

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: Mr. Ira R. Gentry, Jr.

Official School Name: Oakland Elementary School

School Mailing Address:
4930 Pipers Gap Road
Galax, VA 24333-5746

County: United States State School Code Number*: 018-1130

Telephone: (276) 236-3049 Fax: (276) 236-5367

Web site/URL: http://www.ccpsd.k12.va.us/school/oes/ E-mail: irgentry@ccpsd.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.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. James G. Smith

District Name: Carroll County Public Schools Tel: (276) 730-3200

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. Reginald Gardner

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:
- | | |
|-----------|---------------------|
| 6 | Elementary schools |
| 2 | Middle schools |
| 1 | Junior high schools |
| 1 | High schools |
| 0 | Other |
| 10 | TOTAL |

2. District Per Pupil Expenditure: 9530

Average State Per Pupil Expenditure: 10584

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. 7 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	10	8	18	7			0
K	17	16	33	8			0
1	23	16	39	9			0
2	23	11	34	10			0
3	19	14	33	11			0
4	23	13	36	12			0
5	12	17	29	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							222

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
16 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
82 % White
2 % 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.	22
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	36
(4)	Total number of students in the school as of October 1.	222
(5)	Total transferred students in row (3) divided by total students in row (4).	0.162
(6)	Amount in row (5) multiplied by 100.	16.216

8. Limited English proficient students in the school: 15 %

Total number limited English proficient 34

Number of languages represented: 2

Specify languages:

Spanish, Thai

9. Students eligible for free/reduced-priced meals: 73 %

Total number students who qualify: 161

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: 16 %

Total Number of Students Served: 36

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

<u>0</u> Autism	<u>8</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>23</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>10</u> Multiple Disabilities	<u>10</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>13</u>	<u>3</u>
Special resource teachers/specialists	<u>7</u>	<u>4</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>7</u>	<u>1</u>
Total number	<u>32</u>	<u>8</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 17 :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	96%	95%	96%	96%	96%
Daily teacher attendance	95%	94%	95%	92%	95%
Teacher turnover rate	12%	15%	0%	23%	0%

Please provide all explanations below.

Teacher attendance rate 2006-2007 flu throughout the school

Teacher attendance rate 2004-2005 one maternity leave

Teacher turnover rate school year 2006-2007: two transfers within the system and two resignations due to other employment

Teacher turnover rate school year 2004-2005: four retirements, two transfers (one within the system and one to another system)

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

Oakland Elementary School, one of six elementary schools in the Carroll County Public Schools, is located in Pipers Gap, a rural community in the Blue Ridge Mountains about five miles southeast of Galax, Virginia, near the North Carolina border.

Our school began in 1900 as a humble one-room building called Woods School. In 1920, it was replaced by a two-room school and renamed Oakland. The present brick facility was constructed in 1953, with additions in 1968. As part of the division wide school improvement plan in 1999, extensive renovations began and were completed in 2001. The building program remodeled the existing cafeteria and classrooms and added a new art room, computer lab, library, gym, music room/stage, office complex, clinic, four classrooms, and bathrooms. With the present facilities, the school offers a comprehensive program which provides a variety of learning experiences for all students as well as providing opportunities for community participation in after-school activities, including family gatherings, meetings, sports, and special events.

Oakland presently serves 222 students in pre-kindergarten through grade five. In past years, the primary employers of the area were textile mills and furniture manufacturing companies that have now closed or relocated overseas, contributing to a high unemployment and poverty rate. Our area is also home to an increasing number of Hispanic families, comprising 16 percent of our total school population. Oakland has the highest percentage enrollment of English Language Learners (ELL) in our division.

Currently, 73 percent of the students qualify for free and reduced lunch. Because of our high poverty index and continued low test scores, Oakland received a Comprehensive School Reform Grant in 1999 and became the only Title I Schoolwide School in our division. In 2003, Oakland received a Reading First Grant for three years. In 2005 and continuing through 2008, the school received a 21st Century Community Learning Center (CCLC) grant for after-school tutoring for those students needing additional help in Standards of Learning (SOL) subjects. We take great pride that a collaborative effort of students, staff, parents, and community support has produced increasing passing rates on state SOL testing as well as an increasing number of students with perfect scores on the SOL tests (8 in 2005-2006, 24 in 2006-2007, and 40 in 2007-2008). The Oakland Panthers have also met or exceeded national standards for making Adequate Yearly Progress (AYP), resulting in full accreditation for the last three years. Oakland Elementary School has been fully accredited by the Southern Association of Colleges and Schools (SACS) since 1972.

Our motto "Learners Today, Leaders Tomorrow" encapsulates our stated mission of providing learning experiences in a nurturing environment that enable all students to achieve and become productive, responsible, lifelong learners. With respect to our student population and the many issues and problems they must face not only at school but also within the home environment, Oakland seeks to incorporate a holistic approach to foster each child's development and success. To address the academic needs of all Oakland students, systemic changes have occurred in our school, including horizontal/vertical planning and analyzing and disseminating formative and summative test data. Programs that promote physical health include our Walking Program and the Cafeteria program focusing on healthy food choices. The guidance counselor focuses on the emotional well being by providing activities such as stress management and test taking skills, character development, drug awareness, and social skills. Family Preservation counselors assist students in the classroom with behavioral problems as well as provide family support. Cultural and social growth are promoted through 21st CCLC, 4-H, Home Alone, Parks as Classroom, and local areas of interest that develop an appreciation for our heritage. Our highly qualified staff and numerous volunteers ensure that all students are engaged and supported in differentiated instruction and cooperative learning opportunities to cultivate successful and productive citizens.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Virginia Department of Education established Standards of Learning (SOL) for all curriculum areas to define the goals and standards for student learning and achievement. These standards in grades K-5 provide the foundation for Oakland's curriculum and instructional focus to ensure a quality and uniform education for all students.

The state requires the administration of SOL assessments in the spring of each school year to determine student achievement as well as school accreditation. These criterion-referenced tests in English, mathematics, science and social studies in grade 3 are cumulative, assessing all SOL standards in K-3. Oakland fourth grade students were tested in Virginia Studies only and then began testing in English and mathematics in 2005-2006. Assessments for fifth grade students include English, mathematics, science (cumulative fourth and fifth SOL standards), U.S. History to 1877, and writing.

A scale ranging from 0-600 is used on the Virginia SOL assessments. A score of 400 or higher is considered passing. Students are considered pass-proficient with scores of 400 – 499 while scores of 500–600 are designated pass advanced. For the last three school years, 2005-2008, Oakland Elementary School has been fully accredited and has met Adequate Yearly Progress (all 35 indicators) under the No Child Left Behind Act.

For the 2004 through 2008 school years, Oakland has experienced significant student progress in the area of reading. Fifth grade students improved from a 76 percent pass rate in 2004 to a 100 percent reading pass rate in 2008. Results in 2004 indicated only 8 percent of fifth graders tested advanced whereas in 2008, 68 percent of fifth grade students tested advanced.

The passing rate in fourth grade reading improved dramatically from 75 percent in 2006 to 97 percent in 2008. The advanced category progressed spectacularly from 22 percent to 71 percent during the same time period.

Third grade reading pass rate also progressed from 62 percent in 2003-2004 to 93 percent in 2006-2007, with 77 percent in 2007-2008. Additionally, the advanced level increased from 9 percent in 2004 to 44 percent in 2006-2007, with 26 percent in 2007-2008.

Socio-economically disadvantaged students (73 percent of the population) also demonstrated compelling progress in reading from 2004-2008. Fifth grade improved from 70 percent to 100 percent, fourth grade from 67 percent to 96 percent, and third grade from 50 percent to 79 percent for the same years with a high of 92 percent in 2006-2007.

For the 2004 through 2008 school years, Oakland has also shown remarkable growth in mathematics. Fifth grade progressed from 58 percent pass rate to 100 percent, with the advance level leaping from zero percent to 82 percent. Fourth grade has made significant progress in their passing rate from 50 percent to 91 percent. The advanced pass rate for fourth grade has increased from 17 percent to 54 percent. Third grade maintained an average pass rate of 85 percent.

Socio-economically disadvantaged students also demonstrated compelling progress in mathematics from 2004-2008. Fifth grade advanced from 52 percent to 100 percent, fourth grade from a low of 38 percent to 88 percent, while third grade maintained an average 81 percent pass rate.

The Oakland Panthers, staff, and community take great pride that our hard work has produced improving test scores as well as an increasing number of students with perfect scores, promoting a positive environment and greater desire to succeed.

2. Using Assessment Results:

Recognizing the importance of utilizing both formal and informal test data, students at Oakland Elementary School participate in various screening and diagnostic assessments throughout each year. This enables the staff, through the analysis of data, to target the needs of all students in order to provide enrichment, support, and intervention as well as to guide instruction.

The Literacy Leadership Team meets and compiles assessment data from all core-area SOLs in grades three through five. Instructional staff meetings are scheduled to disaggregate and analyze test data using Student Performance By Question (SPBQ) in order to identify each student's strengths and weaknesses as well as refine specific instructional strategies. Students are then identified as advanced, benchmark, strategic, or intensive, which enables instructional staff to design specific intervention strategies to maximize instruction for all students. Oakland uses the Flanagan Mott Test for Higher Standards in kindergarten through fifth grades as an indicator of student progress and of potential performance on high-stakes tests.

Kindergarten through third grade utilizes Phonological Awareness Literacy Screening (PALS) while Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is administered to kindergarten through second grades to assess student performance at the beginning, middle and end of each year. Stanford 10 is given each spring to kindergarten through second grades. To monitor reading progress, Oakland staff administers the STAR assessment in reading and the Open Court weekly assessments. Pre-kindergarten students are identified by results of screening tests to determine those at risk.

On-going assessment information is the determining factor that drives instruction for all students as well as identifying individuals eligible for Title I, English as a Second Language (ESL), special needs, summer school, SOL tutoring, and AmeriCorps services. Our staff prides itself in using proven research-based strategies that have resulted in the growth and success of our students.

3. Communicating Assessment Results:

Oakland utilizes many methods to inform parents, students, and community concerning student achievement. Prior to the beginning of each school year, a parent/student orientation is held for parents and students to become acquainted with the staff and to be informed of academic expectations. The first Parent Teacher Organization (PTO) meeting affords another opportunity for the parents to receive additional information, to voice their concerns, and to demonstrate their support for their child's education.

Daily homework folders are used in all grades to promote student organizational skills and complete homework assignments. Weekly work folders are sent home in grades four and five to inform parents of their child's achievements, citizenship, and up coming tests. Report cards are sent home each six weeks indicating student progress on presented SOLs. Parents are required to attend at least two conferences specified by the division. Teachers are readily available for formal and informal conferences at any time during the year.

Displaying students' work on the bulletin boards, showcasing exemplary achievement or improvement, and announcing the honor roll students and good citizenship awards in the local newspaper are used to recognize student achievement. Each six weeks an awards assembly is held to promote school pride, build self-esteem, and motivate student desire for academic excellence. A plaque is prominently displayed to show each student that attains a perfect score of 600 in any subject on the SOL test.

After parents receive results from the SOL and the Stanford 10 tests, teachers are available to meet, discuss, and interpret the data. A Power Point presentation of Oakland's results is presented at PTO meetings, school board meetings, and principals meetings to inform the parents and community of the school's performance on the SOL assessments. The Virginia Department of Education maintains a school report card on its web site that is available to the public.

4. **Sharing Success:**

Oakland faculty has always welcomed opportunities to share successful methods with other schools and divisions. Teachers conduct various workshops and meetings at countywide inservice meetings as well as hosting county seminars on Thinking Maps, Write From the Beginning, and Differentiating Instruction. In addition, many teachers work during the summer to prepare or update county curriculum and pacing guides.

Schools from other divisions, as well as from our own division, have visited Oakland in order to observe our implementation of Open Court Reading series, our utilization of our Title I staff during Open Court Workshop, and techniques for team teaching with Title I teachers. Our language arts teacher is a trainer for Write From the Beginning for Carroll County Public Schools.

Our staff has visited other schools to assist implementation of practices and programs such as differentiation of instruction, PALS screening, and diagnostic testing (Stanford English Language Proficiency [SELP], Woodcock-Munoz, Wechsler Individual Achievement Test-2 [WIAT-2], Young Children's Achievement Test [YCAT]). Staff members that have attended state and regional conferences return and share successful instructional practices and innovative ideas.

Title I staff developed an organizational plan for preparing Virginia Grade Level Alternative (VGLA) assessment notebooks that was shared at a countywide VGLA meeting. Other schools had follow-up visits to Oakland seeking additional information on the organization, preparation, and content of a VGLA assessment notebook. Staff members from Oakland have participated in evaluating and scoring VGLA collections.

Our English Language Learner (ELL) teacher and our Reading Coach mentor staff from other schools in our division, share best practices in evaluating students, giving and interpreting assessment data, and teaching techniques. Oakland welcomes opportunities to meet with other schools and glean successful methods and practices from each other in order to help our students achieve.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Virginia Standards of Learning drive all curriculum instruction at Oakland. Curriculum and pacing guides in core areas were developed by Carroll County. Curriculum frameworks, Virginia SOL Blue Prints, and Enhanced Scope and Sequence Guides for each grade level are provided by the state. These essential tools facilitate daily planning and pacing of instruction. Oakland incorporates many researched-based instructional strategies and programs in core subjects. Our Open Court program reinforces reading by linking to other core subjects. All four core areas of instruction are taught daily with weekly specialty classes in physical education, music, art, library, and technology lab access. Fourth and fifth grades departmentalized to enable teachers to focus in one content area and provide greater grade level continuity. Being a Schoolwide Title I School provides the Title I staff the flexibility and latitude to work with all students needing assistance. Grade level teams collaborate to plan instruction, share ideas, and discuss any problems relevant to student success.

Results from SOL assessments, Stanford 10, and Flanagan-Mott Test for Higher Standards are analyzed to indicate individual student level of performance: advanced, benchmark, strategic, or intensive. Individual students who are identified as strategic or intensive learners receive additional instruction from classroom teachers, Title I personnel, or tutors in small groups. The staff uses data from the SOL tests and Student Performance by Question (SPBQ) to target grade level weaknesses so that those areas can be addressed.

Other programs have enhanced our curriculum instruction, such as Thinking Maps and a 21st CCLC grant to provide after-school tutoring to those students in grades three through five needing additional instruction in the core areas.

Researched-based Open Court Reading drives the English curriculum in kindergarten through fifth grades. This program systematically and explicitly teaches the nine essential concepts of reading. Supplemental programs and resources include Quick Reads, decodables, SRA labs, Thinking Maps, and teacher created materials. Interactive Notetaking and SOL Coach enhance the students' learning experience. Writing is an integral part of our instruction and it is immersed across the curriculum. After using Four Square for several years, Oakland now utilizes Write From the Beginning - a K-5 Developmental Program for Schoolwide Writing Success.

Our Scott Foresman-Addison Wesley Mathematics program is research-based and completely covers the Virginia SOL. The sequential development of skills, and the use of manipulatives, Smart Board technology, Thinking Maps, and individualized mathematics fact folders from Otter Creek Institute all help build essential mathematics concepts. SOL resource booklets and technology lab are utilized to improve and assess students' mathematics proficiency.

Our Harcourt series for history/social studies for kindergarten through third grades provides instruction in the areas of history, geography, civics, and economics and is a supplementary resource for Virginia Studies and U.S. History. Students participate in the learning experience through Interactive Notetaking and SOL specific projects. Some additional resources include SOL Pass, SOL Coach, Internet Web sites, and games. Field trips, educational assemblies, and classroom presentations reinforce curriculum.

The science curriculum at Oakland enables teachers to implement the state standards by focusing on inquiry, content, and assessment through the use of the McGraw-Hill science textbooks in conjunction with our Open Court reading series. Interactive Notetaking is an integral part of classroom instruction in the fourth and fifth grades. Additional resources include SOL Coach, Thinking Like a Scientist, Becoming a Scientist, Science Studies Weekly newspaper, and United Streaming videos. Scientific vocabulary is enhanced and reinforced through word walls, charts, and ribbons. Scientific inquiry empowers students to solve problems, evaluate their solutions, and to plan and implement their own investigations through various experiments.

There is a cooperative effort among all staff and specialty teachers to integrate Virginia standards throughout the areas of music, art, physical education, and library. Technology enhances daily instruction through the use of Smart Boards, Classroom Performance System, and access to the Internet through classroom computers and technology lab.

2a. (Elementary Schools) Reading:

In January 2004, Oakland was awarded a Reading First grant that provided funds for instructional materials, a reading coach, professional development, consultants, and library resources. Carroll County Public Schools adopted the Open Court Reading Program for grades kindergarten through third grade. This is a researched-based reading program that correlates closely to the Virginia SOL guidelines, utilizes explicit and systematic instruction, and incorporates all five components of reading: phonemic awareness, phonics, vocabulary, comprehension and fluency. By using the established Open Court routines, the additional areas of writing, grammar, spelling, and inquiry are addressed. In August 2004, the program was implemented school wide at Oakland.

Open Court Reading is a structured program designed for differentiating instruction to meet individual needs through workshop, Word Walls, Quick Reads and decodable books, in addition to whole group instruction in effective reading strategies.

Thinking Maps are used in conjunction with reading to organize and visualize learning concepts, activate prior knowledge, compare and contrast, determine cause and effect, sequence, and describe. The Early Intervention Reading Initiative uses Title I aides to pull out targeted children with beginning reading deficiencies, as identified by PALS testing, in grades kindergarten through third.

The staff at Oakland utilizes a variety of assessments to monitor progress and provide feedback on student performance. Teachers use the results from SOL, Stanford 10, Flanagan-Mott Test for Higher Standards, PALS, DIBELS, and STAR to focus on the specific reading needs of individual students and to plan appropriate instruction. Our reading coach, resource teachers, Title I personnel, ESL teacher AmeriCorps tutors, SOL tutor, and 21st CCLC grant tutors target student needs both individually and in small groups. Ongoing teacher observations and assessments allow for flexible groupings.

Incentives to promote the joy of reading are held throughout the year, such as our Dr. Seuss Birthday Celebration in the spring, Accelerated Reader awards and parties each six weeks, and Pizza Hut's Book-It monthly reading rewards.

3. Additional Curriculum Area:

Mathematics: Oakland Elementary School incorporates a variety of researched based strategies, materials, and activities to achieve our primary objective of preparing our students for math success in education and life. Mathematics curriculum frameworks, blue prints, and scope and sequences are aligned with the Virginia SOL standards and are individualized by grade levels for planning and pacing.

Our county adopted the Virginia version of the Scott Foresman-Addison Wesley Mathematics program because it completely covers the Virginia SOL and it has lessons that systematically build skills. The program provides practice and re-teach activities as well as Cumulative Review and SOL Prep Test that use the language and format of the SOL assessments. Students can have additional support on-line at home from the textbook company with access to explanations, examples, homework, activities, and games.

The staff attended Meaningful Mathematics – Strategies that Work by Dan Mulligan, education consultant. His presentation was based on the needs indicated by the school system SOL test scores and incorporated strategies using Thinking Maps, Web sites, and activities. An additional inservice on Thinking Maps for Math provided

staff with task specific teaching tools to enhance student performance by giving students a way to visually map information to solve problems.

The staff utilizes daily reviews, independent workstations, and manipulatives to reinforce instruction. Individualized mathematics folders in grades one through three encourage and motivate students to learn and memorize mathematics facts in addition, subtraction, and multiplication. The ESL teacher uses a variety of resources including Matematica manipulatives to reinforce classroom instruction for our ELL students.

Technology plays an increasingly important role in our mathematics program. Teachers integrate technology into the classroom with an interactive Smart Board and the Classroom Performance System that provides immediate feedback on assessments. Students also have access to the technology lab to visit educational Web sites for reinforcement, practice, and assessment of mathematics skills.

Ongoing assessments from the textbook, Flanagan-Mott test, teacher designed tests, and on line tests provide feedback to the teacher to determine student strengths and weaknesses and to guide instructional planning.

4. Instructional Methods:

Researched based instructional strategies and ongoing assessments are incorporated in all core areas. Teachers and staff deliver differentiated instruction based on data analyzed from SOL, Stanford 10, and PALS assessments as well as teacher observation. Students are identified as advanced, benchmark, strategic, or intensive in each core area. Strategic and intensive students receive additional instruction from our support staff through inclusion, pull out, or in Open Court Workshop. Fourth and fifth grades have daily SOL Review in core areas to allow support staff to work intensely with struggling students. Children identified by PALS tests in kindergarten through second grades receive daily phonics reinforcement from Title I aides. Other means of differentiating instruction include Interactive Notetaking, graphic organizers, teacher prepared study guides, and team teaching with Title I teachers. Reading, writing, and Thinking Maps are immersed throughout the curriculum. Increasing use of technology continues as an important classroom tool for instruction, assessment, and motivation.

Oakland Elementary School strives to meet the needs of all students. English Language Learners (ELL) comprise 16 percent of our school population. A full time ESL teacher instructs these children in small groups as well as serving as translator for both parents and teachers, maintaining open communication. Resource teachers provide individualized instruction for those children with learning disabilities. Strategies from Ruby Payne's A Framework for Understanding Poverty are incorporated to better meet the needs of our economically disadvantaged students.

Oakland staff continually seeks new ways to modify or supplement instruction to achieve greater success for students. In 1999, Oakland was designated a Schoolwide Title I School enabling Title I staff, at the teacher's discretion, to work with all students. Departmentalization of our fourth and fifth grades allows teachers the opportunity to focus on reading and one other core subject and provides continuity for the students as well as preparing them for the sixth grade class structure. Virginia Grade Level Alternative (VGLA) assessments are prepared for Individual Education Plan (IEP) students who struggle with the multiple-choice format of the SOL test. Our guidance counselor provides test-taking strategies and promotes a positive attitude towards tests. This year one student, as indicated by an IEP, moved to a lower grade to receive instruction in one subject at the appropriate level. Success for each student is our goal.

5. Professional Development:

Staff development is provided in various areas throughout the year to teachers and Title I staff. Teachers attend Reading First Reading Academies, Summer Institute, and seminars on Thinking Maps in Reading, Mathematics, and Writing. Teachers and Title I are now receiving instruction in Write From The Beginning with scheduled

follow ups. Open Court Reading representatives are also periodically present to update the faculty and provide demonstrations in both presentation of the material and in Workshop. Our Reading Specialist leads Literacy Leadership – Teachers as Readers to investigate and discuss related strategies for teaching reading. Debbie Diller, a specialist in Literacy Workstations, provided a workshop on differentiated instruction. Dan Mulligan presented a seminar, Meaningful Mathematics –Strategies that Work, that was based on the needs indicated on our SOL mathematics test scores. He utilized Thinking Maps for Mathematics and instruction on how to differentiate mathematics activities in a classroom setting. Title I and ESL also received instruction on the Matematica kit of manipulatives and lessons to enhance instruction of both ESL and Title I students. Staff has also received inservice on compiling VGLA assessments and using SPBQ test data to improve instruction. Many teachers, including our ESL teacher, attended multiple sessions on Core Vocabulary and Core Comprehension to enhance reading instruction. Throughout the year, technology classes through Wytheville Community College and Crossroads Institute update the faculty on the uses of new technology tools, including Smart Board and Classroom Performance System, which enhance classroom instruction.

Workshops on A Framework for Understanding Poverty by Ruby Payne were presented to better understand the needs and perceptions of our students in this low socio-economic region. Our school guidance counselor conducted sessions on grief to assist staff in helping students better cope with tragedy. Our school nurse keeps staff current on health related topics and concerns.

6. School Leadership:

A school is only as strong as its leadership. At Oakland our principal, Mr. Ira Gentry, believes that leadership works best when everyone has a voice in the decision making process. He leads our staff in the development, implementation, and evaluation of our educational program. He works with faculty, and in cooperation with the school board and central office, to provide an instructional program consistent with the goals and objectives of the school division. He maintains high standards for the school and staff by recruiting and retaining highly qualified and motivated teachers.

Before all instructional decisions are made, he consults with the staff and maintains an open line of communication so the staff feels free to express their opinions and ideas. He has been adamant in protecting an instructional reading block time for grades kindergarten through three, minimizing interruptions to promote maximum learning. He was also instrumental in the departmentalization of grades four and five to ensure continuity of instruction and to prepare the students for transition to sixth grade. He coordinates a schedule that provides a planning period for same grade level teachers to share ideas, best practices, problems, and conduct grade level meetings.

A desirable attribute of every quality leader is delegation of authority in order to accomplish a given task. Mr. Gentry established the Literacy Leadership Team to disaggregate data, prepare assessment notebooks for the teachers, and schedule professional development activities. The team established Teachers as Readers to investigate new trends in education. Mr. Gentry forms groups or committees as needed and provides the encouragement, support and freedom to discuss, plan and implement without interference.

Mr. Gentry fosters effective school-community relations by working with PTO, AmeriCorps, and the Family Preservation program. He facilitates community use of the school for sports, family gatherings, meetings, and special events.

His leadership, spirit of cooperation, and encouragement create a positive atmosphere of learning and success for staff and students, resulting in continuing academic progress and contributing to the pride of the community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Virginia Standards of Learning
Edition/Publication Year: Yearly 2004-2008 Publisher: Virginia Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	85	93	86	72	89
% Advanced	39	48	45	33	43
Number of students tested	35	29	22	43	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	3				
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	82	93	81	67	84
% Advanced	41	50	38	22	32
Number of students tested	24	28	16	27	26
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	86	93	80	71	90
% Advanced	43	52	53	37	45
Number of students tested	29	27	15	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:

Subject: Reading

Grade: 3 Test: Virginia Standards of Learning

Edition/Publication Year: Yearly 2004-2008 Publisher: Virginia Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	77	93	77	50	62
% Advanced	26	44	23	6	9
Number of students tested	35	29	22	48	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5				
Percent of students alternatively assessed	14				
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	79	92	69	47	52
% Advanced	25	42	19	0	4
Number of students tested	24	28	16	30	24
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	72	92	80	43	68
% Advanced	24	48	27	9	10
Number of students tested	29	27	15	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:

Subject: Mathematics

Grade: 4 Test: Virginia Standards of Learning

Edition/Publication Year: Yearly 2004-2008 Publisher: Virginia Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Apr	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	91	84	50	0	0
% Advanced	54	36	17	0	0
Number of students tested	35	25	39	0	0
Percent of total students tested	100	100	98	0	0
Number of students alternatively assessed	1				
Percent of students alternatively assessed	3				
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	88	87	38		
% Advanced	50	39	10		
Number of students tested	24	23	23		
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	91	81	55		
% Advanced	55	31	19		
Number of students tested	33	16	34		
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:

Fourth grade was not tested in Math until 2005-2006

Subject: Reading Grade: 4 Test: Virginia Standards of Learning
 Edition/Publication Year: Yearly 2004-2008 Publisher: Virginia Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	97	88	75	0	0
% Advanced	71	56	22	0	0
Number of students tested	35	25	39	0	0
Percent of total students tested	100	100	98	0	0
Number of students alternatively assessed	1				
Percent of students alternatively assessed	3				
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	96	91	67		
% Advanced	71	57	10		
Number of students tested	24	23	23		
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	97	94	74		
% Advanced	70	63	23		
Number of students tested	33	16	34		
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:

Fourth grade was not tested in reading until 2005-2006

Subject: Mathematics

Grade: 5 Test: Virginia Standards of Learning

Edition/Publication Year: Yearly 2004-2008 Publisher: Virginia Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	74	69	70	58
% Advanced	82	38	22	23	0
Number of students tested	22	35	32	31	39
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	1				
Percent of students alternatively assessed	5				
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	74	65	65	52
% Advanced	78	38	17	17	0
Number of students tested	18	34	23	24	26
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	100	71	73	72	60
% Advanced	79	39	19	24	0
Number of students tested	14	29	26	30	35
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:

Subject: Reading

Grade: 5 Test: Virginia Standards of Learning

Edition/Publication Year: Yearly 2004-2008 Publisher: Virginia Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	80	72	65	76
% Advanced	68	31	34	13	8
Number of students tested	22	35	32	32	39
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	9	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	79	65	54	70
% Advanced	67	32	22	8	4
Number of students tested	18	34	23	25	23
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	100	79	77	66	77
% Advanced	71	31	38	14	9
Number of students tested	14	29	26	30	35
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: