

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 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 4 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
6 Total schools in district
2. District per-pupil expenditure: 14672

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 19
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	29	23	52		6	0	0	0
K	13	15	28		7	0	0	0
1	25	18	43		8	0	0	0
2	23	21	44		9	0	0	0
3	20	20	40		10	0	0	0
4	22	25	47		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								254

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
2 % Black or African American
2 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
93 % White
0 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2009-2010 school year: 12%

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, 2009 until the end of the school year.	23
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	30
(4)	Total number of students in the school as of October 1, 2009	254
(5)	Total transferred students in row (3) divided by total students in row (4).	0.12
(6)	Amount in row (5) multiplied by 100.	12

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 14%
 Total number of students who qualify: 36

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 17%
 Total number of students served: 46

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>4</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>18</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>1</u>
Special resource teachers/specialists	<u>4</u>	<u>11</u>
Paraprofessionals	<u>9</u>	<u>1</u>
Support staff	<u>5</u>	<u>2</u>
Total number	<u>32</u>	<u>15</u>

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

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	96%	95%	96%	96%
Daily teacher attendance	94%	92%	92%	92%	92%
Teacher turnover rate	0%	0%	0%	0%	0%
High school graduation rate	0%	0%	0%	0%	0%

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

Teacher attendance: Other than school based data generated this year on the AESOP system, the information in the format you requested is not available. During the past 5 years the recent percent is typical. 92% was inserted for each year as a close approximate except the most recent for which we have data. A leave-of-absence which requires a long-term substitute is not counted as an absence. This school has exceptional teacher attendance.

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

Graduating class size:	<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	<u>0%</u>
Total	<u>0%</u>

PART III - SUMMARY

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The mission of Hope Valley Elementary School is to work in partnership with our colleagues, students and families. We are committed to creating a learning environment where children are expected to achieve their fullest potential.

Hope Valley School is located in the rural village of Hope Valley, in the town of Hopkinton, Rhode Island. This is a town of historical significance in the history of the State of Rhode Island, and the United States during both the American Revolution and the Civil War.

Hope Valley Elementary School is the second smallest school in the Chariho Regional School District with our 255 students ranging from pre-kindergarten through fourth grade. The original three level school building, (6 classrooms) constructed in 1934-35 as the town's high school became the Hope Valley Elementary in 1960 with the opening of the Chariho Regional High School. To accommodate the town's growing population, a cafetorium, a library and 8 additional classrooms were added.

Traditionally Hope Valley School does well academically, recognized as a Rhode Island High Performing School since achievement levels were first recorded. The CORE academic programs of mathematics, reading, writing, science and social studies are enhanced with a balanced Unified Arts program consisting of library, health, physical education, art and music. Support services include a language-based extended day kindergarten, math literacy, reading, special education (resource, OT, PT, Speech/language), before school/after school tutoring, a part-time psychologist, and part-time social worker. ESL and ELL services are as needed. This school is one of two "feeder schools" in the district with an integrated pre-school for children with mild to profound special needs. Dedication to the education of the "whole child" in both their academic achievement and social/emotional welfare is anchored in our active engagement with the use of data to inform student learning, teacher instruction, and child well-being. RtI planning, weekly grade level meetings, and strategy conferences direct our programming for individual child needs.

Although charged with the instruction of each child in accordance with the curriculum and standards, we also recognize that when children feel safe, cared for, and respected they will to their best at learning. After the Pledge of Allegiance and a moment of silence, we make a commitment: I pledge to myself that I will do my best in all I do today. I will follow the school rules, work to the best of my ability, and treat others with dignity and respect. Then, before we engage with the hustle and bustle of the day, we put academics aside for short class meeting where we take the opportunity to talk about who we are, review our learning agenda, and, sometimes, talk about personal concerns.

Learning, although our most important activity, is just one of the many that takes place at Hope Valley School. In response to our mission and pledge, we are ever mindful of others. Each fall we participate in the Fall Harvest event which provides food baskets for the needy in the community so they can enjoy a Thanksgiving dinner; the toy drive at the holiday season helps to assure a surprise for every child in the community on Christmas morning; and when an emergency arises, such as a family losing their home to fire or flood, the school community rallies to assist them. Whole classes and small groups facilitated by the children show their concern for the wild-life in distress with collections or donations. Individually, our children recognize the plight of others and engage with organizations such as "Locks of Love". The school garden, run and managed by the children, grows produce for low income families and the elderly which is distributed through local organizations and churches. This previous year, the "Celebration of Cultural Arts" was a highlight organized by a school teacher assistant where the various "ethnic" cultures that comprise the school presented at an assembly that not only displayed these cultures but was also a learning experience in diversity.

Our "Pride Assembly" at the close of each trimester is a celebration of success and achievement. We recognize academic achievement and contributions to the school, the community and to others. We

recognize personal and group achievements in school and outside school. One important element is encouragement, acknowledging that *getting* there is just as important as *being* there. To encourage everyone to “be a winner” we recognize individual goal setting- whatever the goal so long as it is “worthy”. At the assembly we celebrate and recognize all those who met their goal with a pin to be displayed on their lanyards. The lanyards and their collection of pins go with them through their years at the school. This is a school where pride, caring, and achievement run deep.

All of this could not be accomplished without an involved and active PTO, Site Council, parents, volunteers, a committed faculty and staff, and our district office.

1. Assessment Results:

The New England Common Assessment Program (NECAP) is a collaborative effort among the states of New Hampshire, Rhode Island, Vermont and Maine. This assessment is administered at the grade 3 and 4 levels in reading and mathematics. Results are reported at four achievement levels of proficiency:

- 4 – proficient with distinction
- 3 – proficient
- 2 – partially proficient
- 1 – substantially below proficiency

The achievement levels of 4 and 3 indicate that children are meeting or exceeding the math and reading standards enumerated in the state GLEs and the GSEs. Cumulative school achievement rankings that are calculated and reported by the state are based upon the combined level 3 and 4 results. NECAP is administered in October and the results are made available following January/February. School-wide faculty review begins immediately. The public can access the cumulative school results as-well-as the results of other Rhode Island schools at: <http://www.ride.gov/Assessment/results> .

Defining trends over the years has indicated that the Hope Valley School continues to score in the upper-end of top quartile ranking of State schools. Like other schools, we have our ups-and-downs and while an overall trend is reviewed, the focus of our data analysis is on NECAP mathematics and reading subtest scores, cohort (grade 3 to 4) progression and individual student results..

Both mathematics and reading subtest skill strands correspond closely with state standards and our curriculum. Our data indicates that in grade 3 mathematics the weakest skills strand is “data and statistics and analysis” usually followed by the “functions and algebra” strand. Although the overall scores have improved over the years, up to this year, the grade 3 NECAP assessment has been our first state level summative report of a grade 3 cohort’s achievement. Informed by this grade 3 data, we review the NECAP release items to determine specifically where and/how the children may be having difficulty. We review instruction and linked with the diagnostic X-Connects Math formative assessment, we are able to pinpoint teaching and learning difficulties. This year we have begun employing X-Connects Math at grades 1 and 2 to provide data to make course corrections prior to grade 3. Formative CORE reading assessments also provided a wealth of data that has driven corrective action throughout the year.

Our approach is that once we determine a weakness, we make corrective instructional decisions to directly address the weakness. Consequently, we have noted an increase in achievement for the same children (cohort) from grade 3 to grade 4. An example would be the 36 percentage point increase (58% to 94%) for the 3-4 grade cohort in mathematics from 2008 to 2009 and the 20 percentage point increase (74% to 94%) in reading for this same cohort during the same period.

While cohort data is significant, we also delve into each child’s achievement results. For the few children at the 1 and 2 achievement levels, we make no excuses why a child is not making adequate growth. Using NECAP support material we review specific question information for each skill assessed and review a child’s specific responses. This valuable information gives us a clue to a child’s understanding and necessary changes to instruction. Both X-Connects Math and CORE Reading formative assessments align with NECAP. Because they are on-going throughout the year, we have the ability to monitor understanding and instructional effectiveness throughout the year.

Although gains and losses occur, school scores have remained high for several years. Considering class sizes, each child represents approximately 2 percentage points in the achievement scores – significant in a small school. Our primary focus is on individual child growth from one year to the next.

Before this year, only a grade 3 to 4 cohort could be tracked. Now with X-Connects Math and CORE reading, formative assessments, we have the ability to track a cohort from grade k throughout their elementary school career. In house reading data revealed gains during the September to November marking period for the following grade cohorts:

- K to 1 – 50% gained levels; (75% at or above grade level)
- 1 to 2 – 48% gained levels (65% at or above grade level)
- 2 to 3 – 37% gained levels (100% at or above grade level)
- 3 to 4 - 13% gained levels (88% at or above grade level)

In-house mathematics data revealed the following achievement level results for the November marking period for the following grade cohorts:

- K to 1 – 65% at proficient plus
- 1 to 2 – 97% at proficient plus
- 2 to 3 – 56% at proficient plus
- 3 to 4 – 88% at proficient plus

This finite data is not revealed in NECAP assessment - NECAP provides us with summative data that guides and directs. As a “professional learning community” we review data, refine analysis, and consider alternative instructional strategies. We plan for each individual child. This is an on-going team effort.

2. Using Assessment Results:

Hope Valley School assessments fall into two major categories:

- Standardized state assessments
- School based formative and summative assessments

The standardized state assessments program is NECAP (New England Common Assessment Program) administered in October to grades 3 and 4 in the areas of English/Language Arts and Mathematics. NECAP is a cumulative assessment based upon a child’s entire instructional program up to the year of the assessment. Therefore, analysis, review, and adjustments in teaching and learning are germane to all grade levels. NECAP Assessment results are available for review and analysis in late January of the school year in which they are administered. Upon receipt of the assessment results the principal presents them to the entire faculty at a work session. While a summary of the cumulative results provide a “picture” of the school’s standing in the state educational community, of greater significance are the subtest skill reports and individual student results. As a faculty we closely analyze grade level subtest data to determine strengths and weaknesses in instruction and programming; as grade level teams closely analyze student results to inform our teacher level instruction and to adjust the learning of individual children.

The Hope Valley School administers formative assessments based on the district trimester assessment schedule. These assessments include X-Connects Math, subject common assessments, CORE reading assessments, Aimsweb, and prompted writing assessments. Since the purpose of the assessments is to improve instruction and learning, we conduct a school-wide review of assessment data and follow-up at grade team level meetings with an analysis of grade level specific instruction practices, curriculum implementation and individual student assessment data. These grade level meetings produce immediate adjustments to both instruction and learning. Formative assessment data is reviewed in terms of trend analyses to inform us of our instructional effectiveness over an extended period of time. Recommendations for long-term curriculum adjustments often come forth; these are shared at district grade level meetings.

“Tiered Reading” and math are two examples of immediate application of formative assessment data. Periodic CORE reading assessments provide data necessary for instructional adjustments, and student programming and grouping - both essential to the success of the “Tiered Reading” program. X-Connects Math assesses student performance in the four strands of the Rhode Island Grade Level Expectations (GLEs). Similar to “Tiered Reading”, this data is used to adjust instruction and refine individual student programming.

3. Communicating Assessment Results:

The communication of student progress and/or formative and summative assessment results occurs at several levels and at different times during the year:

- Students
- Faculty and staff
- Home
- Community

Hope Valley School recognizes that on-going teacher-learner dialogue is integral to quality instruction. Dialogue at this level is about school work and assessment for the purpose of corrective guidance, performance evaluation, self-reflection, planning for learning and support. On the summative level, standards based mid-term progress reports and end-of-term report cards are sent home each trimester with a first trimester home-school conference scheduled in December. Other conferences, both formal and informal, are scheduled during the year to review student progress as-well-as various formative assessments such as Aimsweb, X-Connects Math, CORE, and other common assessments which are administered throughout the school year.

NECAP (New England Common Assessments Program) results, the state standardized assessment in ELA and Mathematics, is released in January/February from the previous October testing. The “raw” cumulative results are made available to the school committee, the School Site Council and the general public; individual student results are made available to parents/guardians. Parents/guardians are invited at this time to schedule individual meetings with the school to review their child’s results. During February, NECAP results are disaggregated and analyzed for two primary purposes: (1) discussion and adjustments to long range and immediate instructional targets, and (2) grade level analysis. School results are presented at the March Parent-Teacher Organization meeting. The most current three year results are also published in the Principal’s weekly newsletter and on the school’s website.

During the early spring, this school’s results, as well as the results of all the district schools’, are presented and televised to the larger school community at a school committee meeting. Following a general presentation by the Assistant Superintendent, school principals are available to respond to questions regarding their immediate analysis of their test data, general school trends, cohort trends, specific school efforts.

The use of assessment data is a primary factor in preparing the annual school plan. At a third trimester review of the current plan, new or revised school goals are prepared for the coming year. The preparation of the school’s annual TE@CH (Targeting Excellence Chariho) targets are also prepared for district presentation in October. The school plan and the TE@CH goals are made public at a school committee meeting, at a PTO meeting and in the principal’s newsletter.

4. Sharing Lessons Learned:

The Hope Valley School functions as a professional learning community. In this respect:

- our work with curricula, instruction and data are works in progress
- we evaluate and share our strengths and weaknesses at grade level meetings, faculty meetings, and early release work sessions
- we share our work with teacher colleagues
- we share our work with state colleagues
- we work by consensus

As an example, the “Tiered Reading” program came about several years ago when we realized we had a particularly challenging group of children entering first grade. Recognizing the present model of strict heterogeneous grouping was not adequate, the reading teacher, special education teacher and grade one classroom teachers collaborated to develop and pilot “Tiered Reading”. This program was designed to provide maximum support for the beginning readers in most need to the above average readers. It was a plan designed to challenge all children to reading success. The approach required creating “tiered” (skill

grouped) readers between classrooms and then sub-grouping them within these classrooms with a specialized instructional team. Tiers and groups remained fluid throughout the year; children could move and teachers could adjust. End of year summative reading assessment data validated formative assessment results – “Tiered Reading” successfully produced on-level to above level readers who demonstrated corresponding comprehension and decoding skills.

The “Tiered Reading” model was shared within the school and within the district. The reading specialist shared with colleagues in other schools. The principal shared with other elementary principals and the central office. Our reading specialist informally shared results at a statewide reading conference which resulted in teacher visits within the district and from other districts to observe “Tiered Reading” in action. A presentation was made at a URI teacher certification seminar during their visit to the school. Because “Tiered Reading” creates successful readers, it is now the model for the district elementary reading program.

As a professional learning community we are open to looking at a difficult situations and finding solutions. This means we first identify, research and brainstorm; second, we determine an action plan, implement, and evaluate, and third (as appropriate) correct course. In past years, similar shared staff endeavors have added to the betterment of Hope Valley School. Examples that continue to positively impact the success of our children are Big Six Information Literacy training, RITTI training (Computer Literacy), and the X-Connects Math.

1. Curriculum:

Curriculum and instruction at Hope Valley School follows district curriculum guides based on content area standards. The district math and ELA curricula are aligned with the Rhode Island GLEs (grade level expectations); science is aligned with the Rhode Island GSE's (Grade Span Expectations). While Hope Valley School instruction aligns with the district curricula and the Rhode Island Expectations, we also recognize that best practices, quality instruction and exceptional learning experiences necessitate that these curricula "dialogue" and interact to "... create a learning environment where children are expected to achieve their full potential." (School Mission Statement).

Mathematics: The Kindergarten through grade 5 GLEs' encompass four skill areas: numbers and operations, geometry and measurement, functions and algebra, and data, statistics and analysis. Following the district curriculum map for pacing, we use EnVisions math at all grades. The X-Connects Math formative assessment, administered on a scheduled basis, provides data to inform instructional proficiency and adjust individual student programs. Instruction is leveled in grades 2 and 4 and differentiated throughout all the grades. These practices have proven beneficial to maintaining high standards and excellent student achievement.

Reading: Our reading program is based on the C.O.R.E. (Consortium of Reading Excellence) model. This balanced literacy approach includes explicit instruction in phonemic awareness, phonics, vocabulary, fluency and comprehension. Emphasis is placed on early and intensive intervention. We employ a Guided Reading and conferencing model that teaches multiple strategies for the reader fluency. Teachers observe and monitor reading behaviors as well as analyze individual running records to ensure the appropriate level of text for each student.

Writing: Our writing program encourages children from the very beginning identify themselves as writers. We use a systematic approach developed by Lucy Calkins that begins with Kid Writing and moves into Units of Study. As the children progress, they move into a Write Traits model which includes in-depth instruction in six major areas. Students are held accountable for specific traits measured against a common rubric.

Science: Our science instruction is based on Gemsnet kits. This is an interactive inquiry-based program scaffolding throughout the five elementary years. Each year the earth science, life science and physical science strands specified in the Rhode Island Science Grade Level Span Expectations (GSEs) are explored. Teacher facilitated instruction engages the children in the "scientific method" through theory, prediction, experimentation-observation and journaling. Writing, reading, math and social studies are intentionally integrated in all science work. Library collections for each unit are imbedded on the instruction. Over the years this approach has resulted in a substantial increase in learning.

Social Studies: In addition to a grade 3 and 4 text, all the grades use trade books, engage in hands-on activities of "original engagement" to enrich the delivery of a well-coordinated and comprehensive learning experience in social studies. Beginning with Kindergarten (self) through Grades 1, 2 and 3 (family, neighbors and communities), social studies learning culminates in grade 4 with a study of the State of Rhode Island. Grade 4 participates in a Hopkinton History Tour, visits our statewide historical sites, and in national election years, presents a mock campaign and election (with all the trappings). Working with the community, grade 4 also created several volumes for the Hopkinton Living History Archives for town Prescott Library.

Visual and Performing Arts: Hope Valley School recognizes art and music instruction as a cooperative venture and an integrated experience. Realizing the personal "distinct creative nature" of these subjects, while instruction introduces and reinforces the fundamental theories and practices of each, it also emphasizes a personal approach which encourages each child's creative nature. Art and music are

demonstrated throughout the school in displays and performances culminating with the District's Spring Artsy. Artsy is the grand exposition of the visual and performing arts where all children exhibit art work, engage in theater and chorus, and display their manual expertise in the technical arts.

Physical Education/Health: Physical education instruction is closely integrated with health instruction so that an experience in one is reinforced in the other. Physical education instruction is based on "New Games" which stress less competition and greater cooperation, physical movement, and life-time activities. Personal goal setting is an important factor in physical education and is measured, recorded and shared with each child. Health education stresses good nutrition, wellness, health maintenance, and the human body. Both programs recognize the importance of physical, social and emotional health as essential to the well-being of children. Linked to this is healthy social interaction with "PGM" (Practice Good Manners) through the school social worker. School wide morning meetings and our school pledge emphasize "...doing our best in all we do" and "... treating others with dignity and respect". These pervasive components provide for comprehensive physical education and health experience. More than one might realize, these components set a cooperative tone for our school.

2. Reading/English:

The Hope Valley School, school-wide, comprehensive, English/Language Arts program is based on the Chariho Regional School District English / Language Arts Curriculum in direct support of the Rhode Island Grade Reading Level Expectations and the Rhode Island Written and Oral Language Grade Level Expectations.

Hope Valley School uses a grade-level focused service delivery model. This is a grade K through 4 school commitment. To provide the most effective reading/writing instruction to all our students, particularly those who require specific reading support, daily 90 minute, uninterrupted instructional Tiered Reading blocks are scheduled. Within this scheduling model, the following approach is in place:

- each student's reading level is determined (based on Fountas & Pinnell)
- flexible instructional groups are created using these levels
- groups are scheduled into instructional literacy blocks
- direct, explicit, repetitive instruction and student conferencing occur within the blocks
- teacher, reading specialist, resource (as needed) and TA work with small groups
- small group/individual instruction delivered;
- 30-60 minute, 1:1 intensive, in-class or pull-out (as needed)

A PLP (Personal Literacy Plan) is developed for each child reading below standard no later than mid-September. PLP's are regularly monitored. Mid-trimester and trimester reading assessments determine re-grouping and inform/drive on-going specific instruction. Regrouping and instructional strategies are discussed at weekly planning meetings. Students who continue to struggle and are below standard are referred to the school RtI team.

The school uses a Balanced Literacy approach. This includes explicit instruction in the five major areas of phonemic awareness, phonics, vocabulary, comprehension and fluency. Leveled trade books are used to conduct guided reading groups, student conferences, and literature circles. Both phonemic awareness and phonics are taught systematically and explicitly. A variety of kinesthetic and multi-sensory instructional strategies are employed to address differentiated instructional concerns. Tools used to aid comprehension include: Comprehension Toolkit, graphic organizers, Strategies that Work (Marzano) and Mosaic of Thought (Keene and Zimmerman) . Read-alouds and centers focus on phonics and comprehension skills. Because fluency is key to comprehension, there is a strong focus on monitoring fluency through Aimsweb benchmarking and running records. Explicit instruction with feedback, echo reading, repeated readings and modeling are samples of strategies used to improve fluency.

Reading instruction is continually monitored and assessed for effectiveness. Data driven adjustments are made throughout the year. A major review based upon data trends, standardized test scores and cohort analysis is conducted at the close of each school year.

3. Mathematics:

This Hope Valley School mathematics program is based upon the Chariho Regional School District Mathematics Curriculum in direct support of the Rhode Island Mathematics Grade Level Expectations (2004). Mathematics, one of the four CORE curriculum areas, is taught on a daily basis.

Hope Valley School provides mathematics instruction using a leveled instruction model in grades 2 and 4 (children move to respective level rooms) and homeroom instruction in grades K, 1 and 3 (children remain in their homeroom). All classrooms use a differentiated instruction approach. Tools used in math instruction include manipulatives, the En Vision Math program, and XConnects Math. Skill levels are continuously monitored using:

- District grade level common formative assessments
- Aimsweb assessments
- NECAP assessments (grades 3 and 4)
- NECAP Practice Test
- X-Connect assessments
- End-of-unit assessments
- Teacher observation

Perhaps the most significant comment that can be made about these assessments is that the data gathered not only informs, but empowers teachers to adjust a child's mathematics program, adjust instructional approach, determine what skill areas require more attention, and when the program is working as designed. Data is the key that informs and drives instruction and learning.

Using the appropriate combination of the above assessments, September placements are determined for each grade level in the previous June. These are initial placements and remain flexible; a child may change groups or levels based upon performance throughout the year. Children with exceptional mathematic ability may be placed at a higher grade level or use higher grade material for math instruction. Children who experience mathematics difficulty have the benefit of the morning Plato Program, mathematics literacy support, and after school tutoring. In addition, the mathematics program has an on-line component which permits home access to the same materials and lessons taught at school.

The Hope Valley School uses grade level comprehensive mathematics curriculum maps for program and instruction. These maps align the sequence of topics to be taught with a time frame for instruction, the assessments to be administered and recommended instructional supports. These maps are monitored at weekly grade level meetings and at periodic district grade level workshops. School based weekly meetings engage data to inform and adjustment individual student instructional programs, re-align instructional practices, determine inclusion for support work and make RtI referrals. Monthly faculty meetings and early release days are "professional learning community" workshop times where we review data and adjust practices.

4. Additional Curriculum Area:

Science: Hope Valley School uses GemsNet as its Grade K – 4 science program. This program follows the Chariho Regional School District Science Standards. GemsNet and the district standards reflect the Rhode Island Science Grade Span Expectations (2007).

GemsNet (Guiding Education in Mathematics and Science Network) is a hands-on, inquiry based kit program. GemsNet kits use a constructivist approach that immerses the children in the scientific method. The students explore a problem, develop theories, make predictions, and develop evidence-based knowledge through experimentation. Over a five year period, GemsNet engages children in scaffolding, sequenced experiences in earth science, life science, and physical science. Technology and real life situations are stressed.

Language arts, mathematics and social studies are integrated into the science program through science journaling. The effectiveness of GemsNet is closely monitored through common formative and summative assessments, data collection, and school/district wide workshops. Professional development is on-going.

Practical everyday environmental connections link the science curriculum to the real world through our Hope Valley Garden and our Recycling Program. Both of these initiatives, the Hope Valley Garden and the Recycling Program, are aligned with our school's mission and goals, and with service learning, which connects our students with the community in which they live.

Begun in 2001, the Hope Valley Garden has increased to 18 raised vegetable beds. The garden is managed by a teacher coordinator; the gardening is done by community/parent volunteers and students who log over 300 hours. Summer work is managed by student/family teams. The garden currently yields up to 400 pounds of produce which is donated to a local food pantry, a homeless shelter, and families in need.

The recycling and litter program is coordinated by a Teacher Aide and managed by the children. Last year's goal of 1350 pounds was increased by 25% for the current year. The students collect, weigh, calculate and chart the weekly collection. In addition, environmental awareness education is advanced by the recycling team through posters encouraging wise choices and through songs and chants at school-wide assemblies.

Grade four students culminate their elementary experience with a science project. Together these projects become the annual spring Science Fair open to the school and community. Individually developed student projects incorporate research, writing, visual and verbal presentation, and organization as well as math, art, music and technology skills.

5. Instructional Methods:

Fundamental to Hope Valley School's mission is the second goal of our School Plan for Excellence: "The school will create a learning environment that focuses on the diverse needs of children."

While we believe that a skilled faculty, informed and practiced in educational theory and methods is a key human element, we are also cognizant that the diverse needs of a community learners requires a pragmatic approach – one where educators are willing to try new or modified approaches that may not fit the “current” trend. In conjunction with proven methods, we continue to review, refresh and design approaches that will sustain this goal.

Though we strive to have each child achieve the highest cognitive domain of Bloom's Taxonomy of Educational Objectives or engage successfully with Marzano's and Kendall's New Taxonomy of Educational Objectives, we realize that a learner must work through each level at their own pace with the assistance of appropriate “differentiated” instructional practices that support their efforts.

Driving our decisions about which approach is best suited to a specific situation is our scrutiny of the various pieces of cognitive and personal data derived from “on-going” formative and summative assessments in the CORE curriculum areas and from a variety of diagnostic tools. In addition, we remain cognizant of the social and emotional dynamics that impact learning utilizing a variety of “research based interventions”.

The implementation of diverse instructional practices/methods are integral to daily classroom instruction. Two examples are “Tiered Reading” and “inclusive” mathematics instruction. In both, instruction is in a whole class setting (including children with “special” learning needs) with provisions for differentiated instruction through flexible “skill targeted” subgroups, small group instruction, and individual conferencing. In-class specialist support and teacher assistant is present. Throughout the day other specialists (OT, PT, speech/language, APE, resource, social worker, psychologist) and peer tutors are available.

The school Technology Plan affords us the tools of technology to differentiate instruction, particularly in math, to meet the needs of both the at-risk student and the gifted student. Specifically, the morning Plato Math and Kurtzweil programs assist in remediation for below level students. Other programs, like X-Connects Math, Kidspiration, and Inspiration allow teachers to challenge all students. Advanced learners are able participate in the Exceptional Learner program where students nominated by teachers and parents have the opportunity to explore and research a self-selected topic in depth.

6. Professional Development:

The Chariho Regional School District Vision 2013 (a collaborative effort involving community and district personnel) established the District's 5 year plan. Strategy 6 of Vision 2013, Educator Quality, requires the development of "...a research-based, professional development plan...that supports the growth of individuals..." Vision 2013 guides the goals for Hope Valley's annual plan.

The current goals of the Hope Valley School's Plan for Excellence are:

- Students will demonstrate success by achieving at or above the established standard
- The school will create a learning environment that focuses on the diverse needs of children
- The family, school and community will work together to promote learning and success.

Within each goal, strategies and activities provide specific direction toward achieving that goal. Professional development is a key support to each of these goals. Our goal strategies are based on the analyses of formative and summative data, learning trends, instructional initiatives, social-emotional concerns, and parent/community needs. These inform the supporting professional development activities. It is paramount that each professional development activity be designed to address standards and improve teaching and learning. Where district professional development paints with "broad strokes", at the local school level, using district goals as guidance, we refine the district goals to specifically address school needs.

The present district-wide initiatives and professional development activities in math, science, technology, and data application are supported directly by the District office. We access these professional development activities and engage in further professional development that compliments District initiatives. Examples of school level professional development are:

- RITTI Training (technology instruction)
- Big Six Information Literacy (writing instruction)
- Formative Assessment (data application)
- Understanding by Design (instruction; planning)
- EnVisions Math (instruction; data planning)
- Gemsnet Science (instruction)
- Writing in Science (instruction)
- CORE (reading instruction)
- X-Connects (math instruction)
- Tiered Reading (instruction)
- RtI (instruction; data planning)

School level professional development may occur as an individual initiatives, on school release time, at monthly faculty meetings, at grade-level meetings, and during district early-release days. Based on data, we are confident our approach to professional development has contributed to the improvement of student learning and instruction, directly influenced improvement on state level summative assessments, and assisted in sustaining high levels of achievement. Planning and refining professional development occurs throughout the year culminating with our school plan. It continues to be a work in progress.

7. School Leadership:

Leadership in this school is inspired by the collaboration and collegial trust that we- faculty, staff, and principal have developed. Over the years, we have become a “professional learning community” -- long before that phrase became part of the educational lexicon. We trust this faculty and staff – we trust one another.

The principal took his philosophical cue on leadership from Roland Barth’s Improving Schools from Within (1990, Jossey-Bass Publishers, San Francisco). Truly an inspirational book, two important ideas emerge – leadership and community,” describing principals not so much as “authority figures” but more as “coalition builders.” He envisioned Hope Valley as “our” school, not “my” school - as a community that encompassed parents, faculty and staff, and the children.

We faltered, picked ourselves up, adjusted and continued. We emerged as we shared goals, shared action, and shared responsibility. An example of this is how our faculty meeting agenda evolves. Union contract stipulates that the principal post an agenda 24 hours prior to a faculty meeting. Chart paper in the faculty work room three weeks before a meeting is labeled and dated: “Faculty Meeting Agenda”. As equal players, anyone can post items - the rule being, if you post, you sign and present the topic to be discussed. Thus, we have a “participatory” agenda and comply with the contract. It is empowering. Over time, it happens that posted items get “fixed” and crossed off before the meeting. We are all players invested with the power to make change.

Hope Valley School is truly a “professional learning community.” With district and state department guidance, we collaborate to advance student achievement and improve instruction. We develop a budget, set annual goals, devise - with our community group - an annual school plan, allocate and distribute resources. More significantly, we are a team that assembles, analyzes, and interprets “learning” data to inform instruction. We discuss and devise instructional approaches to enhance student learning. For the child and learning, we don’t vote – we come to consensus.

“There is abundant research linking levels of student achievement to educators who work in the collaborative culture of a professional learning community” (Rick DuFour, Working Together, Phi Delta Kappan, February, 2011). Hope Valley School concurs.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: New England Common Assessment
Edition/Publication Year: 2010 Publisher: Measured progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
3/4 - Proficient/ proficient with distinction	80	58	70	51	65
4 - Proficient with distinction	27	21	19	20	18
Number of students tested	51	38	48	49	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
3/4 - Proficient/ proficient with distinction	73			8	
4 - Proficient with distinction	9			0	
Number of students tested	11			12	
2. African American Students					
3/4 - Proficient/ proficient with distinction					
4 - Proficient with distinction					
Number of students tested					
3. Hispanic or Latino Students					
3/4 - Proficient/ proficient with distinction					
4 - Proficient with distinction					
Number of students tested					
4. Special Education Students					
3/4 - Proficient/ proficient with distinction					
4 - Proficient with distinction					
Number of students tested					
5. English Language Learner Students					
3/4 - Proficient/ proficient with distinction					
4 - Proficient with distinction					
Number of students tested					
6.					
3/4 - Proficient/ proficient with distinction					
4 - Proficient with distinction					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: New England Common Assessment
Edition/Publication Year: 2010 Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
3/4 Proficient /Proficient with distinction	92	74	85	73	86
4 Proficient with distinction	37	32	15	12	33
Number of students tested	51	38	48	49	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
3/4 Proficient /Proficient with distinction	91			67	
4 Proficient with distinction	36			0	
Number of students tested	11			12	
2. African American Students					
3/4 Proficient /Proficient with distinction					
4 Proficient with distinction					
Number of students tested					
3. Hispanic or Latino Students					
3/4 Proficient /Proficient with distinction					
4 Proficient with distinction					
Number of students tested					
4. Special Education Students					
3/4 Proficient /Proficient with distinction					
4 Proficient with distinction					
Number of students tested					
5. English Language Learner Students					
3/4 Proficient /Proficient with distinction					
4 Proficient with distinction					
Number of students tested					
6.					
3/4 Proficient /Proficient with distinction					
4 Proficient with distinction					
Number of students tested					
NOTES:					

11RII

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: New England Common Assessment
Edition/Publication Year: 2010 Publisher: Measured progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
3/4 - Proficient / Proficient with distinction	90	69	77	79	80
4 - Proficient with distinction	57	23	28	25	23
Number of students tested	42	48	47	52	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
3/4 - Proficient / Proficient with distinction	91				
4 - Proficient with distinction	36				
Number of students tested	11				
2. African American Students					
3/4 - Proficient / Proficient with distinction					
4 - Proficient with distinction					
Number of students tested					
3. Hispanic or Latino Students					
3/4 - Proficient / Proficient with distinction					
4 - Proficient with distinction					
Number of students tested					
4. Special Education Students					
3/4 - Proficient / Proficient with distinction					
4 - Proficient with distinction					
Number of students tested					
5. English Language Learner Students					
3/4 - Proficient / Proficient with distinction					
4 - Proficient with distinction					
Number of students tested					
6.					
3/4 - Proficient / Proficient with distinction					
4 - Proficient with distinction					
Number of students tested					
NOTES:					

11RII

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: New England Common Assessment
Edition/Publication Year: 2010 Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
3/4 Proficient / Proficient with distinction	93	79	77	79	80
4 - Proficient with distinction	48	23	34	25	23
Number of students tested	42	48	47	52	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
3/4 Proficient / Proficient with distinction	82				
4 - Proficient with distinction	18				
Number of students tested	11				
2. African American Students					
3/4 Proficient / Proficient with distinction					
4 - Proficient with distinction					
Number of students tested					
3. Hispanic or Latino Students					
3/4 Proficient / Proficient with distinction					
4 - Proficient with distinction					
Number of students tested					
4. Special Education Students					
3/4 Proficient / Proficient with distinction					
4 - Proficient with distinction					
Number of students tested					
5. English Language Learner Students					
3/4 Proficient / Proficient with distinction					
4 - Proficient with distinction					
Number of students tested					
6.					
3/4 Proficient / Proficient with distinction					
4 - Proficient with distinction					
Number of students tested					
NOTES:					

11RII

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
3/4 Proficient/ Proficient with distinction	85	64	74	65	73
4 - proficient with distinction	42	22	24	23	21
Number of students tested	93	86	95	101	97
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
3/4 Proficient/ Proficient with distinction	81			8	
4 - proficient with distinction	23			0	
Number of students tested	22			12	
2. African American Students					
3/4 Proficient/ Proficient with distinction					
4 - proficient with distinction					
Number of students tested					
3. Hispanic or Latino Students					
3/4 Proficient/ Proficient with distinction					
4 - proficient with distinction					
Number of students tested					
4. Special Education Students					
3/4 Proficient/ Proficient with distinction					
4 - proficient with distinction					
Number of students tested					
5. English Language Learner Students					
3/4 Proficient/ Proficient with distinction					
4 - proficient with distinction					
Number of students tested					
6.					
3/4 Proficient/ Proficient with distinction					
4 - proficient with distinction					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
3/4 - proficient / proficient with distinction	93	77	81	79	88
4 - proficient with distinction	43	28	25	25	37
Number of students tested	93	86	94	101	97
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
3/4 - proficient / proficient with distinction	87			67	
4 - proficient with distinction	50			67	
Number of students tested	11			12	
2. African American Students					
3/4 - proficient / proficient with distinction					
4 - proficient with distinction					
Number of students tested					
3. Hispanic or Latino Students					
3/4 - proficient / proficient with distinction					
4 - proficient with distinction					
Number of students tested					
4. Special Education Students					
3/4 - proficient / proficient with distinction					
4 - proficient with distinction					
Number of students tested					
5. English Language Learner Students					
3/4 - proficient / proficient with distinction					
4 - proficient with distinction					
Number of students tested					
6.					
3/4 - proficient / proficient with distinction					
4 - proficient with distinction					
Number of students tested					
NOTES:					