

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mrs. Annette Schoew
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Kenova Elementary School
(As it should appear in the official records)

School Mailing Address 1400 Poplar Street
(If address is P.O. Box, also include street address)

Kenova WV 25530-1298

City State Zip Code+4 (9 digits total)

Tel. (304) 453-1521 Fax (304) 453-4415

Website/URL http://kenova.wayn.k12.wv.us Emails susie25704@yahoo.com

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

Date _____
(Principal's Signature)

Name of Superintendent Gary Adkins
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wayne County Board of Education Tel. (304) 272-5116

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

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Thomas Gibson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. 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.
4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
5. 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.
6. 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

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 12 Elementary schools
6 Middle schools
0 Junior high schools
3 High schools
1 Alternative
22 TOTAL
2. District Per Pupil Expenditure: \$ 7,027.40
Average State Per Pupil Expenditure: \$7,027.40

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 2 1/2 Number of years the principal has been in her/his position at this school.
11 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	22	23	45	7			
1	19	26	45	8			
2	23	15	38	9			
3	26	21	47	10			
4	26	29	55	11			
5	22	13	35	12			
6				Pre-K (speech therapy)	2	0	2
TOTAL STUDENTS IN THE APPLYING SCHOOL							267*

*October 2002 data

6. Racial/ethnic composition of the students in the school:
- 98.8 % White
 - 0.4 % Black or African American
 - 0.0 % Hispanic or Latino
 - 0.8 % Asian/Pacific Islander
 - 0.0 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 19.4%

(This rate includes the total number of students who transferred to or from different schools between October 1, 2001 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	27
(2)	Number of students who transferred <i>from</i> the school after October 1, 2001 until the end of the year.	29
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	56
(4)	Total number of students in the school as of October 1	288
(5)	Subtotal in row (3) divided by total in row (4)	0.194
(6)	Amount in row (5) multiplied by 100	19.4

8. Limited English Proficient students in the school: 7 %
2 Total Number Limited English Proficient

Number of languages represented: 2
 Specify languages: Arabic/ Lebanese

9. Students eligible for free/reduced-priced meals: 73 %
192 Total Number Students Who Qualify

10. Students receiving special education services: 24.3 %
64 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- | | |
|-----------------------------------|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>12</u> Specific Learning Disability |
| <u> </u> Hearing Impairment | <u>38</u> Speech or Language Impairment |
| <u>12</u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> </u> Multiple Disabilities | <u> </u> Visual Impairment Including Blindness |
| <u> 2</u> Behavior Disorder | |

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> 15 </u>	<u> 0 </u>
Special resource teachers/specialists	<u> 5 </u>	<u> 7 </u>
Paraprofessionals	<u> 0 </u>	<u> 0 </u>
Support staff	<u> 11 </u>	<u> 0 </u>
Total number	<u> 32 </u>	<u> 7 </u>

12. Student-“classroom teacher” ratio: 18:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	94.69	93.7	94.5	93.9	94.1
Daily teacher attendance	95.3	96.2	94.6	95.4	94.8
Teacher turnover rate	4.2	9.5	4.5	4.8	4.5
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III – SUMMARY

Kenova Elementary School is located in the city of Kenova, West Virginia. Established in 1910, Kenova Elementary is the oldest school in Wayne County with a student population of 267 pupils in kindergarten through fifth grade. The faculty presently consists of 20 full-time teachers and one administrator supported by a staff of 11 service personnel.

Although Kenova Elementary is located in a small Appalachian city, the school faces many of the same challenges confronting inner-city schools in metropolitan areas. Much of the student body comes from low income, transient families with limited educational backgrounds and reside in government-subsidized housing. Seventy-three percent of the student population qualifies for free or reduced meals and most have had very limited exposure to the values and rewards of educational and cultural ventures.

In response to these needs, Kenova Elementary School's mission is to cultivate each and every student's strengths through a comprehensive curriculum and to encourage each student to think creatively, care deeply, and act wisely. The staff and administration are dedicated to sharing the responsibility of modeling and teaching essential academic and life skills through teamwork with both students and their families. The faculty believes that by encouraging the parent involvement in each student's path, students will achieve greater success, and the community itself will be enriched as an educational environment that challenges students to think critically, solve complex problems, express themselves articulately in speaking and writing, and master the life skills necessary to become socially responsible, productive citizens.

Kenova Elementary is committed to providing students with the best possible learning experiences. Teachers are, therefore, constantly researching current literature to find new techniques, materials and programs to boost achievement levels. Two Title I teachers, their assistant, two literacy facilitators, and a test analysis coach attend seminars and workshops, and visit model schools to bring back "best practices" and train the faculty in scientifically researched, based and validated strategies that have been successful elsewhere. A speech pathologist and occupational and physical therapists are also on staff to provide needed services for students with additional challenges.

Many special enrichment programs outside the basic curriculum have also been instituted to help students expand their learning experience. Each year during the holidays Kenova Elementary celebrates with a **Festival of Trees** to incorporate **multi-cultural** awareness and appreciation into the curriculum. A **character development** and **responsibility** program called **P.R.I.D.E.** (an acronym for Putting Responsibility In Daily Education) allows students to learn appropriate responses to situations through role playing and discussion and rewards students for attendance and **punctuality**, as well as academic achievement, each nine weeks. In addition, a **Reading Counts** computer program motivates students to read by rewarding them with points for comprehension, and a summer **Kinder-College** program has been implemented to give entering kindergarten students and their parents exposure to the school, teachers, and administration prior to the beginning of the school year.

As a result of these and other programs, Kenova Elementary students and staff have been rewarded for their dedication. SAT 9 test scores have improved in the past three years from 69.4% to 82.5% in the 3rd and 4th quartiles and have declined from 9.2% to 0.8% for students falling in the 1st quartile. Kenova Elementary's standardized achievement test scores are currently ranked first among the 12 elementary schools in the county, and state writing assessment scores in 2001-02 went from last in the county to first. In the 2002-03 school year, Kenova was named a **West Virginia School of Excellence**, a **West Virginia Exemplary School**, and a **National Title I School**. The faculty, staff, and community are very proud of these accomplishments, but also recognize the need to seek out ways to improve and ensure that **No Child is Left Behind** at Kenova Elementary School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

- 1. The school must show assessment results in reading and mathematics for at least three years using the criteria determined by the CSSO for the state accountability system. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can understand them.**

Sat-9

When comparing 1999-2000 SAT 9 test scores to 2001-2002 SAT 9 scores, Kenova Elementary's third grade showed an overall increase of 18 percentile points. Students eligible for free and reduced meals increased nine percentile points in reading and 13 percentile points in math, while students not qualifying for free or reduced meals increased 25 percentile points in reading and 27 percentile points in math.

In the fourth grade, there was an overall increase of 15 percentile points in SAT 9 scores. Students eligible for free and reduced meals increased 24 percentile points in reading and 16 percentile points in math, compared to a one percentile point increase in reading and 16 percentile point increase in math for those not eligible.

Among fifth graders, an overall increase of one percentile point in SAT 9 scores was noted. Students eligible for free and reduced meals decreased four percentile points in reading and two percentile points in math, while students ineligible for free and reduced meals decreased two percentile points in reading and 13 percentile points in math. Although fifth grade scores appeared somewhat stagnant, a three-year trend study of this group revealed significant progress. Statistics showed an improvement of 18 percentile points. There was an increase of 13 percentile points in reading and 15 percentile points in math for students eligible for free and reduced meals compared to an increase of 15 percentile points in reading and three percentile points in math for those who did not qualify.

These statistics clearly showed that there was no significant difference in the performance of students from lower socioeconomic subgroups when compared to the general population on the SAT 9 test. In some instances, the lower socioeconomic subgroup even scored superior to the general population, attesting to the fact that no child is being left behind at Kenova Elementary School.

West Virginia Fourth Grade Writing Assessment Test

Between March 2000 and March 2002, Kenova Elementary's fourth grade showed significant progress in writing. There was a 12.73 percent increase in the number of students scoring at or above BASIC on the state writing assessment test. The percentage of students at or above the PROFICIENT level increased 26.01 percent, and the percentage of students scoring at the ADVANCED level increased by six percent. Students in the lower socioeconomic subgroup showed an increase of 16.13 percent at or above the BASIC level, and a 22.15 percent increase at the PROFICIENT level. There was, however, no increase in the number of students in the lower socioeconomic subgroup scoring at the ADVANCED level. Comparison of the subgroup to the general population showed no significant difference.

On a scale of 0-4, the mean score improved by .33 for the school and only .09 for the state. The introduction of **Power Writing** (Jan Richardson/Jennifer Winner and Blythe Schubert) and the **Shurley**

Method of English Instruction into the curriculum is thought to have contributed to the improvement in scores. In addition, a weekly, schoolwide **Write-Out** program encouraging children at all grade levels to write on selected topics and compete for honors can also be attributed.

PART IV

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Kenova Elementary's philosophy on assessment is that it drives the curriculum. The SAT 9 is analyzed annually to pinpoint the strengths and weaknesses of each student. Data obtained from the Percentile Mean Scores track student progress from year to year allowing the staff to regularly monitor strengths and weaknesses within the curriculum. The SAT 9 Growth and Trend Chart looks diagonally (growth of the same group of students) and vertically at a specific group of students. Trend measures the same grade level, but with different students. From this data, the Kenova Elementary staff focuses on trends and growth. Thresholds enable the staff to target areas that need improvement through better teaching skills, while growth indicates performance of student growth on a yearly basis. In addition, portfolio assessment, **Compass Basic Skill** computer generated tests, the **West Virginia Writing Assessment**, and the **West Virginia Informal Reading Assessment** results are also carefully analyzed.

Information gleaned from these instruments has served as the impetus for a number of curriculum changes in the past three years. Weaknesses detected in a whole language approach to reading instruction prompted a change to a **Balanced Literacy Approach**, a **Scholastic Reading Counts** program, and the initiation of the **Saxon Phonics** program in the primary grades. Deficiencies in writing skills led to the addition of **Power Writing**, inservices with writers Cheryl Ware and Beverly Eisle, the adoption of the **Shurley Method of English Instruction**, and a weekly schoolwide **Write-Out** writing contest. Assessment data has also allowed teachers to keep abreast of student progress and target those students especially in need of focused teaching through after-school tutoring, while discrepancies in individual test results have alerted teachers when there was a need for referral for further testing to identify specific needs and decide if placement in a gifted or special education program was appropriate.

PART IV

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

When communicating information on student performance to parents, students, and the community, Kenova Elementary is proactive. The school year begins with an open house/parent orientation to explain state benchmarks, standards, and reporting procedures. At that time, parents are asked to sign their child's assignment notebook nightly indicating that they are aware of the assignments their child has that day and to read any communication the teacher may need to have with them personally. During the school year, teachers send a progress report home every nine weeks and a midterm report halfway through each grading period. Parent teacher conferences in the Spring and Fall provide an opportunity to discuss any problems a student is having and design a means of intervention to help the child improve. When the need arises, extra conferences or **Student Assistance Teams** (meetings with parents, the child's teachers, the SAT leader, and principal) are also scheduled.

SAT 9 and WV Writing Assessment test results are analyzed and shared among staff, parents and students. Teachers go over the results each year with the students so they are aware of their strengths and weaknesses. Parents receive the **West Virginia Report Card** (NCLB) issued by the state as well as individual student test results and are encouraged to call the school if they have questions or need clarification. Parents are also encouraged to discuss the test results with their child and take questions about their performance to school to discuss with their teacher.

Scholastic Reading Counts tests, writing rubrics, and reading assessments are discussed with students as the year progresses making them aware of their progress. Our prioritized curriculum specifies clearly the skills that students need to achieve success, and students are constantly focused on these.

The Kenova community is made aware of upcoming events and student achievements through a billboard placed in front of the school. A school newspaper distributed throughout the community and a website inform Kenova's residents about events in the various classrooms, honor rolls, and the names of students being honored for their good citizenship. When the school is commemorating a special event such as Veterans Day, 9-11, or Halloween, the community is invited to take part in the event. Kenova's Parent Teacher Organization also recognizes major awards won by the school by purchasing the use of a commercial billboard to communicate the pride they have in the school's accomplishments.

PART IV

4. Describe in one-half page how the school will share its successes with other schools.

Kenova Elementary has always visited other schools and attended presentations at regional, state, and national conventions and conferences to view best practices. In return, the staff is always eager to reciprocate by sharing successful ideas and programs developed at Kenova with other schools. Kenova has served as a pilot school for **Whole Language and Guided Reading** in the past and is currently a pilot school for the **Shurley Method** and the **Virtual School Program**. Teachers serve on committees to help develop county programs and choose textbooks, and serve as lead teachers for the Marshall University student teacher program. In addition, teachers also work hand-in-hand with Spring Valley High School providing an opportunity for students aspiring to become educators to come into elementary classrooms and experience first hand methods and practices being used with younger students. At present, the school is collaborating with local pre-schools and the middle school on a **Resilient Child** project designed as a second afterschool program to help students overcome adversity in their lives. This is being made possible through a three year grant sponsored by **No Child Left Behind**.

Kenova Elementary's principal and literacy facilitators have served as presenters at several workshops sponsored by the State Department of Education to guide other schools through the process of applying for **School of Excellence Certification** and conducted on-site visits to the school to answer questions about how Kenova's exemplary curriculum was developed. Presently, literacy facilitators are preparing an afterschool inservice for other county schools to train their teachers in the **Shurley English Method**, **Power Writing** techniques, and the use of **ETA Cuisenaire Reading Rods** as a reinforcement tool. Demonstration tapes of Kenova Elementary teachers using these innovative techniques have also been requested and are being developed by West Virginia's State Department of Education for teacher training.

PART V - CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

The West Virginia State Specified Goals and Content Area Standards are the driving force guiding the requirements and goals for the learning and development expectations of students at Kenova Elementary. High academic goals are set for students, and SAT 9 scores are used as an indicator of how effectively they are met. The use of designated benchmarks as defined in Richard Gentry’s **The Literacy Map** provide teachers with a systematic approach for achieving these educational and intellectual goals at a progressive, level by level rate. The scope and sequence of each major subject area are developed by grade level and follow a logical learning sequence with levels of difficulty accelerating according to Bloom’s Taxonomy. Teachers recognize and stress to students that every core subject requires the same essential skills: language, writing, questioning, listening, problem solving, and higher level reasoning.

Kenova uses a **Balanced Literacy Approach** of teaching that targets the multiple intelligences of its learners. Teachers also utilize a **Guided Reading Approach** for reading instruction based on the methodology of Fountas and Pinnell and firmly believe that reading success increases the likelihood of success in all other disciplines. Primary classrooms use the **Saxon Phonics** program which exceeds the county’s mandate for phonics instruction, and every grade level employs **Writing Across the Curriculum** as a means of keeping language and reading in all aspects of the curriculum as well as **Power Writing** to teach students how to organize their writing into paragraphs, add main ideas, major details, minor details, introductions, and conclusions. A weekly school-wide **Write-Out** tracks the progress students are making and encourages their confidence and creativity.

Curriculum is assessment driven and, therefore, constantly being reviewed and revamped according to county policy, content standards, and current research. Curriculum focus teams analyze benchmarks and effectiveness of teaching techniques on an ongoing basis throughout the year and make recommendations for modifications to teaching plans when the need arises. Lesson plans are then designed to address those designated goals, and daily reteach activities and **After School Tutoring** opportunities put in place to ensure mastery.

Kenova Elementary recognizes its responsibility to meet the needs of many diverse learners. In an effort to do so, the special education department, comprised of three teachers certified in multi-categorical areas and a county-wide talented and gifted teacher, work along with regular classroom teachers to make sure every child has the opportunity to develop and learn in the least restrictive environment necessary. Inclusion in grade appropriate classes is encouraged when possible and peer tutoring and mentoring utilized to ensure that every student feels accepted. Title I program specialists also deliver strategic instruction to students identified as “at-risk”.

Technology is also a very integral part of the curriculum at Kenova Elementary. A school computer lab houses 28 Internet accessible computers for student use, and every classroom contains at least three computers available to both students and teachers. Every child is required to have three sessions per week in the **Compass Basic Skill** computer learning program teaching them keyboarding and reinforcing skills being taught in the classroom in math, reading, language and writing. The **Scholastic Reading Counts** program also encourages students to become interested in technology, as well as reading, by providing computer generated comprehension tests on books they have read. Kenova Elementary believes that technology plays a very important part in preparing students for the future, and therefore, stresses the use of it across the curriculum and at every grade level.

PART V

2. Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Critical to the success of all students is the strong foundation of a good reading program. Kenova Elementary teachers, therefore, have designed a curriculum based on more than thirty years of research utilizing the **Balanced Literacy Approach** which consists of five essential components as its core. Phonemic awareness, explicit phonics instruction, vocabulary and background knowledge, fluency, and comprehension strategies are its primary thrusts. Writing, listening, and motivation to read are also stressed. The key to the success of this program is that students become good readers because their teachers are able to identify and meet their individual needs through the analysis of running records and benchmark goals.

The basal reading series currently being used is Scott Foresman, copyright 2000. Of particular interest to our teachers is the Focus on Research section, the cross-curricular activities, and the technology connections in each unit. Through these activities students develop skill in using graphic and semantic organizers, question generation, self-monitoring, summarization, and inference.

The **Saxon Phonics** program being used in the primary grades allows teachers to use a systematic approach to phonics proven to produce significant benefits in decoding skills. In addition, the **Compass Learning** program in our computer lab provides interactive lessons to enhance vocabulary and comprehension. The **Scholastic Reading Counts** program provides incentives for students to read by rewarding them with points earned by passing computer-generated comprehension tests that can be exchanged for prizes.

Kenova Elementary's staff also receives continuing education training by nationally recognized experts in reading education. Staff members have attended workshops conducted by **Fountas and Pinnell, Jan Richardson, Beverly Eisle, Richard Gentry, and Ruby Payne**. Beverly Eisle visits the school on a regular basis, meeting with grade level groups and modeling her techniques in classrooms. It is the goal of Kenova Elementary to have every child reading on level.

PART V

- 3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.**

Kenova Elementary's primary mission is to provide a rich educational environment that challenges all students to think creatively, solve complex problems, and express themselves articulately in speaking and writing. In order to fulfill this mission, the faculty has made literacy its number one priority.

Analysis of scores on the West Virginia Writing Assessment test for fourth grade in past years revealed writing as a major weakness at Kenova Elementary. The school curriculum committee, therefore, began to research current literature to find methods successfully being used by other schools to overcome this problem. One program that seemed to stand out was the **Shurley Method of English Instruction**. The Shurley Method is an interactive learning approach to grammar and writing allowing students to engage both physically and cognitively in the learning process. Success in writing is predicated on the reinforcement of language skills. Students memorize rhyming jingles for each part of speech, and move back and forth from group activities to independent learning exercises, and from mastery of grammar skills to creative writing.

Several recent statistical studies show that students who are taught English by the Shurley Method display significantly higher scores on standardized testing than students in control groups at the same school taught in traditional ways. For example, one school in Alabama published a study showing their school had advanced in language on the SAT 9 from the 48th national percentile to the 63rd national percentile with only two years of Shurley instruction. Other schools have published similar studies.

After reviewing this research, literacy facilitators from the school visited other schools using the Shurley Method and talked to teachers and administrators who were actively engaged in its use. Their comments and the research data convinced the school curriculum committee that the Shurley Method could help Kenova Elementary fulfill its vision.

The Shurley Method is now being used in every classroom. It has taken a major commitment from every teacher in the form of preparation, but everyone has met the challenge with enthusiasm and is anxiously awaiting test results.

PART V

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Kenova Elementary employs a variety of instructional methods to improve student learning. Through constant research, the faculty strives to stay current with strategies that address the multiple intelligences of its learners through direct teaching, cooperative learning, and value clarification. Kenova Elementary believes that anything not understood in more than one way is not understood at all.

Saxon Phonics, the **Shurley English Method**, and **Power Writing** are instructed daily through direct teaching in heterogeneous class groups. They are then reinforced on an individual basis through activities designed to evaluate student growth and comprehension. This method has been found to be particularly effective for teaching specific facts and basic skills with most learners.

In smaller cooperative groups, teachers guide students in interactive activities such as guided reading and novel studies. Title I teachers give special assistance to smaller homogeneous groups of students in need of extra reinforcement in reading or math through peripheral activities to ensure mastery. In addition, manipulatives such as **Reading Rods**, **Versatiles**, **Brainchild**, and **SRA Reading Labs** are used to provide meaningful multi-level, multi-task, peer and self-directed activities that learners may participate in cooperatively while the teacher is engaged with another group.

In order to ensure that students have the opportunity to explore their values and beliefs, value clarification programs have also been instituted within the curriculum. Physical education teachers guide students toward healthy lifestyles by promoting healthy eating habits and fitness. The **P.R.I.D.E.** program promotes good citizenship and character development through role play and meaningful discussion of cause and effect situations, and an afterschool **Resilient Child** program prepares students to overcome adversity through problem solving and confidence building activities.

By varying and adjusting methods to meet the diverse learning styles of students and by keeping abreast of current research, student learning is being enhanced at Kenova Elementary.

PART V

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Professional development is the cornerstone of the instructional plan for Kenova Elementary School. The staff believes in excellence and is committed to improving their teaching skills through a fine tuned site-based plan designed to meet the needs of the faculty and students.

Each year the Faculty Senate determines and prioritizes staff development needs and plans a schedule. The year begins with a test analysis workshop in which the school academic coach and county testing consultant help teachers disaggregate and analyze SAT 9 scores from the previous year. This process helps teachers focus instruction toward student weaknesses and initiate diagnoses and prescriptions for addressing those weaknesses.

Two staff members serve as **Literacy Facilitators** and attend workshops and conferences in current trends. They also work with facilitators from neighboring counties to share ideas. Information acquired is then provided to the rest of the faculty through staff development. Several county elementary schools have requested that Kenova Elementary teachers conduct professional development workshops for their faculties as well.

Other topics explored through professional development have been **Safe School** planning, computer and internet training, **Power Writing**, bullying, training in the **Shurley English Method**, updating of the **Unified School Improvement Plan**, and **Balanced Literacy**. Textbook consultants are also brought in when a new series is adopted to help teachers acclimate themselves to its scope and sequence.

Kenova Elementary's professional development plan is designed to improve instruction, thereby impacting student achievement. The results of this extensive, focused staff development plan seem to have a direct correlation to the success and progress the school has experienced the past three years.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Test Sat-9

Publisher Harcourt-Brace

Scores reported as Percentiles

Edition/publication year 1995-1996

What groups were excluded from testing? One special education student whose IEP indicated he would not take state testing.

Why, and how were they assessed? State developed alternative test

Grade 3	2001-2002	2000-2001	1999-2000
Testing Month	April	April	April
School Scores			
Total Score	70	47	52
Number of students tested / Percentage	49/100%	40/100%	48/100%
Number of students excluded	0	0	0
Reading			
Scores for students eligible for free/reduced meals	60	50	51
Scores for students not eligible for free/reduced meals	79	50	54
Math			
Scores for students eligible for free or reduced meals	73	50	60
Scores for students not eligible for free or reduced meals	81	54	75

Grade 4	2001-2002	2000-2001	1999-2000
Testing Month	April	April	April
School Scores			
Total Score	74	76	59
Number of students tested / Percentage	42/100%	42/100%	54/100%
Number of students excluded	0	0	0
Reading			
Scores for students eligible for free/reduced meals	75	69	51
Scores for students not eligible for free/reduced meals	74	81	73
Math			
Scores for students eligible for free or reduced meals	80	56	64
Scores for students not eligible for free or reduced meals	80	86	64

Grade 5	2001-2002	2000-2001	1999-2000
Testing Month	April	April	April
School Scores			
Total Score	70	61	69
Number of students tested / Percentage	43/97.67%	51/100%	45/95.54%
Number of students excluded	1*	0	2*

Reading			
Scores for students eligible for free/reduced meals	64	54	68
Scores for students not eligible for free/reduced meals	69	63	71
Math			
Scores for students eligible for free or reduced meals	75	73	78
Scores for students not eligible for free or reduced meals	73	75	86

* These students took an alternative test as required by the W. V. Department of Education in accordance with their IEP

WEST VIRGINIA STATE CRITERION-REFERENCED TESTS

Writing Assessment
Scale: 0-4

Grade: 4

March	2001-2002	2000-2001	1999-2000
KENOVA ELEMENTARY SCORES			
Total (Mean Score)	2.48	2.39	2.05
At or Above BASIC	100%	97.14	87.23
At or Above PROFICIENT	32.37%	31.42%	6.38%
At ADVANCED	6%	3%	0%
Number of students tested	31	35	47
Percent of total students tested	96.77	94.59	95.92
Number of students excluded	1	2	2
Percent of students excluded	5.23	5.41	4.08
SOCIOECONOMIC SUBGROUP SCORES			
At or Above BASIC	100%	100%	83.87%
At or Above PROFICIENT	28.6%	33.3%	6.45%
At ADVANCED	0%	0%	0%
WEST VIRGINIA STATE SCORES			
TOTAL			
At or Above BASIC	84%	81%	80%
State Mean Score	2.22	2.09	2.13
At or Above PROFICIENT	18%	32%	18%
State Mean Score	2.22	2.09	2.13
At ADVANCED	8%	4%	6%
State Mean Score	2.22	2.09	2.13