

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mr. Andy Heintzleman

Official School Name: Eureka Elementary School

School Mailing Address:  
315 Eureka School Road  
Keysville, VA 23947-0315

County: Charlotte County    State School Code Number\*: 0100

Telephone: (434) 736-8458    Fax: (434) 736-9830

Web site/URL: http://www.schools.ccps.k12.va.us/sites/Eureka/default.aspx    E-mail:  
heintzle@ccps.k12.va.us

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mrs. Melody Hackney.

District Name: Charlotte County Public Schools    Tel: (434) 542-5151

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Thomas E. Locke

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

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*  
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)
- |          |                                   |
|----------|-----------------------------------|
| 4        | Elementary schools (includes K-8) |
| 1        | Middle/Junior high schools        |
| 1        | High schools                      |
|          | K-12 schools                      |
| <b>6</b> | <b>TOTAL</b>                      |

2. District Per Pupil Expenditure: 2008

**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. 5 Number of years the principal has been in her/his position 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			0	<b>6</b>			0
<b>K</b>	34	43	77	<b>7</b>			0
<b>1</b>	35	40	75	<b>8</b>			0
<b>2</b>	28	31	59	<b>9</b>			0
<b>3</b>	42	35	77	<b>10</b>			0
<b>4</b>	39	39	78	<b>11</b>			0
<b>5</b>	38	29	67	<b>12</b>			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							433

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
25 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
71 % White  
1 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 6 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	18
(3)	Total of all transferred students [sum of rows (1) and (2)].	28
(4)	Total number of students in the school as of October 1.	434
(5)	Total transferred students in row (3) divided by total students in row (4).	0.065
(6)	Amount in row (5) multiplied by 100.	6.452

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 6

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 58 %

Total number students who qualify: 252

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: 13 %

Total Number of Students Served: 56

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>          </u> Orthopedic Impairment
<u>          </u> Deafness	<u>8</u> Other Health Impaired
<u>          </u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>          </u> Emotional Disturbance	<u>25</u> Speech or Language Impairment
<u>          </u> Hearing Impairment	<u>          </u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>          </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>3</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>2</u>	<u>          </u>
Classroom teachers	<u>24</u>	<u>          </u>
Special resource teachers/specialists	<u>6</u>	<u>2</u>
Paraprofessionals	<u>6</u>	<u>          </u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>41</u>	<u>3</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 18 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	95%	95%	95%
Daily teacher attendance	97%	94%	95%	96%	96%
Teacher turnover rate	0%	3%	6%	9%	6%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

In 2007-08 the teacher attendance percentage fell below 95% to 94%. Reasonable explanations for that low number are:

1. One teacher was out with extended absence due to personal injury.
  2. One teacher was out with extended absence due to maternity complications.
  3. Two teachers were out on maternity leave.
  4. One teacher was out with extended absence due to personal illness.
14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

## PART III - SUMMARY

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Eureka Elementary School is the largest of four elementary schools in Charlotte County, Virginia. The 433 K-5 students served come from three small towns (Keysville, Drakes Branch, and Charlotte Court House) and the surrounding rural areas. In January 1984, Eureka opened as the result of consolidating two very small, old schools. In 1985, students from a third small school entered Eureka. Just last January, Eureka had a huge celebration of its 25<sup>th</sup> birthday where former administrators, teachers, and other interested citizens were invited to reminisce about its successes through words and pictures in a full school assembly. The birthday celebration included the recognition of six current staff members who were original members of the 1984 staff. This fact is a large contributing factor to our consistently high performance. Teacher turnover is rare, and experienced teachers are responsible for mentoring new teachers and providing leadership for the creative instructional and supplemental activities that make this school great. With the low turnover rate, many teachers are teaching second generation students.

In 2008 Eureka was recognized at the state level with the Governor's VIP Award for Educational Excellence. Eureka was one of 162 public schools in Virginia to receive this distinction. To qualify for the Governor's Award for Educational Excellence, schools and school divisions must meet all state and federal achievement benchmarks for at least two consecutive years and achieve Governor Timothy Kaine's goals for elementary reading; enrollment in Algebra I by grade 8; enrollment in college-level courses; attainment of advanced diplomas; increased attainment of career and industry certifications; and participation, if eligible, in the Virginia Preschool Initiative. Schools and school divisions also earn bonus points for other performance measures, including the Governor's Nutrition and Physical Activity Scorecard.

Our school's accomplishments have brought great pride to a community that has been hit hard with tough economic times but where education is valued, and the school is the focal point. To be recognized as a Blue Ribbon School is quite an honor and is to be shared by this community. All school events, from our annual fifth grade play to our award winning Ecology Club, which has helped Eureka become recognized as a Virginia Naturally School, are well attended by family and friends and supported by our weekly local newspapers. Parents expect their children to perform at their best and to respect their teachers and peers. Volunteers are utilized for many activities and events. The level of parent devotion to the success of students and the school is not necessarily measureable, but is commonly recognized as one of the keys to success unique to Eureka Elementary School.

The vision of Charlotte County Public Schools is: *Cultivating 21<sup>st</sup> Century Globally Competitive Student Leaders*. While still recognizing the importance of Virginia's Standards of Learning (SOL) and AYP requirements, we have begun to take the next step in developing our students for their future challenges. We believe that tomorrow's leaders must be better prepared for higher education and the workplace. Our staff is working diligently to incorporate 21<sup>st</sup> century skills into our standards-based curriculum, with the hope that our students will become better critical thinkers and productive citizens.

When you enter our large lobby, you see bright colors with lots of student recognition areas. The largest bulletin board in the lobby contains character-based student recognition with the year's theme. This year our theme is: "We Fit Together to Make a Great School". Students are nominated to have their names with their accomplishments placed on the "puzzle board" by any staff member. When the board becomes filled, names are drawn for special prizes. The character criteria are based on the Seven Pillars of Character. Further character enhancement lessons are taught using the Second Step bullying prevention program and the D.A.R.E. program, a drug resistance curriculum that is taught in association with the Charlotte County Sheriff's Department.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The Virginia Department of Education incorporated Standards of Learning (SOL) at all grade levels in 1995. Under the Virginia Assessment Program, criterion-referenced assessments were implemented in the content areas at the elementary level in grades 3 and 5. Grades 3 and 5 are tested in reading, math, science, and social studies. Grade 5 is also assessed in writing. In 2006, testing in reading and math in grade 4 was initiated to comply with No Child Left Behind (NCLB) requirements. SOL testing occurs in the spring of each year: reading, math, science, and social studies during one of the designated testing windows (April-June); writing is assessed in March. Results on SOL tests are used to determine a school's accreditation in the state of Virginia and Adequate Yearly Progress (AYP) under the federal No Child Left Behind legislation. Eureka Elementary School has consistently met all state and federal accountability standards; it has been fully accredited since the inception of the SOL Program and has made AYP since the implementation of NCLB.

Under the Virginia Assessment Program, scaled scores have been established as follows: 400 is the minimum passing score; 400-499 is pass/proficient, 500-600 is pass/advanced proficiency, 600 is a perfect score. Reports are provided for individual students, as well as summaries for the school. To calculate accreditation and AYP, scores are combined in each content area. In 2009, the combined score for Eureka students in reading was 96%; for math, 97%. Over the past 4 years, reading scores have consistently exceeded 90%. Math scores have exceeded 90% at all grade levels, with the exception of Math 4 in 05-06. This was the first year of grade 4 administration of the SOL test; the score was 82%. In the following years, results have been 99% or above. In 2008-09, 100% passed the Math 4 and Math 5 tests.

Subgroups reported under NCLB are economically disadvantaged, African American, students with disabilities, Hispanic, and Limited English Proficiency (LEP). Hispanic and LEP subgroups are small, under 10 students. Therefore, detailed reports are not included. The students with disabilities subgroup was also below 10 students during the past 4 years in reading. In math, this subgroup was below 10 for the past 4 years, except for Math 4 (05-06) and Math 5 (06-07). During these years reported, 50% of the 12 students tested passed in Math 4; 60% of the 10 students tested passed in Math 5. Virginia School Report Card data (<https://p1pe.doe.virginia.gov/reportcard/>) provides combined (grades 3-5) pass rates for students with disabilities. For the past 3 years, English pass rates have been above 76%; math has been above 81%. In 08-09, students with disabilities combined pass rate was 85% for English and 97% for math. Ongoing effort through instructional planning and Individualized Education Programs is devoted to increasing the success of students with disabilities.

Currently, 58% of the student population qualifies as economically disadvantaged. Scores in reading and math in this subgroup were consistent with the overall student population over the past five years, exceeding state and federal standards. For the past 3 years, the combined (grades 3-5) pass rate in math was 96% or above. For English, it was 92% or above. The African-American subgroup is 18% of the student population. The combined (grades 3-5) pass rate for math for the past 3 years has been 96% or above. For reading, it has been 93% or above. In 07-08, 100% of the African American subgroup passed. However, the number of advanced scores is slightly lower among both subgroups. To improve advanced scores, specific data analysis of student performance by question on SOL tests and local benchmark tests is ongoing.

At Eureka Elementary School, we remain committed to continually providing the academic rigor and instruction necessary for continued student success and improvement. Using data provided through the Virginia Assessment Program, as well as local measures, is essential in this process. Information about the Virginia Assessment Program is located at <http://www.doe.virginia.gov/testing/index.shtml>. The Virginia Department of Education link is <http://www.doe.virginia.gov>.

## **2. Using Assessment Results:**

Results of the Virginia Standards of Learning assessments arrive at different stages, starting on the day of testing and continuing throughout the summer. On-line test results are usually made available on the day of the test. Paper and pencil data arrive within weeks. After receiving test scores, teachers and administrators begin immediately to make both formal and informal analyses based on the year's current students. During the summer months, the Charlotte County Director of Instruction and members of Virginia's Region Eight No Child Left Behind office staff provide more detailed information with data broken down by sub group, reporting category, and by question. This information is analyzed during staff development sessions and teacher work days to plan for future action. Teachers are able to see trends within their classes, identifying particular areas of strength and weakness overall. In addition, detailed information in the Student Performance by Question report provides both former and future teachers valuable data to plan for individual needs of students.

At the end of each six week grading period, division-wide, teacher-created benchmark tests are administered K-5. At levels K-1 both reading and math benchmark tests are used. Grades 2-5 administer benchmarks in all four core areas. The tests are given in both the paper and pencil and online versions. All tests are then graded by and recorded in the Interactive Achievement data system. The results of the benchmark tests are analyzed by teachers and administrators by student and sub group to guide future teaching, re-teaching, grouping, and remediation. The daily schedule of all teachers allows for remediation opportunities for all students every day. A formal weekly remediation/enrichment period is built into all teacher schedules. In addition, after-school remediation is available throughout the year with bus transportation.

## **3. Communicating Assessment Results:**

Assessment results are continuously communicated throughout the year to students, parents, and the interested community as a whole. Expectations and requirements are expressed to parents at Open House day in August. Teachers meet parents and provide them with copies of the Standards of Learning objectives for their child's grade. An explanation of how those objectives will be met is given to both parents and students through a description of the teacher's curriculum map and pacing guide. These meetings at Open House are particularly important, as they set a foundation of reference for future discussions about student progress throughout the year.

Charlotte County is served by two weekly newspapers, *The Charlotte Gazette* and *The Southside Messenger*. In addition, Charlotte County Public Schools has its own website with a Eureka Elementary School link. These are the primary media outlets for this rural school division. All news of success is regularly submitted by the school to the papers and is also posted on the websites. Highlights of SOL data are prominently displayed with pride. News pertaining to upcoming events and the results of those events is also displayed and continuously updated on the large video message board in the school's lobby.

When state assessment results become available, parents are notified. Teachers send personal notes to parents with SOL scores as soon as scores are known in the spring. When students return to school in the fall, the state created Report to Parents, which has a detailed explanation of the results, is sent home. Opportunities to discuss those results are made available to parents at the Eureka office and with the current teacher. At the September meeting of the Charlotte County School Board, all students who have achieved a perfect score of 600 on any SOL test are invited to be recognized at the meeting to receive specially created certificates. This recognition celebration is well attended and eagerly anticipated by the community.

#### 4. **Sharing Success:**

Eureka Elementary School is accustomed to sharing its successes with others. The pleasant demeanor of our staff and the confidence that accompanies years of experience and success make for an inviting atmosphere. Parents and other guests often comment on how welcome they feel when visiting our school.

School personnel from other divisions are also welcomed. Our performance on the state assessments is well documented and recognized within Virginia's Region Eight. Most recently, a team of teachers and administrators from a neighboring school division visited Eureka to observe and meet with our teachers to discuss our success on the state writing assessments. Our teachers prepared notes on their teaching strategies in advance and met with the visiting teachers during their planning period to talk about good teaching.

Perhaps the most far reaching example of Eureka sharing its success with others is our participation in the Longwood University Partnership Program. This program has been in existence at Eureka since 2001. Teaching candidates from Longwood University spend four days a week at Eureka. Eureka essentially becomes an extension of the Longwood campus for these college students, made possible by our proximity (about 20 miles). The partnership students are typically one to two semesters away from starting their student teaching assignments. Each of the partnership students is paired up with a Eureka teacher who has volunteered his/her mentorship skills. Efforts are made to accommodate the grade level request of the Longwood student. The Longwood students spend one-half of their day with their Eureka partner and the other half in their class with a Longwood instructor on the Eureka campus. This program provides mutual benefits to both Longwood and Eureka. More than 200 future educators from Longwood University have been affected by their participation in this program, indirectly allowing Eureka to share with many other school divisions.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The Virginia Standards of Learning serve as guides for curriculum and instruction at Eureka Elementary School. With these guides in place, the Charlotte County Public School System has also developed division-wide curriculum maps and pacing guides for reading, math, social studies, and science. Periodic staff development opportunities are provided both during the school year and during work days within the division, allowing teachers from all of the elementary schools to collaborate on the creation and revision of the curriculum maps. At the end of each six week grading period, division-wide, teacher-created benchmark tests are administered K-5.

The K-5 language arts curriculum is broken into three main areas based upon the Virginia Standards of Learning (SOL). These areas are: oral language, reading, and writing. Oral language begins with students acquiring basic listening and communication skills. These skills are then developed through individual and group sharing activities. Ultimately, the students will be able to create, edit, and present quality original compositions in a public setting. Reading instruction is provided in the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension. The study of the elements of literature takes place with both fiction and non-fiction sources. All elements of grammar are taught and expanded upon through a variety of writing experiences including: stories, letters, poems, and descriptive, explanatory, informative, and entertaining reports.

The mathematics curriculum is presented throughout the six content strands: number and number sense; computation and estimation; measurement; geometry; probability and statistics; and patterns, functions, and algebra. The strands provide building blocks throughout the grade levels whereby increased skill attainment and complexity of existing skills take place logically. The development of problem solving skills is a major goal at all grade levels. We continue to put emphasis on proficiency in basic computation also.

The Eureka Elementary science curriculum is taught in the following strands: scientific investigation, reasoning and logic; force, motion and energy; matter; life processes; living systems; interrelationships in Earth/space systems; Earth patterns, cycles and change; and resources. Most of the strands are taught at each grade level with early experiences involving hands-on activities. In addition to learning the vocabulary and function of scientific concepts, students at each grade level are expected to show increasing skill in the planning, prediction, accumulation, and analysis of experimental data.

The K-3 social studies curriculum revolves around four strands: history, geography, economics, and civics. In grades K-1, the primary focus is on good citizenship, how individuals relate to a society, and basic U.S. history facts. Grades 2-3 continue with civic and citizenship responsibilities, while expanding to world cultures and famous Americans and explorers. Virginia Studies highlights the social studies instruction in grades 4-5. This is a two year course where students further enhance their citizenship skills through the study of Virginia's history from the 1600's through present.

All students at Eureka receive weekly instruction in music, art, and library. The highly qualified instructors follow state guidelines in their respective areas, but more importantly collaborate with the classroom teachers to supplement and enhance the instruction in those classes. Our fine arts program also helps to beautify the hallways and provide much appreciated assembly and special event coordination throughout the year.

## **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

Teaching the basics to build a strong reading foundation is the belief of the teachers and administrators at Eureka Elementary. We aim to create a desire in our children to become independent, lifelong, readers through developmentally appropriate activities. The structure of our reading instruction is based on five areas: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Local curriculum guides, written by teachers, include specific reading objectives from the Virginia SOLs. Blueprints and lists of additional resource materials are available. Pacing maps to assist in the sequence and timely delivery of the objectives have also been developed by our teachers.

Concepts from four research-based strategies have been embedded in our reading instruction. We feel confident that these strategies have enabled our students to gain and persist in all skill areas.

The Four Blocks Literacy Model serves as a framework for delivery of the reading skills in the primary grades. Kindergarten students are mastering skills in phonemic awareness, phonics, listening comprehension, and vocabulary development through journal writing, games, morning messages, poetry and songs, environmental print, library books, and instructional technology. In grades 1-3, daily instruction in phonics, vocabulary, fluency, and comprehension is provided. Emphasis is placed on vocabulary, fluency, and inferential comprehension in grades 4 and 5. Delivery of the curriculum in grades 1-5 is provided through a variety of methods to complement visual, auditory, and kinesthetic learners. Some examples would include: journals, direct teacher instruction and presentations, literacy stations, cooperative grouping, a variety of published materials, textbooks, practice books, games, and instructional technology. Accelerated Reader, an advanced technology program, also supports our elementary comprehension program.

Dr. Joan Fulton's Cognitive Process of Instruction has been used to organize the primary level phonetic skills into a logical, sequential order. Based on Dr. Fulton's research, frameworks (visuals) and graphic organizers are key factors in aiding the mastery of reading skills, and these are observable in our instruction. Her story map, designed to identify the elements of fiction, can be seen in every reading class at Eureka.

Robert Marzano's nine research-based strategies are embedded in our reading curriculum. These include summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypothesis, and cues, questions, and advanced organizers.

To assist our students in closing the global achievement gap, Tony Wagner's four survival skills for elementary students: critical thinking, collaboration, curiosity, and initiative also have been included within the reading curriculum.

## **3. Additional Curriculum Area:**

The use of instructional technology at Eureka Elementary School has been a key component to our success. Charlotte County Public Schools (CCPS) realized many years ago the importance of technology in the classroom. CCPS has its own computer business called Statesmen Computers. High school students receive instruction in advanced technology skills, while building and maintaining all of the computers in the county. Therefore, hardware, software, and technical support are in abundance.

Each classroom has a teacher PC that is either connected to a Net TV, Smartboard, or Promethean Board. Teachers are able to stimulate student interest through the visual advantages of technology options and the available research capabilities that technology affords. Student PCs are used in the classrooms for literacy workstations, writing practice, and to support any other instruction. Along with the attention to achieving

basic skills, the use of technology supports student attainment of 21<sup>st</sup> century skills such as critical thinking and problem solving.

We have three computer labs at Eureka. There are two small labs with twenty-five PCs each. Our large lab has approximately eighty PCs. Each classroom has a designated time each day to use the lab for expanding instruction. The large lab allows for entire grades to work simultaneously on one project. This is especially beneficial for benchmark testing, remediation and enrichment activities, special events, and SOL testing.

Our teachers receive comprehensive staff development on instructional technology. Yearly focus to incorporate Marzano's instructional strategies through technology takes place. The teachers are then able to pass along this knowledge to their students. A wide variety of hardware, software, and websites are utilized. These include, but are not limited to: Learn 360, Interactive Achievement, Flip Video recorders, STAR Reader, digital photography, Quizdom, SOL Pass, Jefferson Lab, Internet 4 Classrooms, Peter's Powerpoint Station.

#### **4. Instructional Methods:**

By having the good fortune of obtaining three computer labs and individual computers set up in the classrooms and library, we are able to readily access instructional technology to provide motivation, practices, and differentiation to our children. Accelerated Reader, a software program with incentives and the ability for teachers to assign individual reading levels and goals, is used daily to foster gains in reading comprehension. Students are assigned additional basic skill software programs designed with practices and auditory and visual supplements for varying levels. Some examples include: CCC, Compass Learning, RainforestMaths, Reading Journey, A+, Kidworks, and Learn 360.

Grouping is another strategy employed to provide differentiated instruction at Eureka. The whole group setting is generally where the teacher motivates the students and introduces new concepts. Guided practices are done in small groups, Buddy Reading groups, literacy workstations, cooperative groups in which roles for participation are assigned, and flexible groups centered on ability levels, subjects, or interests. Individual assistance is given daily in every class. Based on need, some children are assigned a therapeutic day treatment counselors who conduct small group and individual sessions to encourage best efforts on schoolwork and positive behaviors.

“Power Hour” is a SOL remediation program held on Thursdays during the school day. Twice a week small group tutoring sessions are available after school. Classroom teachers and Longwood Partnership students provide daily individual remediation as needed. PALs tutoring, a VA designed Phonological Awareness Literacy Screening program led by our Reading Specialist, is offered in the reading classroom or the resource room to K-3 students who qualify.

Enrichment activities are presented on Thursdays during “Power Hour” for those students who do not require remediation. Intellectually gifted fourth and fifth grade students receive additional instruction on Wednesdays after school. Talented students in grades 4 & 5 are engaged in artistic endeavors after school on Thursdays. Conversational Spanish instruction is provided as an enrichment activity for K-2 students weekly. Eureka has developed its own math enrichment/incentive program that we call Math Stars. Students are given the opportunity to take weekly timed tests in their classrooms based upon grade appropriate skills. Those who pass the classroom tests with 100% accuracy are then able to take the school-wide tests on Friday to earn medals at the gold, silver, bronze, red, white, and blue levels. The students are excited to take the tests and achieve the medals, and are therefore highly motivated to learn the skills.

Special education services are available for those students who qualify for IEPs, Section 504 plans, or ESL plans. Services may include modifications and accommodations in instruction in regular or special education

classrooms settings, speech therapy, music therapy, occupational therapy, sensory diets, and consultation times.

## 5. **Professional Development:**

All professional development at Eureka is directly related to the SOLs and is designed to improve student achievement through the planning, delivering, practicing, and evaluating of instruction.

Topics and goals for professional development in Charlotte County are developed through a team effort consisting of Central Office personnel, school administrators, and focus groups. Focus groups, comprised of teachers and administrators, are formed during the summer to collaborate on issues of importance to Charlotte County Public Schools. Individual schools in Charlotte County decide when and how the trainings will proceed. Pertinent topics of study for only Eureka are also considered. During the 2008-2009 and 2009-2010 school years, opportunities for professional development in the following areas have been offered: Technology, Poverty, Closing the Global Achievement Gap, and Curriculum Development.

In the ever changing world of technology, we are constantly updating our information capabilities. Administrators have been involved in expanded training on the employment of Classroom Walk Through Surveys with Palm Pilots and the software program named Teachscape. Two new Instructional Technology Resource Teachers (ITRTs) were added at Eureka this year. These motivated, technology savvy, regular education classroom teachers receive a small stipend and numerous hours of training from highly qualified instructors. ITRTs prepare and present relevant information to our faculty and staff. Examples of training we have received include the utilization of instructional technology for implementing Marzano's nine research-based strategies, updated existing software, Promethean Boards, skill appropriate websites, Interactive Achievement, SharePoint, and StarBase.

The purpose of Poverty Training has been to study Dr. Ruby Payne's research and decide how we can make our school a positive experience for those who are now living in situational or generational poverty. Phase I consisted of understanding the language, family structure, and hidden rules of those who are impacted by poverty. Phase II has centered on learning structures and developing mental models for teaching our children who live in poverty. Mrs. Pam Wright from the NCLB Office for Region 8 in VA has led these monthly sessions for two years.

Closing the Global Achievement Gap has come to the forefront in Charlotte County this year. Phase I of training began early last summer during an annual administrative retreat. After reading Tony Wagner's book, The Global Achievement Gap, discussions were held and plans made for inclusion of his seven survival skills into our curriculum. A focus group was formed a few weeks later to further refine the timelines and topics to be included. Administrators and Central Office Staff have received additional training by attending a conference in Charlottesville in July and monthly meetings with Harriett Rasmussen held locally. Since August, numerous sessions have been conducted with Eureka's faculty to share insight into Wagner's philosophy and develop activities to integrate the seven skills into our instruction. Phase II will begin this summer and center on effective practices within the classrooms.

Many of our faculty members also participate in additional curriculum development by refining our county Benchmark tests and updating curriculum maps.

## 6. **School Leadership:**

Eureka Elementary School is privileged to have a multitude of leaders within our building. Every staff member in the school is a member of one of eight committees. Each of the committees is chaired by a teacher. In addition to the committees, each grade level is represented by a team leader, who directs weekly team meetings and reports pertinent information to the school's administrators. As mentioned before, Eureka is

blessed to have many outstanding teachers with many years of teaching experience and devoted service to Charlotte County Public Schools and therefore make many decisions within their teaching area with confidence of administrative support.

Eureka has a principal, Mr. Andy Heintzleman, and an assistant principal, Ms. Nancy Jones. The principal and assistant principal share responsibilities and discuss decisions on many topics. The administrators are responsible for providing instructional leadership in a structured manner as well as responding to student and staff needs as they arise. Classroom Walk-Thrus are conducted regularly by Mr. Heintzleman and Ms. Jones. The use of the Teachscape model for recording observances enables the administrators to compile observation data and share it with teachers. Formal meetings are held between Mr. Heintzleman and all teachers mid-year, to discuss observation data trends, identify areas of strength and needed focus, and to make plans for growth in instructional quality for the remainder of the year. Monthly meetings are also held with both administrators sharing in the planning and presentation. At these meetings, business items are communicated through an agenda, and an instructional topic is highlighted. Again, this year's instructional focus is on closing the global achievement gap.

It is the goal of Eureka's administrators to inspire both students and staff to do the right thing, be of good character, and to give one's best effort in all endeavors. Student discipline is a learned behavior rather than a punitive measure with these inspired thoughts in mind. Positive results on state assessments are eagerly anticipated as well. Teachers know that they can reach out to both students and their families to tackle any instructional, emotional, or behavioral concern with administrative support. School leadership at Eureka Elementary School is truly a team effort.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Mathematics

Edition/Publication Year: 2004/05, 2005/06, 2006/07, 2007/08, 2008/09 Publisher: Harcourt/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	92	94	97	100	97
% Advanced	57	48	57	74	63
Number of students tested	69	69	72	69	73
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	7	2	3	2	0
Percent of students alternatively assessed	10	3	4	3	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	90	96	96	100	100
% Advanced	61	32	46	55	57
Number of students tested	28	31	28	29	30
<b>2. African American Students</b>					
% Proficient plus % Advanced	89	100	91	100	100
% Advanced	42	38	36	67	56
Number of students tested	19	13	11	15	18
<b>3. Hispanic or Latino Students</b>					
< ten in subgroup					
< ten in subgroup					
Number of students tested					
<b>4. Special Education Students</b>					
< ten in subgroup					
< ten in subgroup					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
< ten in subgroup					
< ten in subgroup					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: Virginia Standards of Learning

Edition/Publication Year: 04-05;05-06;06-07;07-08;08-09 Publisher: Harcourt/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	93	92	99	97	86
% Advanced	42	35	85	62	24
Number of students tested	67	68	73	71	84
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	10	3	3	2	0
Percent of students alternatively assessed	15	4	4	3	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	90	100	83	94	79
% Advanced	61	30	45	57	14
Number of students tested	28	30	29	30	37
<b>2. African American Students</b>					
% Proficient plus % Advanced	94	100	90	94	89
% Advanced	22	38	50	50	21
Number of students tested	18	13	10	16	19
<b>3. Hispanic or Latino Students</b>					
< ten in subgroup					
< ten in subgroup					
Number of students tested					
<b>4. Special Education Students</b>					
See note below					38
See note below					0
Number of students tested					13
<b>5. Limited English Proficient Students</b>					
< ten in subgroup					
< ten in subgroup					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Special Education subgroup had < 10 students in 05-06, 06-07, 07-08, and 08-09.

Subject: Mathematics

Grade: 4 Test: Virginia Standards of Learning

Edition/Publication Year: 05-06;06-07;07-08;08-09 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	99	99	82	
% Advanced	57	55	74	48	
Number of students tested	67	73	73	71	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	5	4	3	3	
Percent of students alternatively assessed	7	5	4	4	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	100	97	79	
% Advanced	47	47	66	29	
Number of students tested	32	32	32	28	
<b>2. African American Students</b>					
% Proficient plus % Advanced	100	93	100	72	
% Advanced	38	31	67	44	
Number of students tested	13	13	18	18	
<b>3. Hispanic or Latino Students</b>					
< ten in subgroup					
< ten in subgroup					
Number of students tested					
<b>4. Special Education Students</b>					
See note below				50	
See note below				8	
Number of students tested				12	
<b>5. Limited English Proficient Students</b>					
< ten in subgroup					
< ten in subgroup					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Grade 4 was added to the Virginia Assessment Program in 05-06; no data is available for 04-05.

Special Education subgroup had < 10 students in 06-07, 07-08, and 08-09.

Subject: Reading

Grade: 4 Test: Virginia Standards of Learning

Edition/Publication Year: 05-06;06-07;07-08;08-09

Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	98	98	99	94	
% Advanced	49	51	58	49	
Number of students tested	67	73	74	73	
Percent of total students tested	100	100	100	99	
Number of students alternatively assessed	3	1	2	5	
Percent of students alternatively assessed	4	1	3	7	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	98	97	97	93	
% Advanced	45	44	56	24	
Number of students tested	40	34	32	29	
<b>2. African American Students</b>					
% Proficient plus % Advanced	100	93	95	94	
% Advanced	46	43	56	33	
Number of students tested	13	14	18	18	
<b>3. Hispanic or Latino Students</b>					
< ten in subgroup					
< ten in subgroup					
Number of students tested					
<b>4. Special Education Students</b>					
See note below				90	
See note below				20	
Number of students tested				10	
<b>5. Limited English Proficient Students</b>					
< ten in subgroup					
< ten in subgroup					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Grade 4 Reading was added to the Virginia State Assessment Program in 05-06; no data is available in 04-05.

Special Education subgroup had < 10 student for 06-07, 07-08, and 08-09.

Subject: Mathematics

Grade: 5 Test: Virginia Standards of Learning

Edition/Publication Year: 04-05;05-06;06-07;07-08;08-09 Publisher: Harcourt/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	94	94	97	98
% Advanced	78	65	64	69	27
Number of students tested	72	78	73	80	91
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	3	3	2	4	0
Percent of students alternatively assessed	4	4	3	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	96	91	81	97	82
% Advanced	40	52	31	69	15
Number of students tested	25	31	16	36	52
<b>2. African American Students</b>					
% Proficient plus % Advanced	100	94	100	91	92
% Advanced	83	56	63	43	12
Number of students tested	12	18	16	21	25
<b>3. Hispanic or Latino Students</b>					
< ten in subgroup					
< ten in subgroup					
Number of students tested					
<b>4. Special Education Students</b>					
See note below			60		
See note below			20		
Number of students tested			10		
<b>5. Limited English Proficient Students</b>					
< ten in subgroup					
< ten in subgroup					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Special Education subgroup had < 10 students for 04-05, 05-06, 07-08, and 08-09.

Subject: Reading

Grade: 5 Test: Virginia Standards of Learning

Edition/Publication Year: 04-05;05-06;06-07;07-08;08-09 Publisher: Harcourt/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	98	98	94	97	89
% Advanced	52	49	44	57	30
Number of students tested	71	78	70	81	91
Percent of total students tested	100	100	100	98	99
Number of students alternatively assessed	1	0	5	4	0
Percent of students alternatively assessed	1	0	7	5	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	95	97	94	97	84
% Advanced	45	39	29	47	26
Number of students tested	22	31	17	36	58
<b>2. African American Students</b>					
% Proficient plus % Advanced	100	94	94	95	87
% Advanced	17	33	38	29	21
Number of students tested	12	18	16	21	29
<b>3. Hispanic or Latino Students</b>					
< ten in subgroup					
< ten in subgroup					
Number of students tested					
<b>4. Special Education Students</b>					
See note below					61
See note below					0
Number of students tested					18
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	0	100	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	1	0	0	0
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Special Education subgroup had < 10 students for 05-06, 06-07, 07-08, and 08-09.