to enhance and support literacy goals.

After participating in a book study of "Classroom Instruction That Works" by Robert Marzano, teachers learned the nine strategies that are most likely to improve student achievement. The School Improvement

Committee incorporated these strategies into the annual school plan in order to target the areas of need and work toward closing the achievement gap between sub-groups.

7. School Leadership:

The philosophy of the school is that leadership is not confined to the office but resides throughout the school. As the principal, Jerome Johnson serves as a facilitator and a director. Mr. Johnson strives to remove hindrances to teaching whenever possible, provide material and human resources, and, like the conductor of an orchestra, to set the direction of the school's efforts and positively flavor the overall outcome. Mr. Johnson has been successful in distributing leadership, recognizing that effective teachers should be allowed a degree of autonomy to do the things they know how to do and to help make course corrections when needed. To that end, teachers report to Mr. Johnson with their grade level team decisions and he meets with them periodically to insure that they are faithful to the school's stated objectives.

Annually, Rocky Mount Elementary undertakes the job of developing a Comprehensive School Improvement Plan that reflects the previous year's assessment outcomes and guides the school's efforts for improvement of student performance in the subsequent year. The grade level structure within the school is the key decision-making structure in the school. A teacher from each grade level serves on the CSIP committee, and in addition, the teachers in each grade level meet weekly to map out instructional direction, consider student needs based on recent data, and plan the activities that will take place within the grade level. Last year, after analyzing the students' performance on mid-year formative mathematics assessment, the principal, along with the faculty, reorganized students into smaller enrichment and intervention groups to provide target intervention focused on the students' actual deficient skills.

Over the past decade, the school district and Rocky Mount Elementary School have been systematically improving alignment to the Commonwealth's standards and focusing on the actual strands of those standards, using SOL Blueprints and Curriculum Framework. Under the principal's leadership, the school began to focus on students and their individual needs based on formative and summative assessment. Partly as a response to that reorganization, and the implementation of the Response to Intervention (RtI) Process, the principal instituted a thirty-minute Enrichment/Intervention period into the master schedule.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3 Test: Grade 3 Mathematics

Edition/Publication Year: 2001 Publisher: State of Virginia

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Passing	98	93	95	88	86
Advanced	66	69	64	56	56
Number of students tested	65	59	39	57	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	4	4	2	2
Percent of students alternatively assessed	11	7	10	4	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Passing	98	94	93	85	76
Advanced	61	56	54	48	29
Number of students tested	41	34	28	27	17
2. African American Students					
Passing	100			89	91
Advanced	75			44	45
Number of students tested	12			18	11
3. Hispanic or Latino Students					
Passing					
Advanced					
Number of students tested					
4. Special Education Students					
Passing	93		87		50
Advanced	64		33		33
Number of students tested	14		15		12
5. English Language Learner Students					
Passing					
Advanced					
Number of students tested					
6. white					
Passing	98	93	96	89	86
Advanced	64	78	69	63	62
Number of students tested	47	46	26	35	29

NOTES: Virginia Grade Level Alternative (VGLA) is available for students with 504 plans or IEPs in grades 3-8 for all subjects and eligible English Language Learners in grades 3-8 for reading only. Students demonstrate their achievement of grade level standards through a collection of evidence. Virginia Alternate Assessment Program (VAAP) is available for students with disabilities in grades 3-8 and grade 11. Students submit evidence in the same subject areas as required of their non-disabled peers on alternative standards written for students with severe cognitive disabilities.

11VA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3 Test: Grade 3 Reading

Edition/Publication Year: 2002 Publisher: State of Virginia

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Passing	97	92	87	81	84
Advanced	45	42	38	37	37
Number of students tested	65	59	39	57	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	4	5	5	2
Percent of students alternatively assessed	12	7	13	9	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Passing	95	91	82	78	76
Advanced	32	35	32	30	18
Number of students tested	41	34	28	27	17
2. African American Students					
Passing	100			78	82
Advanced	33			28	27
Number of students tested	12			18	11
3. Hispanic or Latino Students					
Passing					
Advanced					
Number of students tested					
4. Special Education Students					
Passing	100		71		42
Advanced	57		36		17
Number of students tested	14		14		12
5. English Language Learner Students					
Passing					
Advanced					
Number of students tested					
6. white					
Passing	96	98	92	83	86
Advanced	45	48	46	43	41
Number of students tested	47	46	26	35	29

NOTES: Virginia Grade Level Alternative (VGLA) is available for students with 504 plans or IEPs in grades 3-8 for all subjects and eligible English Language Learners in grades 3-8 for reading only. Students demonstrate their achievement of grade level standards through a collection of evidence. Virginia Alternate Assessment Program (VAAP) is available for students with disabilities in grades 3-8 and grade 11. Students submit evidence in the same subject areas as required of their non-disabled peers on alternative standards written for students with severe cognitive disabilities.

11VA6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4 Test: Grade 4 Mathematics

Edition/Publication Year: 2001 Publisher: State of Virginia

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Passing	97	88	81	73	86
Advanced	53	26	42	16	52
Number of students tested	60	34	57	44	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	3	5	5	4
Percent of students alternatively assessed	7	9	9	11	14
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Passing	97	87	78	67	79
Advanced	54	26	33	7	36
Number of students tested	37	23	27	15	14
2. African American Students					
Passing			72	67	
Advanced			28	0	
Number of students tested			18	12	
3. Hispanic or Latino Students					
Passing					
Advanced					
Number of students tested					
4. Special Education Students					
Passing		83	55	36	
Advanced		33	36	0	
Number of students tested		12	11	11	
5. English Language Learner Students					
Passing					
Advanced					
Number of students tested					
6. white					
Passing	96	83	83	79	89
Advanced	59	29	50	21	56
Number of students tested	46	24	36	29	18

NOTES: Virginia Grade Level Alternative (VGLA) is available for students with 504 plans or IEPs in grades 3-8 for all subjects and eligible English Language Learners in grades 3-8 for reading only. Students demonstrate their achievement of grade level standards through a collection of evidence. Virginia Alternate Assessment Program (VAAP) is available for students with disabilities in grades 3-8 and grade 11. Students submit evidence in the same subject areas as required of their non-disabled peers on alternative standards written for students with severe cognitive disabilities.

11VA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4 Test: Grade 4 Reading

Edition/Publication Year: 2002 Publisher: State of Virginia

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Passing	95	91	85	86	90
Advanced	43	35	42	39	48
Number of students tested	60	34	60	44	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	3	5	5	4
Percent of students alternatively assessed	7	9	8	11	14
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Passing	95	87	83	73	79
Advanced	41	22	30	27	36
Number of students tested	37	23	30	15	14
2. African American Students					
Passing			79	100	
Advanced			26	25	
Number of students tested			19	12	
3. Hispanic or Latino Students					
Passing					
Advanced					
Number of students tested					
4. Special Education Students					
Passing		75	58	64	
Advanced		25	42	18	
Number of students tested		12	12	11	
5. English Language Learner Students					
Passing					
Advanced					
Number of students tested					
6. white					
Passing	96	92	87	83	83
Advanced	52	42	47	45	44
Number of students tested	46	24	38	29	18

NOTES: Virginia Grade Level Alternative (VGLA) is available for students with 504 plans or IEPs in grades 3-8 for all subjects and eligible English Language Learners in grades 3-8 for reading only. Students demonstrate their achievement of grade level standards through a collection of evidence. Virginia Alternate Assessment Program (VAAP) is available for students with disabilities in grades 3-8 and grade 11. Students submit evidence in the same subject areas as required of their non-disabled peers on alternative standards written for students with severe cognitive disabilities.

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5 Test: Grade 5 Mathematics

Edition/Publication Year: 2001 Publisher: State of Virginia

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Passing	100	86	90	76	91
Advanced	69	51	57	32	43
Number of students tested	36	57	51	34	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	6	2	10	5
Percent of students alternatively assessed	14	11	4	29	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Passing	100	80	88	63	90
Advanced	65	53	46	26	35
Number of students tested	26	30	24	19	31
2. African American Students					
Passing		71	92		
Advanced		36	54		
Number of students tested		14	13		
3. Hispanic or Latino Students					
Passing					
Advanced					
Number of students tested					
4. Special Education Students					
Passing	100	64	55		83
Advanced	62	64	27		17
Number of students tested	13	11	11		12
5. English Language Learner Students					
Passing					
Advanced					
Number of students tested					
6. white					
Passing	100	90	91	76	91
Advanced	68	56	63	33	50
Number of students tested	25	39	32	21	44

NOTES: Virginia Grade Level Alternative (VGLA) is available for students with 504 plans or IEPs in grades 3-8 for all subjects and eligible English Language Learners in grades 3-8 for reading only. Students demonstrate their achievement of grade level standards through a collection of evidence. Virginia Alternate Assessment Program (VAAP) is available for students with disabilities in grades 3-8 and grade 11. Students submit evidence in the same subject areas as required of their non-disabled peers on alternative standards written for students with severe cognitive disabilities.

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STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5 Test: Grade 5 Reading

Edition/Publication Year: 2002 Publisher: State of Virginia

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Passing	94	86	88	80	85
Advanced	42	39	33	40	28
Number of students tested	36	57	52	35	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	7	3	10	4
Percent of students alternatively assessed	11	12	6	29	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Passing	96	80	84	80	87
Advanced	42	33	24	25	23
Number of students tested	26	30	25	20	31
2. African American Students					
Passing		86	79		
Advanced		29	29		
Number of students tested		14	14		
3. Hispanic or Latino Students					
Passing					
Advanced					
Number of students tested					
4. Special Education Students					
Passing	92	73	73		75
Advanced	31	55	27		17
Number of students tested	13	11	11		12
5. English Language Learner Students					
Passing					
Advanced					
Number of students tested					
6. white					
Passing	96	85	94	86	84
Advanced	52	44	41	45	34
Number of students tested	25	39	32	22	44

NOTES: Virginia Grade Level Alternative (VGLA) is available for students with 504 plans or IEPs in grades 3-8 for all subjects and eligible English Language Learners in grades 3-8 for reading only. Students demonstrate their achievement of grade level standards through a collection of evidence. Virginia Alternate Assessment Program (VAAP) is available for students with disabilities in grades 3-8 and grade 11. Students submit evidence in the same subject areas as required of their non-disabled peers on alternative standards written for students with severe cognitive disabilities.

11VA6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Passing	98	89	88	90	96
Advanced	62	52	53	37	50
Number of students tested	161	150	151	136	125
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	16	13	11	5	12
Percent of students alternatively assessed	9	9	7	5	10
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Passing	98	83	86	70	95
Advanced	60	45	42	30	37
Number of students tested	104	92	83	64	59
2. African American Students					
Passing	100	76	82	82	95
Advanced	57	28	37	30	38
Number of students tested	28	29	41	38	21
3. Hispanic or Latino Students					
Passing		100	92	40	
Advanced		30	46	20	
Number of students tested		10	13	10	
4. Special Education Students					
Passing	91	74	68	39	59
Advanced	60	52	34	3	17
Number of students tested	35	31	38	28	29
5. English Language Learner Students					
Passing	100	100			
Advanced	33	36			
Number of students tested	12	11			
6. white					
Passing	97	89	89	96	99
Advanced	63	59	59	40	63
Number of students tested	118	110	96	87	83

NOTES: Virginia Grade Level Alternative (VGLA) is available for students with 504 plans or IEPs in grades 3-8 for all subjects and eligible English Language Learners in grades 3-8 for reading only. Students demonstrate their achievement of grade level standards through a collection of evidence. Virginia Alternate Assessment Program (VAAP) is available for students with disabilities in grades 3-8 and grade 11. Students submit evidence in the same subject areas as required of their non-disabled peers on alternative standards written for students with severe cognitive disabilities.

11VA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Passing	96	89	87	87	83
Advanced	43	39	38	38	34
Number of students tested	161	150	151	137	136
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	16	14	13	20	10
Percent of students alternatively assessed	10	9	9	15	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Passing	95	83	83	75	78
Advanced	28	30	28	26	22
Number of students tested	103	90	75	61	76
2. African American Students					
Passing	96	76	76	84	86
Advanced	21	24	27	26	21
Number of students tested	28	29	41	38	29
3. Hispanic or Latino Students					
Passing		90	92		70
Advanced		20	15		30
Number of students tested		10	13		10
4. Special Education Students					
Passing	94	71	68	57	61
Advanced	50	42	38	26	21
Number of students tested	34	31	37	28	38
5. English Language Learner Students					
Passing	92	82			
Advanced	33	18			
Number of students tested	12	11			
6. White					
Passing	96	91	92	83	84
Advanced	50	45	46	44	38
Number of students tested	117	110	96	87	98

NOTES: Virginia Grade Level Alternative (VGLA) is available for students with 504 plans or IEPs in grades 3-8 for all subjects and eligible English Language Learners in grades 3-8 for reading only. Students demonstrate their achievement of grade level standards through a collection of evidence. Virginia Alternate Assessment Program (VAAP) is available for students with disabilities in grades 3-8 and grade 11. Students submit evidence in the same subject areas as required of their non-disabled peers on alternative standards written for students with severe cognitive disabilities.

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