

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Ms. Alice Seratt

Official School Name: Holice Powell Elementary

School Mailing Address:
988 Highway 210 South
Dyersburg, TN 38024-8740

County: Dyer State School Code Number*: 0030

Telephone: (731) 285-1994 Fax: (731) 285-9108

Web site/URL: http://hpes.dycrcs.net/ E-mail: aseratt@dycrcs.net

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.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Dwight Hedge

District Name: Dyer County Schools Tel: (731) 285-6712

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Herman Reed

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.

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US 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 2008-2009 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 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 5 | Elementary schools |
| 2 | Middle schools |
| 0 | Junior high schools |
| 1 | High schools |
| 0 | Other |
| 8 | TOTAL |

2. District Per Pupil Expenditure: 8123

Average State Per Pupil Expenditure: 8345

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

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	21	19	40	7			0
K	27	21	48	8			0
1	23	19	42	9			0
2	18	21	39	10			0
3	22	18	40	11			0
4	21	26	47	12			0
5	14	14	28	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							284

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
4 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
94 % White
0 % 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 past year: 16 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	28
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	45
(4)	Total number of students in the school as of October 1.	284
(5)	Total transferred students in row (3) divided by total students in row (4).	0.158
(6)	Amount in row (5) multiplied by 100.	15.845

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 81 %

Total number students who qualify: 230

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-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 17 %

Total Number of Students Served: 47

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>13</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>11</u>	<u>0</u>
Support staff	<u>0</u>	<u>2</u>
Total number	<u>29</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	94%	94%	94%	95%	95%
Daily teacher attendance	94%	93%	91%	89%	99%
Teacher turnover rate	6%	6%	18%	19%	6%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Our kindergarten students had the lowest attendance rate of 92%. We do provide Perfect Attendance Rewards at the end of each nine week grading period and for the entire year.

Teacher turnover rate: In 2004-2005 we had 3 changes due to one retirement, one teacher moved to the high school, and one teacher married and moved to Nashville. In 2005-2006, we had 3 changes due to two teachers retiring and one teacher was moved to a school in the north end of the county to be closer to her home.

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

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Holice Powell serves preschool through the fifth grade. Our rural school is located in the southern portion of Dyer County in the unincorporated area of Fowlkes. The farm land in our community produces cotton, soybeans, and corn. The Fowlkes community has a volunteer fire department, three churches, a diner, one convenience store, and a new dollar store. Even though 56% of Dyer County is used for agricultural production, the manufacturing sector is the largest sector for employment. Five regular school buses and three special needs buses bring students to Holice Powell. Holice Powell is known for educating generations of families. Our dedicated faculty and staff, working together with our students and parents, have provided the support and encouragement needed to meet the high academic and behavior expectations that we have achieved.

Our shared vision is that Holice Powell Elementary will be a high performing school in which all stakeholders assume the responsibility for the academic achievement of all students preparing them to compete and contribute both today and in the future. We strive to make a positive impact on every student that we have the privilege to serve.

Holice Powell is a school-wide Title I school. All applicable components of a Title I School-Wide Program are incorporated into our School Improvement Plan. All teachers and educational assistants are highly qualified. Holice Powell has active parent and community participation. Our P.T.O. sponsors Booster Basketball for K - 5, plan and work Field Day, read books, give each teacher money to buy extra classroom supplies and materials, and provide snacks and small gifts for the faculty and staff during the year. Our Adopt-A-School partner, Dyersburg Electric System, provides school t-shirts for every student and employee, sponsors the Dyersburg Electric Power Award for improvement in reading and math, sponsors a Perfect Attendance Party at the end of each nine week grading period, and buys every first grade student a hard back book. The Dyersburg Kiwanis Club sponsors the Terrific Kid Award every nine weeks.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Tennessee students in grades 3 -8 take the TN Comprehensive Assessment Program (TCAP) Achievement Test each spring. The TCAP includes only criterion-referenced items for students in grades three through eight in reading/language arts, mathematics, science, and social studies. The TN Department of Education's website on achievement testing is <http://www.state.tn.us/education/assessment/tsaachhome.shtml>.

TCAP assesses student performance on items directly aligned with the State Curriculum Content Standards. Test results are reported in terms of performance levels: Below Proficient, Proficient, and Advanced.

For the past five years, Holice Powell has met or exceeded the three year average of state CRT NCE's in all tested subjects in grades three, four, and five except in two cases. In 2007, we scored 55 in reading/language as compared to the state average of 56. In 2008, we scored 55 in reading/language as compared to the state average of 57. For the past three years of TCAP testing, Holice Powell has scored all A's and B's on our school report card on Academic Achievement. Tennessee also requires the TCAP Writing Assessment in grade 5. We have scored above the state average and achieved the score of "A" for the past five years.

Overall, our students in grades 3 - 5 exceeded the AYP target goal in both reading/language and math. Our most recent testing in reading/language plus writing proficiency was 94% and our math proficient/advanced rate was 93%. A review of the proficiency levels of the various subgroups by teachers and the school improvement chairs revealed that the subgroup **students with disabilities** was significantly lower than any other student group with 24% below proficient in reading/language and 34% below proficient in math. Our third grade scored highest with 100% proficiency in reading/language arts and 98% proficiency in math. Fourth and fifth grade both scored 93% proficient in reading/language arts. Fifth grade scored the lowest at 83% proficiency in math. The subgroup **economically disadvantaged** students scored only 1% lower in reading/language proficiency and 3% lower in math proficiency than the percent for all students.

Kindergarten, first grade, and second grade are assessed in reading and math with AimsWeb. The curriculum benchmarks are administered fall, winter, and spring for all K - 2 students. Students that are receiving interventions are progress monitored every Friday afternoon.

2. Using Assessment Results:

All kindergarten, first grade, and second grade students are assessed in reading and math with AimsWeb. Students that score in the bottom 10% percentile are assigned an intervention that includes Reading Recovery, an additional literacy group, or Earobics. Students receiving an intervention are progress monitored every Friday afternoon to determine progress and next steps. Teachers use the testing data to plan teaching strategies and instruction.

All teachers maintain a testing data notebook and files of evidence. Each teacher uses the data to identify strengths and weaknesses, disaggregate subgroups, target non-mastery of skills and struggling students, and plan teaching strategies and instruction. Our data showed that fourth grade students need increased gains in reading/language and math. As a result of our data disaggregation, teachers have increased their use of research based practices and we have increased math instruction time from 60 minutes to 90 minutes daily.

Data analysis allows teachers to focus instruction to meet individual student needs. Instructional adjustments and interventions are based on the data. Students receive immediate reteaching, Title I assistance, after school tutoring, or enrichment activities to challenge and provoke higher order thinking skills.

We use Accelerated Math in first through the fifth grade to differentiate instruction. Our 93% proficient/advanced in math in 2007 was an 8% gain from 2006. We also decreased the number of below proficient from 15% to 7% in 2007. In 2008, our proficient/advanced rate in math was 94%. Analyzing assessment results has helped us to identify and improve the focus of instruction, differentiate instruction, develop intervention strategies, make sound instructional decisions, identify at risk students for tutoring, apply resources to challenge students, target learning, maintain time on task, and identify gaps in instruction.

3. Communicating Assessment Results:

Holice Powell Elementary communicates a shared vision of what students should know and be able to do at each grade level to stakeholders through a variety of media formats. The school has a website with links to the state website where parents learn more about state standards by grade level and instructional opportunities. Teachers send out newsletters on a regular basis and parent letters to notify them of upcoming events, student progress, and current standards being taught. Student individual assessment scores are sent home to parents on a regular basis. P.T.O. meetings are used to communicate and inform parents about our school's performance and changes made in response to our performance. Parents and other stakeholders are invited and encouraged to attend P.T.O. meetings. Our school report card and testing data are presented yearly to our Parent Advisory Board. Title I meetings with parents and stakeholders are held to address student and school needs. Parents can obtain school information on Cable One channel 4. Our school has a school information bulletin board which displays information that parents want to know. Parents also receive a monthly calendar of school events. We use parent surveys to obtain information on how parents feel about issues and to gather their concerns. Every student receives a handbook upon enrollment every year. Parents receive a copy of their child's TCAP test results during a Parent-Teacher Conference so that the teacher is available to answer any questions or concerns. Parents are provided with weekly, midterm, and nine week grade reports. Students and parents sign a Title I contract to ensure their goals will be met. Parents are notified about tutoring, intersession, and summer school opportunities.

4. Sharing Success:

School and student success is shared and announced on the school web page, on the school information Cable One channel 4, in the local newspaper State Gazette feature *School Zone*, in our School Improvement Plan, in Awards Program at our school at the end of each nine week grading period, in parent/classroom newsletters, in monthly calendar announcements and events, bulletin board recognitions in the main hall and in classrooms, and in announcements to the student body.

Faculty members have the opportunity to share and discuss successful teaching strategies and lesson plans with the instructional coaches and other grade level teachers during after school county wide grade level meetings. The teachers share projects, lesson plans, teacher developed learning center activities, and researched based instructional strategies. One of our fourth grade teachers recently shared her lesson plan on the water cycle with all fourth grade teachers in our school district. Our third grade teachers came back from their county wide grade level meetings with a new Dinah Zike manipulative (student made organizer) that taught the phases of the moon.

Holice Powell has welcomed the request of teachers from outside of our district as well as from other schools in our district to visit and observe some of the instructional strategies used in our classrooms. We recently had six teachers from Obion County visit our school to observe our use of balanced literacy and ways to manage learning centers in the classroom.

Our Reading Recovery teacher has helped train teachers from other schools in our district and outside of our district. Teachers have visited her classroom to observe her teach a complete Reading Recovery lesson and literacy group. Our Reading Recovery teacher has also traveled to other schools to assist teachers in setting up their classroom and helping them to organize the teacher management procedures.

We are very fortunate to have the Professional Development Center in nearby Dyersburg. The PDC, in cooperation with the Tennessee Department of Education, provides educators unparalleled access to world class professional learning experiences. Nationally known authors, researchers, and experts in the field of education have been available to us that has helped us produce sustained school improvement and increased student achievement. One of the most valuable resources of attending a conference is the sharing time with other educators from surrounding systems. Whenever a faculty member from Holice Powell attends a professional training, they are responsible for sharing and training the rest of our faculty. This take place in after school faculty meetings. Information is presented by handouts or power point presentations. The teacher will model the new concept or lesson. An assignment or follow up procedure will be given for every faculty member to try before our next monthly faculty meeting. For example, our fifth grade teacher, Patty Via, was trained as a facilitator in Thinking Maps. She first presented the information and guided us as we constructed a thinking map. Teachers were then told to bring a double bubble map from their students to the next faculty meeting. The entire faculty discussed the effectiveness of the thinking map, what other subjects or skills could be incorporated into the lesson, and we brainstormed for next steps that would further student thinking processes.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Holice Powell uses the Tennessee Department of Education state approved standards and curriculum. All teachers, preschool through the fifth grade, utilize the district wide pacing guides that are divided into our four nine-week grading periods. All teachers have thirty minutes daily of collaborative planning time. Our school system employs two elementary instructional coaches to help teachers plan lessons and units that address the state standards. All teachers write the standard on their white board that is being taught and in their lesson plan book. Teachers in first through fifth grade use Accelerated Math to address state standards, differentiate instruction, and evaluate student progress. Our teachers were trained by a consultant on how to track student mastery of standards and develop a SPI mastery tracking sheet.

Kindergarten through fifth grade have a ninety minute block for both reading and math instruction. All students receive writing instruction through a balanced literacy program. Teachers model writing strategies daily which include student involvement. Students apply the knowledge gained in interactive writing through independent writing. We are in the process of developing grade level writing rubrics. All classrooms have supplementary library books. Students may visit the school library daily to check out a book. All teachers provide opportunities for both whole group and small group instruction in all subjects. All teachers in first grade through fifth grade use Accelerated Math to differentiate instruction. Every classroom is equipped with a math manipulative kit to provide hands on experiences for the students. Social studies and science are taught in separate curriculum areas as well as incorporating nonfiction social studies and science standards in reading class. Experiments, graphic organizers, Dinah Zike foldables and organizers, mapping graphs, and projects are used in all subject areas. Teachers develop classroom learning centers to extend the skill level. The Accelerated Reading Program is used schoolwide to strengthen comprehension. We had a Science Fair for 3rd, 4th, and 5th grade students this year for the first time. It sparked an interest in both our parents and students. Teachers in grades 3 - 5 use TCAP practice books to teach test taking skills and practice time limits. Teachers in grades 3 - 5 use the Skills Tutor program as an instructional tool. Cross curricular standards are used to promote student learning. Scholastic News and Weekly Reader are used to enhance the social studies curriculum.

2a. (Elementary Schools) Reading:

Holice Powell uses a standards based reading curriculum based on the Tennessee Curriculum Standards. Each grade level utilizes district pacing guides where the TN Curriculum Standards are divided into our four nine-week grading periods.

All students receive 90 minutes of reading instruction daily. This was increased from 60 minutes last year. Teachers use flexible grouping, differentiated instruction, and progress monitoring. Professional development has been given to all certified staff regarding the current data of using research-based instructional strategies and on going balanced literacy training. Small group reading instruction is based on skill level. Teacher made learning centers reinforce and extend the learning. Students are monitored by weekly formative assessments as well as benchmark tests to determine progress. Diagnostic reading assessment is given to students in third through fifth grade three times a year with Think Link assessment. All student progress is tracked in reading in order to provide differentiated instruction. Think Link probes are used for reinforcement and enrichment. We have increased the amount of non-fiction reading and incorporated science and social studies topics in reading instruction.

Holice Powell uses a comprehensive reading program, Rigby - Literacy by Design, in kindergarten through the third grade, as adopted by our school system. AimsWeb is used to monitor student progress in reading in kindergarten through the second grade. Title I services are available to students in the regular classroom as

well as in the Title I classroom. The Accelerated Reading Program is used to strengthen comprehension. Star Reading is used to determine each student's reading level. Study Island is a computer program on Tennessee reading standards in second through the fifth grade that is available as a resource both at school and at home. Each kindergarten through second grade teacher has two stations of the Waterford Early Reading Program that is a multimedia technology program that provides research-based, individualized instruction. Each kindergarten student spends fifteen minutes a day in self-paced computer activities. First and second grade students spend twenty to thirty minutes each day on the program.

3. Additional Curriculum Area:

Holice Powell uses a standards based math curriculum based on the Tennessee Curriculum Standards. Each grade level utilizes district pacing guides where the Tennessee Curriculum Standards are divided into our four nine-week grading periods.

All students receive 90 minutes of math instruction daily. Teachers use flexible grouping, differentiated instruction, and progress monitoring. Teacher made learning centers reinforce the math curriculum standards that are being taught. Teachers also use versatile and have a math manipulative kit to provide hands on activities. Accelerated Math is used to differentiate instruction based on individual skill level. Teachers write the daily math Student Performance Indicator (SPI) on the board.

Students are monitored by weekly formative assessments as well as benchmark tests to determine mastery. Diagnostic math assessment is given in third through fifth grades three times a year with Think Link Assessment. Teachers record student mastery on a math SPI chart.

Interventions include Title I, special education, Brain Child, Think Link probes for individual or small group instruction, after school tutoring, intersession tutoring the first week of Fall and Spring Break, summer school, Study Island (2nd - 5th), and Accelerated Math.

Math professional development for all faculty and instructional staff emphasized conceptual math understanding, using manipulatives, students must see connections and continuity of math in the real world, word problems must be used every day, importance of math word walls, and students need more sharing time about how they arrived at a math solution.

Each teacher analyzes their pre and post tests, benchmark tests, and all testing data to determine if instructional adjustments or interventions are needed. Our teachers complete a bi-weekly collaborative team meeting "Focus on Results" math form that includes teaching strategies, what are the assessments and data telling me, what is the most urgent instructional concern, and the teachers write a measurable goal for student achievement for the next post test.

Different grade level teachers share ways that parents can reinforce math skills at home during our P.T.O. meetings. Parents are asked to help their child with basic addition/subtraction/multiplication facts as well as real world skills while they are grocery shopping.

4. Instructional Methods:

Teachers at Holice Powell use a variety of instructional strategies. Students identify similarities and differences. It might be through teacher questioning or students using a graphic organizer. Thinking maps have been used in every subject and in every grade level. Students are encouraged to summarize and take notes. We have reinforced student effort by differentiating instruction with Accelerated Math and small group reading instruction. We provide student recognition by posting work in the classrooms, in the halls, on our school website, the local newspaper, and on Cable One channel 4. Teachers communicate the purpose of homework by writing the Student Performance Indicator (SPI) on the homework or through class newsletters

to the parents. Graphic organizers, foldables, learning centers, manipulatives, and kinesthetic activities are used to connect the learning. Teachers use some form of cooperative learning at every grade level. Students are given individual objectives and goals. Accelerated reading is based on the student's reading level so every student has their own goal and reading level range. Accelerated math is based on the student's performance level so the number of objectives and level of difficulty will be different for every student. We have students working on math objectives below their grade level, on grade level, and above their grade level. Think Link probes are used for individual students and small group instruction for non-mastery. Problem solving, decision making, and experimental inquiry are practiced to help students use knowledge meaningfully. Science Fair projects addressed higher order thinking skills. Teachers focus on the essential learning and ask analytic questions. A recent fourth grade science lesson had the students go through the entire water cycle as a rain drop, and they drew a card to find out what happened to them at each step (you are ground water, an animal drank you). Each student had to be in the condensation, evaporation, and precipitation stage. Technology provides both reinforcement and enrichment activities. Writing is used across the curriculum.

5. Professional Development:

We have had ongoing sustained professional development through the PDC, Professional Development Center, in Dyersburg, partially funded by the Tennessee State Department of Education. The PDC has brought to us Robert Marzano, Mike Schmoker, Debra Pickering, and Bill Daggett. Our instructional strategies and methods are based mainly upon Robert Marzano's *What Works in Schools*. Our teachers also receive on going balanced literacy training.

We have addressed both school-level and teacher-level factors. Our state standards are our guaranteed and viable curriculum. We use pacing guides at every grade level. Teachers are required to have measurable goals and complete a bi-weekly collaborative planning form by grade level. Data analysis has enabled us to see who we are teaching to (low, middle, high), find any curriculum gaps, and meet the individual needs of our students. We disaggregate and analyze our data to determine next steps for the teacher and the student. Teachers are working more collaboratively, and holding themselves accountable for student results. Teachers use collaborative planning time to analyze performance data, plan instruction and teaching strategies, set academic goals, discuss classroom management, formulate common assessment, and to address the needs and challenges of each student.

6. School Leadership:

The principal is the instructional leader of the school. Common grade level planning time provides weekly collaboration time with the principal and teachers. The principal supervises curriculum, instruction, teacher performance, student performance, assessment, and board policies. The principal checks lesson plan books every Friday making sure that Student Performance Indicators (SPI's) are indicated for every lesson. Formal teacher evaluations and performance assessment meetings with the teacher and principal evaluate all the required domains of planning, teaching strategies, assessment and evaluation, learning environment indicators, professional growth, and communication. The teacher and principal agree on a prioritized measurable goal that emerges from their data analysis.

The principal is the School Improvement Co-Chairperson on the Leadership Team. Faculty, staff, parents, and community stakeholders are assigned to one of the School Improvement Components: Component 1: School Profile and Collaborative Process; Component 2: Beliefs, Mission, and Vision; Component 3. Curricular, Instructional, Assessment, and Organizational Effectiveness; Component 4: Action Plan Development; Component 5: The School Improvement Plan and Process Evaluation.

Component chairpersons meet every two week with the principal regarding their component's expectations, progress, problems, and timelines. The leadership team shares the implementation process with all stakeholders in the monthly faculty meetings. Collaborative time is built in the system calendar for three one-half days each school year. This enables all stakeholders time to discuss progress, current practices, timelines, assessment data, issues, and concerns. Staff meeting are held to address the goals of the School Improvement Plan.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: TCAP Achievement

Edition/Publication Year: 2004

Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
proficient/advanced	95	98	72	91	89
advanced	50	57	25	48	55
Number of students tested	40	46	32	33	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
proficient/advanced	94	97	73	89	86
advanced	44	56	23	44	54
Number of students tested	32	39	26	27	22
2. Racial/Ethnic Group (specify subgroup): white					
proficient/advanced	94	98	72	93	93
advanced	57	57	28	50	59
Number of students tested	35	46	29	28	27
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There are too few students in the other subgroups to report.

Subject: Reading
Edition/Publication Year: 2004

Grade: 3 Test: TCAP Achievement
Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
proficient/advanced	98	100	88	97	93
advanced	48	54	25	59	45
Number of students tested	40	46	32	32	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
proficient/advanced	97	100	85	100	91
advanced	47	56	23	62	45
Number of students tested	32	39	26	26	22
2. Racial/Ethnic Group (specify subgroup): white					
proficient/advanced	97	100	90	96	93
advanced	51	54	28	57	59
Number of students tested	35	46	29	28	27
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There are too few students in the other subgroups to report.

Subject: Mathematics
Edition/Publication Year: 2004

Grade: 4 Test: TCAP Achievement
Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
proficient/advanced	89	93	72	93	77
advanced	47	36	25	34	21
Number of students tested	47	28	32	29	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
proficient/advanced	87	90	73	90	74
advanced	47	29	23	33	19
Number of students tested	38	21	26	21	27
2. Racial/Ethnic Group (specify subgroup): white					
proficient/advanced	89	96	72	96	79
advanced	48	38	28	37	39
Number of students tested	46	26	29	27	38
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There are too few students in the other subgroups to report.

Subject: Reading
Edition/Publication Year: 2004

Grade: 4 Test: TCAP Achievement
Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
proficient/advanced	45	93	88	90	77
advanced	14	39	25	28	21
Number of students tested	47	28	32	29	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
proficient/advanced	95	90	85	86	74
advanced	32	38	23	24	19
Number of students tested	38	21	26	21	27
2. Racial/Ethnic Group (specify subgroup): white					
proficient/advanced	96	92	90	93	79
advanced	30	11	28	30	24
Number of students tested	46	26	29	27	38
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There are too few students in the other subgroups to report.

Subject: Mathematics
Edition/Publication Year: 2004

Grade: 5 Test: TCAP Achievement
Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
proficient/advanced	100	83	87	89	90
advanced	81	50	40	35	42
Number of students tested	27	30	30	37	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
proficient/advanced	100	79	83	89	95
advanced	76	54	38	41	42
Number of students tested	21	24	24	27	19
2. Racial/Ethnic Group (specify subgroup): white					
proficient/advanced	100	85	93	91	94
advanced	81	56	43	37	45
Number of students tested	26	27	28	35	31
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There are too few students in the other subgroups to report.

Subject: Reading
Edition/Publication Year: 2004

Grade: 5 Test: TCAP Achievement
Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
proficient/advanced	100	93	93	97	82
advanced	59	47	40	36	29
Number of students tested	27	30	30	36	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
proficient/advanced	100	92	92	96	85
advanced	57	50	33	31	30
Number of students tested	21	24	24	26	20
2. Racial/Ethnic Group (specify subgroup): white					
proficient/advanced	100	96	100	100	84
advanced	58	48	43	37	31
Number of students tested	26	27	28	35	32
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There are too few students in the other subgroups to report.