

PART I - ELIGIBILITY CERTIFICATION

11VA5

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

11VA5

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 9 Elementary schools
 (per district designation) 3 Middle/Junior high schools
4 High schools
0 K-12 schools
16 Total schools in district
2. District per-pupil expenditure: 8945

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 6
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	0	0	0		6	0	0	0
K	23	14	37		7	0	0	0
1	14	13	27		8	0	0	0
2	12	16	28		9	0	0	0
3	13	14	27		10	0	0	0
4	14	11	25		11	0	0	0
5	10	8	18		12	0	0	0
Total in Applying School:								162

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
3 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
97 % 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: 18%

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.	9
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	21
(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	170
(5)	Total transferred students in row (3) divided by total students in row (4).	0.18
(6)	Amount in row (5) multiplied by 100.	18

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: 55%
 Total number of students who qualify: 94

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: 15%
 Total number of students served: 24

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</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>11</u>	<u>1</u>
Special resource teachers/specialists	<u>0</u>	<u>6</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>18</u>	<u>10</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: 15:1

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	93%	96%	96%	95%	95%
Daily teacher attendance	95%	94%	95%	95%	95%
Teacher turnover rate	6%	5%	13%	14%	18%
High school graduation rate	%	%	%	%	%

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

Our student attendance rate dropped below 95% during 2009-2010 due to an unusually high number of cases of strep and the stomach virus. An outbreak of the flu also contributed to the lower attendance rate during that year.

During the school year, 2008-2009, we had one classroom teacher who had major surgery and rehab for an extended period of time missing nearly 7 months of school. With such a small school, her number of absences skewed the overall attendance rate.

As for teacher turnover rates:

2005-2006: There were 4 teachers who retired or left the area and had to be replaced. 2006-2007: There were 3 transfers within the division--all three teachers simply transferring to a school closer to home. 2007-2008: Springville Elementary was cut by one position, one teacher left the area, and one teacher transferred to a school closer to home.

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:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

The first Springville Schoolhouse was a one-room log structure built in the 1870's. It was "renovated" and another room was added in 1890. In 1921 a larger school house was built that consisted of two rooms for grades 1 through 7. Nearly 26 years later, a third room was added. However, to accommodate an increasing enrollment at Springville Elementary, in 1965, the current facility—with 7 classrooms, a kitchen, and a cafeteria/gymnasium—was constructed. As enrollment continued to grow, so did the facility. By 1980 a new wing was added which included 6 more classrooms and a library.

Springville Elementary is a K-5 elementary school that sits approximately 7 miles outside of the town limits of Bluefield, VA, in a rural area known as Springville. Though there are a couple of exceptions—students who live closer to and attend Tazewell Middle School—most of the students from Springville Elementary move on to Graham Middle School for 6th grade, in Bluefield. For the school year 2010-2011, we have two classes each in kindergarten, first grade, and second grade. We have one class each in third, fourth, and fifth grade. The class configuration shifts from year-to-year as the class size changes.

Though our students were experiencing success and high achievement on our state's Standards of Learning assessments each year, we felt like we could do more to help our children continue to succeed. Two and a half years ago, we set out as a faculty to rewrite our mission statement. Parents and central office staff participated in our 5-month effort to construct a mission statement that would include all facets of a public school during this era of high accountability. We sought input from the key stakeholders: parents, teachers, and administrators, as we crafted a statement that would address the needs of the most important stakeholders—the students.

Using Alan Blankstein's book, *Failure is Not an Option*, as our guide, we created a mission statement that is somewhat "outside the box." We do not have a sentence that reads, "Our mission is to..." Rather, we came up with a graphic design that includes a triangle in the center encased by a square, encompassed by a circle. Around the circumference of the circle, we wrote, "Striving with Encouragement toward Success." The foundation of the square is State Standards. The other three sides include: Proven Strategies, Safe Environment, and Quality Instruction. The triangle represents the stakeholders who work together: Students, Teachers, and Parents, with the central goal for "All to Achieve."

At Springville Elementary, we take a proactive approach to encourage our students to achieve. Nearly five years ago, we implemented our own version of effective school-wide discipline, before there was much buzz about that sort of program in Southwest Virginia. Ours is called P.A.R. Positive Alternative Rewards.

Totally created by teachers for their students, it is simply a program that rewards students for achievement and good character on a weekly basis with special activities at the end of each week. Rather than focusing on punitive measures for lack of effort or unwanted behavior, we decided to focus on the positive behaviors that we desired in the classroom and on the high achievement of our students from day to day and during high stakes testing. The results speak for themselves whenever you review the students' grades from one grading period to the next or whenever you review their achievement on state assessments from year-to-year.

Though Springville Elementary is one of the smallest schools in the county, the amount of pride of our students, teachers, and parents is certainly one of the largest. The tradition of achievement at Springville Elementary is one of which our entire community can be proud. And the level of support that we receive from parents and businesses in our small community is indicative of the ownership that they feel they have in "the best kept little secret in Tazewell County."

1. Assessment Results:

Each year in the state of Virginia, Standards of Learning tests are administered in third, fourth, and fifth grades. The third grade students are assessed in reading, math, science, and social studies. The fourth grade students are assessed in reading, math, and Virginia studies. The fifth grade students are assessed in reading, math, writing, and science. The state of Virginia uses a 600-point scale with a scaled score of 400 to 499 rated as Pass Proficient, a scaled score of 500 to 599 as Pass Advanced, and a 600 as a Perfect Score. A student scoring below 400 receives a Fail/Does Not Meet Criteria. These Standards of Learning tests are written by a committee of educators gathered by the State Department of Education. They meet, review, and revise on a periodic basis. Teachers and administrators are invited by the State Superintendent to apply for participation on these committees each time a new one is convened.

Springville Elementary has remained Fully Accredited during each of the last five years (during the current principal's tenure). It has also met the provisions for Adequate Yearly Progress (AYP) as established by the federal law known as No Child Left Behind. Pass rates in reading and math test scores have steadily improved over the last five years as have the Pass Advanced rates. In particular our third grade scores have led the way with improvement. Our third grade scores have risen from a 75% pass rate in reading in the spring of 2006 to a 100% pass rate in the spring of 2010 (one student actually failed the reading test, but he was a transfer to our school after the AYP deadline last year). They have seen similar improvement in math. In 2006 they had an 87% pass rate in math and then in the spring of 2010 recorded their second straight year with a 100% pass rate.

With over half of the student body qualifying for free/reduced lunch, we could not achieve such high test scores if there was a gap in achievement between that subgroup and the entire student body. The test scores of the economically disadvantaged students have improved in a parallel manner with those of the entire school in reading and in math from the mid-80's to the lower to mid-90's and on occasion they even surpass the overall pass rate for a particular subject/grade-level.

Springville Elementary has few minority students (usually 2 or 3 during any given school year), but with the exception of the spring of 2008 when one minority student did not pass, over the past 5 years, they have had a 100% pass rate on the reading test. With regards to math, each of the testing sessions in 2008 and 2009, there was one minority student who did not pass the test, but otherwise, they have all passed their respective math tests, as well.

We have small numbers of students with disabilities, as well—usually 6 to 8 students K-5--so some years we may have only 1 or 2 in a grade that is assessed. Though we used alternative assessments for 6 of those students in 2006-2007, we only used alternative assessments for 2 last year. As of October 1, 2010, this year, we have only one student in grades 3-5, and that student will be taking all of the regular Standards of Learning tests with the appropriate accommodations as prescribed in the IEP. Springville Elementary has no LEP students.

The state of Virginia provides division-wide and school-specific report cards as required by No Child Left Behind. You may access Springville's report card by following the link below.

<https://p1pe.doe.virginia.gov/reportcard/report.do?division=92&schoolName=599>

2. Using Assessment Results:

Data disaggregation is the key to effective differentiated instruction that meets each student's individual needs. Over the years, we have used various assessments (PALS, Dibbles, STAR, and SOLAR, to name a few) as diagnostic tools to help our teachers determine strengths and weaknesses of their students in

reading. Administering these assessments 3 or 4 times each year, we are able to track each student's growth and progress, and we are also able to determine areas of weakness that require re-teaching in the classroom during whole-group or small group instruction or through the Title I program. In fact, some years, as funding was available, we were able to provide after-school tutoring to students. They were assigned to particular sessions and groups based on their areas of weakness as determined by the SOLAR benchmark tests that we were using at the time.

Benchmark testing in reading and math has been a part of our regular routine for the last 4 years. We are continuing that practice this year with a new assessment: The MAP Test (Measure of Academic Progress). This is a nationally-normed assessment product by Northwest Evaluation Association. We use this for benchmarking in reading and math at the beginning of the year, mid-year, and at the end of the year.

The first test helps us to determine in which group to place our students during the one-hour small-group workshop instruction block for reading for the first semester. The mid-year assessment shows us the growth that each student has realized (or the lack thereof) and gives us more information about how best to meet the needs of each student. Adjustments to the small-group assignments are made as a result of the second MAP test of the year. The third assessment provides three valuable pieces of data for us as a staff.

1.) It shows the percentage of students who are reading at or above grade-level as measured by national standards; 2.) It shows areas of strength and weakness for individual students and for classes as a whole. Teachers are able to determine if there are particular standards with which their classes seemed to have excelled, or if there were particular standards that their classes had not mastered. This information is then used to adjust their planning and instruction for the next year (especially with regards to the standards with which their students still seemed to be struggling by the end of the year); and 3.) It provides the basis for assignment to small-group workshop instruction for the beginning of the next year, so that we can "hit the ground running" even before the first assessment is administered (which normally takes place sometime during around the 20th day of school).

3. Communicating Assessment Results:

At Springville Elementary we place a high priority on maintaining open communication between the teachers and the parents. Though we realize that on occasion we might need to call parents regarding a lack of progress, each teacher is given a "Positive Contact Log." They are encouraged and expected to make a positive contact through a note, a phone call, or a face-to-face meeting at some point during the first month of school each year for each student in the class. This practice sets the tone and establishes the expectation for better communication between parents and teachers throughout the school year.

All of our classroom teachers, K-5, utilize pocket folders with their students. One side is designated as "Keep at Home," while the other side is designated as "Send Back." Kindergarten teachers send the folders home every day. Teachers in first through fifth grade send the folders home weekly. With these folders, our teachers are able to keep parents informed about the child's daily/weekly progress, previous grades, and current assignments.

In addition to the pocket folders, parents of students in third, fourth, and fifth grades can access their child's attendance and grades on-line through our new student database program. After securing a login and password from the office, they can access their child's account at anytime from home.

As soon as the school report card is made available from the state, copies of the first page (which includes accreditation status, AYP status, and the pass rates for reading and math) are sent home with every student. The state website is listed for any parent who would like to review the entire school report card, and parents are also offered hard copies from the school if they do not have internet access at home.

At the end of the school year as Standards of Learning test results are made available by the state, the parent reports are sent home for each subject area assessment.

The assessment results are often shared with parents during parent conferences. In addition to grades on report cards, our teachers also discuss the results of PALS and MAP testing with the parents during these conferences.

Springville Elementary includes a link on its website that directs parents to our recent Standards of Learning test results.

4. Sharing Lessons Learned:

Some years we have division-wide staff development during the teacher workdays before the beginning of school. Other years we have division-wide staff development during the teacher workdays built into the school year. For both of these, teachers and administrators often serve as facilitators; and though there are agendas to follow, participating teachers are always encouraged to share their own techniques and strategies with their counterparts from the other schools.

As indicated in the response to Part V #6 regarding professional development, our teachers have opportunities to share with each other on a weekly basis as they discuss new strategies during their weekly professional learning community meetings.

In addition, the principal has been able to share some of the strategies and practices used at the school through print media. In September 2007, Larry Graff wrote an article for *Pro Principal* that highlighted the partnership between local businesses and the school to provide incentives for student achievement at Springville Elementary School. As the article highlighted, the program was used to reinforce positive behaviors and effort from the students.

The principal also wrote an article for the *Virginia Educational Leadership Journal* in the fall of 2008 for the Virginia Association for Supervision and Curriculum Development (VASCD). This article focused on best practices for building relationships with the key stakeholders in a public school setting.

As a result of the article, the principal was invited to be a presenter at the SACS/CASI State School Improvement Conference in Williamsburg, VA, in the spring of 2009.

Though this might be considered a little out of the ordinary, the final strategy of sharing has certainly proven fruitful. Each of the last 5 years, as well as the beginning of this year, with input from the PTA officers and the school secretary, a “short list” of reliable parent volunteers has been created. Those volunteers assist in the office, in the classroom, in the library—wherever there is a need. They participate in nearly every part of the school routine. As a result of this practice, many volunteers have transitioned into school division employees...one full-time, one part-time, and many substitute teachers. Being actively involved in the school has often inspired our volunteers to want to do more.

1. Curriculum:

Springville Elementary has implemented the core curriculum adopted by the state of Virginia through the Standards of Learning. These Standards of Learning provide a framework for instruction in the four core subjects (reading, math, science, social studies), as well as other areas (music, physical education, and technology...to name a few). The Standards of Learning were written by committees consisting of teachers, administrators, parents, and business leaders. They are reviewed and revised periodically to meet the needs of an ever-changing society and world economy. The goal of developing these Standards of Learning is to help insure uniformity among the schools throughout the Commonwealth, so that all students who graduate from Virginia public schools will have the necessary knowledge and skills to enter college or the workforce with the confident hope of a successful future.

The reading curriculum begins in kindergarten with the basic concepts and skills of understanding how print is organized, letter identification, phonetic awareness, and the ability to comprehend fiction and nonfiction passages when read to them. "Reading is the priority in the first grade. The student will be immersed in a print-rich environment to develop oral language skills, phonetic skills, vocabulary, comprehension, and an awareness of print materials as sources of information and enjoyment." (VDOE, Standards of Learning) Two common foci for first and second grade are phonics and phonemic awareness. As these two grades seek to improve fluency, a greater emphasis is placed on reading for comprehension in the second grade. This emphasis on comprehension continues for the remainder of the student's public school years. Different genres are introduced. Different skills to assist in comprehension are introduced. But the main goal of reading instruction from second grade forward is to read for comprehension.

The math curriculum is divided into common strands of skills that remain consistent K-5. The level of complexity increases as they progress through the grades, but children are exposed to some of the basic concepts in each category while they are in kindergarten. The idea is that with this consistency from grade to grade, we will be able to deepen their understanding of these common strands from year to year. Those strands include: Number and Number Sense; Computation and Estimation; Measurement; Geometry; Probability and Statistics; and Patterns, Functions, and Algebra.

The science curriculum is divided into common strands of skills similar to the math curriculum. Each year students are exposed to increasingly more complex examples, knowledge, and skills within the science curriculum, but they all fall within the following common strands: Scientific Investigation, Reasoning, and Logic; Force, Motion, and Energy; Matter; Life Processes; Interrelationships in Earth and Space Systems; Earth Patterns, Cycles, and Change; and Resources.

As with math and science, the social studies curriculum is organized and taught K-5 through common strands of knowledge. Those common strands are: History; Geography; Economics; and Civics. While kindergarten and first grade focus on basics such as the Founding Fathers; where our school is on a state map; the value of different items today and at different times in our history; and the basic parts of government; the curriculum increases in information in grades two and three. In third grade a K-3 cumulative Standards of Learning test is administered for history. (Springville Elementary has had a 100% pass rate on this test for 3 years in a row and for 4 of the last 5 years.) The Social Studies curriculum culminates with an in-depth study of Virginia—from Jamestown to Williamsburg to Richmond—spanning 400 years of history for our Commonwealth.

Though grades are not assigned for music, physical education, and technology, there are Standards of Learning that must be covered in these subject areas, as well. With such a small school, we do not qualify for full-time resource teachers. Therefore we share music, physical education, and art teachers with other

schools in our division. However, a schedule is constructed each year that maximizes the use of these resource teachers each day they are in our building.

Springville Elementary has one desktop computer lab with 30 stations and two mobile computer labs with 24 stations each. We utilize a number of computer resources to supplement our reading and math curriculum: Success Maker, Waterford, Study Island, and Measure of Academic Progress benchmark testing. With these various programs, our students are introduced to computers in kindergarten and continue to use them for supplemental activities and research throughout their time at Springville Elementary.

2. Reading/English:

For the five previous years we used a core reading curriculum from Houghton-Mifflin. We implemented a 90-minute reading block for all students K-5, and provided an additional 30-minute intervention for the students experiencing the most difficulty with reading. Using a combination of PALS, Dibbles, and STAR test results, we were able to identify strengths and weaknesses for each student so that the teachers could provide the most appropriate differentiated instruction possible. With funding from the Reading First grant, our teachers received many hours of training in best practices, intervention strategies, and literacy stations.

With an instructional focus on phonics and phonemic awareness in kindergarten and first grade, the teachers are still able to guide classroom discussions that keep the students engaged in the reading passages. Though second and third grades continue to review phonics and phonemic awareness as needed, the teachers now begin teaching comprehension strategies that help the students interact with and better understand the reading passages. From kindergarten through fifth grade our teachers consistently teach the students to make connections between the reading passage and their previous learning and experiences. This, of course, is a key strategy for building reading comprehension that has proven quite effective—as indicated by our Standards of Learning test scores.

This year we have a division-wide emphasis on reading and have implemented a new reading series and a new approach to reading instruction. The new reading series is *Imagine It!* It was purchased with funds from a private foundation that is familiar with the success of the series in other school systems. The program consists of one hour of whole-group instruction, one hour of small-group workshop instruction, and thirty minutes of writing instruction for all students. In addition the students who are reading at or below the 20th percentile, as indicated by the Measure of Academic Progress (MAP) test by Northwest Evaluation Association, receive an additional 30 minutes on intervention in the afternoon.

A reading consultant has been provided to assist with the implementation of the new curriculum and to provide suggestions and strategies for effective instruction. However, she has often commented on how well our teachers are doing...a credit to the training from the previous years and a credit to their professionalism and desire for all students to succeed.

3. Mathematics:

The foundation of the math curriculum at Springville Elementary is the Standards of Learning from the state department of education. We use the math series from Harcourt Brace in all grade levels to assist in the implementation of the state standards. As described in the overview of the entire curriculum, topics and skills from specified strands are taught at each grade level.

Our teachers provide whole-group instruction on a daily basis, but they also utilize small-group collaboration for some activities. In addition many of our teachers in the upper grades have developed math centers that focus on specific skills as categorized and defined by the state Standards of Learning.

Springville Elementary uses a number of on-line resources to assist students in their acquisition of the appropriate math skills. As with reading, such programs as Study Island and Success Maker are used to

supplement instruction and provide interactive and engaging activities using technology. Each class is assigned a period each day in the computer lab for such activities.

With all classrooms equipped with SMART Board technology, as well, many activities are incorporated into the classroom. Most of the teachers use the SMART Board on a daily basis for whole-group instruction and for small-group skill-specific centers.

The Measure of Academic Progress program has a math assessment in addition to the reading assessment. Springville Elementary assesses the students' math skills using this program. It provides an overview of general skills knowledge and a nationwide percentile for appropriate grade-level determination. Teachers adjust their instruction whenever specific skills show up as weaknesses for a majority of their class, and they offer differentiated instruction for individual students based on the personal areas of weakness identified through this assessment. Of course, as with most, our teachers also adjust their instruction to meet the needs of their students based on teacher-made assessments and classroom observations.

4. Additional Curriculum Area:

Though we pride ourselves on providing standards-based, high quality instruction in all 4 core areas (reading, math, science, and social studies), the common link between them all is the use of **technology** as a tool to supplement and enhance that instruction. From kindergarten through fifth grade, our teachers use technology to assist them with instruction, and the students are the ultimate benefactors.

The state technology standards that are designated for students are easily met at Springville Elementary. From regular classroom teachers to our resource teachers to our special education and Title I teachers, all of them utilize the SMART Board and the internet to supplement their instruction.

The new reading series, *Imagine It!* has an on-line component for teacher planning and an on-line component for student instruction. Both are used on a daily basis in many of the classrooms. Our teachers have included the use of a number of educational websites into their instruction in math and reading, which they incorporate into centers for small-group activities on a weekly basis (if not a daily basis) in many of our classrooms.

The music teacher uses the SMART Board often to assist with instruction. The guidance counselor, who teaches classes using the state-prescribed character education program, often uses the computer lab for the older students to research topics related to character education. The physical education teacher uses a pair of Wii consoles to get the students active and to provide a wide variety of ways for them to get fit and to stay fit.

Our teachers in fourth and fifth grades use the internet on a regular basis for research in science and social studies. With careful guidance, they allow the students to discover many of the concepts and facts that are included in the core subject Standards of Learning.

As mentioned before, we also use technology to assist us with assessment: both prescriptive and summative. We utilize MAP testing (conducted on-line) to help us prescribe the types and level of intervention students need in the main core areas of reading and math. Tazewell County Public Schools has conducted on-line Standards of Learning testing for a number of years, so we also use technology as the tool upon which we rely for summative assessment administration, scoring, recording, and reporting.

5. Instructional Methods:

With more than half of the student body qualifying for free or reduced lunch—designated as economically disadvantaged—in order for our school to be successful, we must definitely meet the needs of the economically disadvantaged. We accomplish this in a number of different ways.

For one, we have an emphasis on establishing and maintaining positive relationships with the students, so that they want to please the adults—they want to be successful and make the teachers proud of them. With our PAR program (mentioned elsewhere in this application), we focus on the positive behaviors, attitudes, and performance that are desired, which for Springville, has resulted in high achievement year after year. We also make a concerted effort to reach out to the parents and establish the same sort of positive relationships with them, thus producing more supportive and actively engaged parents. (Research shows that parent involvement is a key part of student success).

From the data standpoint, we are constantly reviewing data (formal and informal) to determine where students are strongest and where they may need additional assistance. While we have a system in place to address areas of need in reading through whole-group and small-group instruction in the classroom, we also make use of Title I staff and special education staff to assist with students who need additional services beyond the regular whole-group and small-group instruction. Guidelines for determining eligibility for Title I are developed at the division level, and guidelines for determining eligibility for special education are developed at the state and federal level.

For the last five and a half years (at least), our teachers have attended numerous workshops on differentiated instruction. Some have been general differentiation and others have been subject-specific, but the goal has been the same: garner new strategies and techniques to help reach the struggling student and to help that student reach his/her potential.

Our teachers take personal ownership of their students and their students' respective achievement, so they are always looking for ways to meet individuals' needs. Almost to the person, everyone in the classroom wants the same thing: The teachers know that the students will be pleased with themselves when they achieve, and the students know that the teachers will be pleased with them when they achieve...truly a win/win scenario.

6. Professional Development:

We have utilized two different types of professional development this year. One has been through an on-line program. The other has been as part of our implementation of the new reading curriculum.

For a portion of the year with funding from the division, we have been able to take advantage of an on-line professional development program called "PD360." Numerous topics are available with this program, but we split up into three different professional learning communities and focused our learning on the following topics: Positive Discipline, Classroom Instruction that Works and Motivation for All Students. The key aspect of each of these has been creating and maintaining a positive atmosphere in which the students can work. The lessons have been beneficial and the level of engagement of the teachers has been impressive. Already wanting to focus on the positive results of proper behavior and effort, these topics have complemented our efforts to encourage our students toward success.

Our procedures have been as follows: On Monday of each week, the teachers watch the video segments as assigned in their respective PLC's. They answer the summary questions individually. On Tuesday, Wednesday, and Thursday, they implement at least one strategy or practice from the video segment. On Thursday after school, they meet in their PLC's and answer follow-up questions and discuss the effectiveness of the strategy or technique that they tried during the week.

As part of the implementation of the new reading series, we have also met weekly to provide collaborative planning by grade-level. And as suggested by the reading consultant from the private grant foundation, we include the Title I and special education teachers in these weekly meetings to make sure that they cover the same skills with their identified students as are covered in the regular classroom.

Of course as a result of these grade-level meetings, the teachers are able to share with one another strategies that worked and those that didn't. The idea of collaborative planning is not new to our school. It has proven to be a vital part of our success for many years. This year, however, we have been able to add our Title I and special education teachers to the grade-level meetings, and we hope that these common planning sessions will prove to be useful for the classroom and resource teachers, alike.

7. School Leadership:

As principal, I have a personal policy of never asking my teachers to do something I have not already done or would not be willing to do. I try as much as possible to "practice what I preach" and to lead by example.

With that said, I believe in the importance of building and maintaining personal relationships with all of the stakeholders in my school: the students, their parents, and their teachers. Though it is important for the students to respect me, if they like me, then they want to please me. Though it is important for parents to understand that my first priority is providing their children with a high-quality education, a close second is garnering their trust in me to do the right thing...so that even on those rare occasions that they may not agree with a decision, they are more likely to have faith in my desire and ability to do what is best. And as for teachers, well, they are the ones doing the real work of education. While they need to understand that I have high expectations for them, it is vitally important that they can rely on me to provide them with the resources to meet those expectations.

My primary role is to set the goals. But that is not where my responsibility ends. I believe it is incumbent upon a principal to keep the staff focused on those goals, to provide the resources to meet those goals, and to get out of the way to allow the teachers to reach those goals.

With rare exceptions, for five and a half years, I have been in each classroom every day. Sometimes it is simply to greet the students and the teachers. Sometimes it is for observations. Sometimes it is to assist with a class activity. Sometimes it is as a substitute teacher (I have substituted in each grade level, in Title I, special education, guidance, music, and physical education at least once during my tenure). An instructional leader can no more lead from behind his desk than a teacher can teach from behind hers.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Math

Edition/Publication Year: Pearson

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass/Proficient	100	100	100	88	89
Pass/Advanced	75	65	69	33	38
Number of students tested	24	17	40	23	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	4	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass/Proficient	100		100	82	90
Pass/Advanced	60		47	36	30
Number of students tested	15		20	10	22
2. African American Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
4. Special Education Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
5. English Language Learner Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
6.					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
NOTES:					

11VA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Reading

Edition/Publication Year: Pearson Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass/Proficient	100	83	87	83	73
Pass/Advanced	52	39	38	43	32
Number of students tested	25	18	40	22	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	2	0
Percent of students alternatively assessed	0	0	0	8	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass/Proficient	100		79		75
Pass/Advanced	43		20		35
Number of students tested	15		21		20
2. African American Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
4. Special Education Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
5. English Language Learner Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
6.					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
NOTES:					

11VA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Math

Edition/Publication Year: Pearson

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass/Proficient	95	94	65	87	85
Pass/Advanced	47	47	9	30	29
Number of students tested	19	33	24	29	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	3	0	3	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass/Proficient	90	90	60	84	77
Pass/Advanced	30	35	13	32	23
Number of students tested	10	20	16	18	13
2. African American Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
4. Special Education Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
5. English Language Learner Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
6.					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
NOTES:					

11VA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Reading

Edition/Publication Year: Pearson Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass/Proficient	94	97	79	90	91
Pass/Advanced	44	56	25	30	47
Number of students tested	20	33	24	29	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	3	0	3	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass/Proficient		95	75	89	85
Pass/Advanced		50	31	21	46
Number of students tested		20	16	18	12
2. African American Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
4. Special Education Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
5. English Language Learner Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
6.					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
NOTES:					

11VA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Math

Edition/Publication Year: Pearson

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass/Proficient	97	87	96	85	87
Pass/Advanced	75	35	58	39	41
Number of students tested	30	21	26	30	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	0	3	2
Percent of students alternatively assessed	6	10	0	9	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass/Proficient	94	86	94	80	74
Pass/Advanced	65	43	56	13	32
Number of students tested	17	14	16	13	17
2. African American Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
4. Special Education Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
5. English Language Learner Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
6.					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
NOTES:					

11VA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Reading

Edition/Publication Year: Pearson Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass/Proficient	100	96	96	97	95
Pass/Advanced	50	22	27	41	36
Number of students tested	32	21	26	29	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	0	3	0
Percent of students alternatively assessed	6	9	0	10	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass/Proficient	100	93	94	93	95
Pass/Advanced	59	29	25	14	26
Number of students tested	17	13	16	12	17
2. African American Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
4. Special Education Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
5. English Language Learner Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
6.					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
NOTES:					

11VA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass/Proficient	97	93	90	86	87
Pass/Advanced	68	47	49	37	36
Number of students tested	74	74	90	82	110
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	2	3	0	5	2
Percent of students alternatively assessed	3	4	0	6	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass/Proficient	95	90	86	82	81
Pass/Advanced	54	34	38	29	33
Number of students tested	42	38	52	41	52
2. African American Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
4. Special Education Students					
Pass/Proficient		77	64	58	62
Pass/Advanced		23	0	17	38
Number of students tested		13	14	12	13
5. English Language Learner Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
6.					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
<p>NOTES: The Alternative Assessment for these students was the Virginia Grade Level Assessment (VGLA). This is a portfolio of the student's work collected over the course of the entire year. There must be evidence of the child's understanding of each of the Standards of Learning that are covered on the regular State Assessment. This alternative assessment is provided in accordance with the individual child's IEP.</p>					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass/Proficient	99	93	88	91	86
Pass/Advanced	81	39	31	37	39
Number of students tested	73	75	90	86	108
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3	0	6	0
Percent of students alternatively assessed	3	4	0	7	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass/Proficient	98	90	82	89	85
Pass/Advanced	41	33	25	23	37
Number of students tested	41	39	52	39	49
2. African American Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
4. Special Education Students					
Pass/Proficient		85	64	83	77
Pass/Advanced		15	14	17	8
Number of students tested		13	14	12	13
5. English Language Learner Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
6.					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
<p>NOTES: The Alternative Assessment for these students was the Virginia Grade Level Assessment (VGLA). This is a portfolio of the student's work collected over the course of the entire year. There must be evidence of the child's understanding of each of the Standards of Learning that are covered on the regular State Assessment. This alternative assessment is provided in accordance with the individual child's IEP.</p>					

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