

PART I - ELIGIBILITY CERTIFICATION

12NC1

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12NC1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 53 Elementary schools (includes K-8)
 (per district designation): 17 Middle/Junior high schools
15 High schools
0 K-12 schools
85 Total schools in district
2. District per-pupil expenditure: 8259

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: 5
5. Number of students as of October 1, 2011 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	29	23	52		7	0	0	0
1	23	12	35		8	0	0	0
2	19	18	37		9	0	0	0
3	11	18	29		10	0	0	0
4	19	11	30		11	0	0	0
5	10	16	26		12	0	0	0
Total in Applying School:								209

6. Racial/ethnic composition of the school: 3 % American Indian or Alaska Native
0 % Asian
84 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
4 % White
6 % 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 2010-2011 school year: 55%
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, 2010 until the end of the school year.	46
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	57
(3)	Total of all transferred students [sum of rows (1) and (2)].	103
(4)	Total number of students in the school as of October 1, 2010	187
(5)	Total transferred students in row (3) divided by total students in row (4).	0.55
(6)	Amount in row (5) multiplied by 100.	55

8. Percent of English Language Learners in the school: 2%
Total number of ELL students in the school: 5
Number of non-English languages represented: 2
Specify non-English languages:

Spanish, Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 97%

Total number of students who qualify: 228

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: 14%

Total number of students served: 32

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>6</u>
Paraprofessionals	<u>1</u>	<u>5</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>2</u>
Total number	<u>25</u>	<u>13</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:

16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	93%	94%	93%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

“No Choice but Success!” Pauline Jones Elementary School of Math and Science reverberates with the reality of these words. The school, a Governed School of Choice, is located in the inner city of Fayetteville, North Carolina, serving approximately 230 students enrolled in kindergarten through fifth grade. For many years it has been designated a Title I school with up to 99% of students receiving free or reduced lunch. Currently, the school’s population is comprised of 97% of students who live at or below the poverty level. Opened in 1959, the school began in a middle class neighborhood that later declined into a state of poverty, drugs, and helplessness. Now, it serves as a beacon of hope and the hub of a community that has rallied to bring the school from the brink of closure, due to low performance on End-of-Grade tests, to one of the top performing schools in Cumberland County.

Pauline Jones’s motto and philosophy are tied closely together. “No Choice but Success” and “Rise to a Cause Beyond Yourself” are statements heard and practiced daily by students and staff throughout the school. The once failing school, as evidenced by its 2005-2006 North Carolina End-of-Grade (NC EOG) tests, was the lowest performing school in the state. Pauline Jones has now become a school that others seek to emulate. Schools within the district solicit advice from administrators and faculty about implementing plans and practices that have helped students become successful. Community organizations have rallied to provide support, and the general climate of the neighborhood has turned from failure to hopefulness and pride.

In the last five years many changes have evolved. First, the climate and culture of the school have changed. The building and surrounding environs have witnessed great improvements with abandoned houses demolished, a welcoming school garden created, and an attractive parking lot and playground constructed on the school campus. Close by, the recently completed, federally funded Hope VI Housing Project has opened, fostering a renewed sense of pride in homes, the community, and the school. Within the school itself, changes are everywhere. Classrooms are bright and attractive, and rooms and hallways are clean, quiet, and inviting. Children are actively engaged in the business of learning. Small groups of instruction are found in every nook and corner of the school, and students are excitedly participating and positively interacting with each other and staff members. Positive character traits and values are emphasized in all classes, and respect for all is reciprocal. Prior to the beginning of the actual school day, third through fifth grade students participate in small group instruction or computer lab programs focused on improving reading and math skills. After school, many students attend tutorial programs provided by some nearby Partners in Education.

Perhaps the biggest change in culture within the school is the empowerment granted to teachers and faculty regarding all facets of the educational process. Although the *North Carolina Standard Course of Study (NCSCS)* and the *Cumberland County Task Analysis* must be followed, teachers are given great leeway as to the methods, practices, and schedules used. Pauline Jones has become a place where highly qualified teachers want to be, with four National Board Certified teachers on staff and many outstanding teachers seeking to transfer to the school. High expectations and student success are an everyday occurrence. The 2010-2011 NC EOG performance composite score saw 83% of students performing at or above standard in reading, math, and science. This demonstrates what can be accomplished when good teachers work together, are allowed to be creative, and have ownership in deciding what works best to insure success for all students.

As a result of the changes implemented over the last five years, numerous milestones and recognitions have been achieved. In 2009-2010 and 2010-2011 the school received North Carolina School of Distinction awards from the North Carolina Department of Public Instruction (DPI) for composite scores at or above the 80th percentile. For the last four years, Pauline Jones has received High Growth awards. Perhaps the biggest honor the school has received is the High Flying School Award. This

award, presented in March, 2011, at the 22nd Annual National Youth at Risk Conference, is for raising scores and closing the achievement gap for children at risk.

“We see our school as a professional learning community providing a quality education that nurtures every child socially, emotionally, and academically, thus fostering a lifetime of learning” (School Improvement Plan, 2010-2011). This vision sums up our commitment to our students and the community in which they live. There is “No Choice but Success!”

1. Assessment Results:

A. The achievement levels, or performance standards, for the multiple-choice NC EOG tests were set using the “contrasting groups” method of standardized testing. This method involves having students categorized into various achievement levels. Students are tested in grades three and four in math and reading while students in grade five are tested in science as well.

Level I. Students performing at this level do not have sufficient mastery of knowledge and skills of the subject area to be successful at a more advanced level in the content area. The student is performing well below grade level.

Level II. Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at a more advanced level in the content area. The student is performing below grade level.

Level III. Students performing at this level consistently demonstrate mastery of the subject matter and skills and are prepared for a more advanced level in the content area. The student is performing at grade level.

Level IV. Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the subject matter and are well prepared for a more advanced level in the content area. The student is performing above grade level.

The Federal No Child Left Behind Adequate Yearly Progress (AYP) standards set the goal for Pauline Jones's acceptable level of performance. AYP goals for 2010-2011, which were 72% in reading and 89% in math, were exceeded.

B. The high growth performance trends found in the Pauline Jones data tables have demonstrated the effectiveness of an empowered, caring, and competent team. In 2006-2007, the decision making model of the school was restructured, and the number of highly qualified teachers employed was increased. Beginning with the following year, Pauline Jones has consistently performed at North Carolina high growth standards. In 2010-2011 the students had the highest growth in the Cumberland County School System. Pauline Jones was recognized for high achievement at the 2011 National Youth-At-Risk Conference for High Flying Schools in Savannah, Georgia.

A more rigorous NC EOG reading test was introduced in 2007-2008. The school and state proficiency scores reflected a loss; however, for the following years reading proficiency scores at Pauline Jones improved by 46 percent. Math scores improved for the five year period in proficiency by 58 percent. There were no significant achievement gaps between the total of all student scores and student subgroup scores. The team's goal was, and will continue to be, 100% proficiency for all students.

The single most important factor for the significant gains in scores was attributed to an empowered, caring, and highly competent instructional team. The school team's capacity to analyze student achievement data and develop effective programs and instructional activities has moved to a high level. Team members had a conscious awareness of the importance of synergy in school improvement. Their main focus was, and continues to be, achieving high proficiency and fostering a love for learning for all.

The school culture was based on the motto that students have “No Choice but Success.” Consequently, mastery learning concepts were used to guide student instruction. Student achievement data were used to develop individualized instruction plans for reading and math. Retired teacher tutors were employed to provide small group instruction during reading and math classes. There was, and continues to be, a high

level of active student engagement during the entire instructional day. Priority was placed on routines, starting when the students first entered the school in the morning. Thus, an orderly environment where students felt safe was quickly and consistently established.

All third through fifth grade students attended a morning program five days per week. Students were selected for differentiated instruction based on achievement data. They participated in small reading and math groups and individualized computer classes or “Battle of the Books” activities. Flexible schedules were designed for teachers who participated in the morning program. Similar afterschool activities were provided when funds were available.

An important factor in the significant proficiency gains was community partnerships. Two churches sponsored afterschool programs that provided tutoring and social development activities for the students four days each week. Snacks, dinner, and transportation from school and to home were provided. The school and partnership teams aligned instructional activities with student achievement data. The data were based on results from benchmark tests and classroom performance. School specialists provided instructional activities and methods for the church tutors and directors.

The school and community envisioned themselves as “a professional learning community providing a quality education that nurtured every child socially, emotionally, and academically, thus fostering a lifetime of learning” (School Improvement Plan 2010-2012). The team believed, and continues to believe, in a climate of collaboration and communication among the teachers, administrators, parents, and the community.

2. Using Assessment Results:

Assessment data are used to design instructional activities and programs at Pauline Jones. The school team examines formative and summative data continually because student achievement varies as the school population changes and the school year progresses. Achievement data are used to determine how to allot school funds and community resources for the most efficient, effective programs and strategies to meet student needs. A data analysis team reviews current and past achievement data to ensure that the school sustains high performance. All programs and activities focus on federal, state, and local guidelines and goals.

The state mandated kindergarten through second grade literacy and math assessments are given during each grading period. The results are used to guide whole group, small group, and individualized instruction, and students are then taught in skill specific learning centers. Reading assessments are used to identify at risk students who receive small group instruction from reading specialists. Summative reports are developed and used to review the effectiveness of these instructional strategies.

Third through fifth grade students are evaluated by progress assessments in reading and math each nine weeks. These tests are designed to give teachers a report of students’ progress toward mastering the *NCSCS*. Teachers use the data to guide mastery learning strategies in the classroom. The data are used to form small learning groups and develop individualized instructional activities. Assessment data are used to allot tutors to grade levels that have the highest number of low performing students. The data are also used to place students in morning and afterschool tutoring programs.

Computer assisted programs provide individualized instruction for all students. The programs generate student and class assessment reports. These data are used to analyze learners’ progress in mastering skills. The Standardized Testing and Reporting (STAR™) computer program identifies student reading levels, and the Accelerated Reader™ (AR) program is used to monitor student progress. The SuccessMaker® program places students at the appropriate instructional level and reports student and class progress in reading and math. Waterford Early Reading Program™, a computer program for kindergarten through second grade, diagnoses each student’s phonemic awareness level and provides individualized instruction. The program generates progress reports that are used to measure improvement.

A Student Services Team uses the assessment data to develop interventions for students not making adequate academic or social progress. Personalized Education Plans are developed for these students and monitored by the team. If a student does not make adequate progress, the team refers the student for Exceptional Children's Services. A detailed evaluation is completed and used for additional specialized instruction.

Student progress assessments are an integral part of instruction. The data drive the use of mastery learning strategies. Flexibility is a vital component of the plan where programs are designed and redesigned, students taught and retaught, tutors assigned and reassigned, and funds allocated and reallocated until all students are successful. There is "No Choice but Success."

The communication of assessment data to students, parents and the community is part of the school culture. These stakeholders must receive ongoing feedback. Feedback on the progress of each learner begins in the classroom. Interchanges between students and teachers allow the students to explain their thinking processes and to be redirected if necessary. A student homework planner informs parents of daily assignments and expectations. Parents receive weekly academic and behavior reports. Phone calls and conferences among teachers, parents, and students provide information on student performance and assessment results. The parents are also informed via mid-quarterly progress reports, quarterly report cards, progress assessment test results, detailed EOG test reports, Renaissance Home Connect™, the school and county websites, a school phone tree, and award ceremonies.

School assessment results are shared with the community in many forms. School assessment data are reported in the local newspaper. The school and county web sites report AYP results and North Carolina assessment results for all schools. Posted on all school websites in the county, the North Carolina Report Card details AYP results and North Carolina assessment results for every school. The state summative reports are published on the North Carolina Department of Public Instruction website. Through these methods, all stakeholders are actively and regularly informed.

3. Sharing Lessons Learned:

One of the characteristics of an expert in any profession is the eagerness to accept apprentices, to mentor colleagues, and to share ideas for success. Pauline Jones teachers and leadership team frequently share strategies and techniques within Cumberland County and nearby universities. They develop reading study guides and share these via email with other schools. The science teacher travels to other schools to share hands-on activities and this past summer, conducted a workshop for other science educators. Central Office staff, school leaders, teams of teachers, and community organizations regularly tour the school and meet with its teachers to discuss organization, routines, instructional methods, and philosophy.

In the spring of 2010, Pauline Jones was asked to assist a school in our district in danger of federal sanctions. A team of teachers and an administrator visited the school, analyzed the data, developed a plan to elevate teacher empowerment, shared lesson plans, and revised schedules in order to maximize effectiveness. As a result, the once failing school made AYP and had extraordinary growth on the NC EOG for 2010-2011.

Working with local universities, Methodist University and Fayetteville State University, has generated positive relationships. Team members from Pauline Jones were the keynote speakers at the November 2010 Methodist University "Waiting for Superman Forum." The school was used as a model to emulate. Teachers served as table facilitators for approximately 200 attendees. The discussion was centered on how to best implement strategies for improving failing schools and teacher empowerment. At Fayetteville State University, teachers presented the Pauline Jones School Improvement Plan, parts of which were later included in field research conducted by Dr. Ted Kaniuka and graduate students in the School of Education. The principal has made presentations at Fayetteville State's Leadership Academy, and teachers have made presentations to individual education classes at Methodist University on instructional strategies and classroom management.

The Pauline Jones teacher empowerment model, presented at a countywide review committee meeting, has expanded the teacher led school concept. Implementation of this model, documented in the school's ASPIRE plan (Analyze data, Seek input, Plan, Implement, Revise, Evaluate), demonstrates how a staff engaged in budgeting, staffing patterns, curriculum, and scheduling decisions is a staff actively engaged in school success. Pauline Jones, redesigned as a school devoted to success, is eager to share and gain ideas in the pursuit of an excellent education for all students.

4. Engaging Families and Communities:

Connections with students' families and the community help Pauline Jones to thrive. Because of unique demographics, the staff at the school found that one positive way to insure success is to engage family and community members, thereby removing some of the barriers to student learning. Parent involvement begins the day a child enrolls. The registration packet includes a "Learning Compact" and the "Title I Parent Involvement Policy" that parents, teachers, and students sign. This initiates triangular communication among the three groups. Additionally, the School Improvement Team includes three parents who reflect the socioeconomic and racial diversity of the school population.

An active PTA connects with community businesses and agencies to provide extra funding for the school. The PTA co-sponsors an "Accelerated Reader Night" when families enjoy food, fellowship, and the reading accomplishments of their children. The Pauline Jones Pageant, sponsored by the PTA, focuses on self-esteem and fundraising.

Helping to sustain students' needs, area churches and community organizations provide "backpack buddies" filled with snacks and meals which are distributed to different students each weekend. Every student in the school is given a generously filled "backpack buddy" for the two week winter break. A school clothing closet stocked with uniforms of all sizes is available, and book bags and school supplies are donated to all students.

Mentoring and tutoring by members of the Fayetteville community are vital to students' achievements. Members of the volunteer group, "100 Black Men," serve as role models, listening ears, and friends to the "Boys of Character." The "Girls of Character" recently Skyped with a technology expert from the SAS Institute Inc. in Cary, North Carolina, who encouraged them to set goals. Nearby churches, like St. Ann's Catholic Church, implement semiweekly afterschool tutoring congruent with the school curriculum. Other area churches regularly support the school by providing holiday gifts for homeless children, supplying meals for families, and actively supporting the "Battle of the Books" team.

A reciprocal commitment with Fayetteville State University and Methodist University exists. The universities utilize the school to collect educational data and develop reports that support the sustainability of the Pauline Jones plan. Pauline Jones's faculty in turn makes presentations to the universities' education classes and supports their student teachers.

The End of the Year Awards Ceremony is an exciting culmination of the cooperation among parents, teachers, students, churches, universities, and community organizations. Together, we share the collaborative spirit and motto of "No Choice but Success."

1. Curriculum:

Pauline Jones's approach to curriculum and instruction centers on the specific academic and cultural needs of our students. Pauline Jones follows the *North Carolina Standard Course of Study (NCSCS)* and the *Cumberland County Task Analysis/Pacing Guide* while preparing to infuse Common Core State Standards. Teachers are empowered to make decisions that directly affect student achievement and, ultimately, the entire school culture. Teachers think innovatively and creatively as they design instruction and make choices about curriculum delivery and practices. This philosophy of teaching and learning effectively meets students' needs and promotes a community culture which generates an environment for confident, self-directed learners.

The reading/language arts curriculum is built around a framework that includes the five domains of reading: fluency, phonics, phonemic awareness, comprehension, and vocabulary. The K-2 reading facilitator, the literacy coach, and a team of tutors provide flexible student grouping and differentiated instruction. The writing approach involves writing throughout the school day. The writing component focuses on modeled, shared interactive, and independent writing.

The mathematics curriculum focuses on the *NCSCS* five basic strands: number and operations, measurement, geometry, data analysis and probability, and algebra. The goal of the mathematics program is for all students to develop mathematical proficiency by developing conceptual understanding and procedural fluency. Mathematical practices and content focus on coherence of the logical progression of skills and concepts. Embedded into every lesson are the process skills of problem solving, reasoning and proving, communication, representation, and connections. Students are actively engaged in developing mathematical understanding by using manipulatives, paper and pencil, calculators, and computers as they work independently and cooperatively to solve problems. Flexible grouping allows teachers to differentiate content delivery. Furthermore, Accelerated Math™, Math SuccessMaker®, ClassScape Assessment System, SMART Board™ interactive activities, and various websites reinforce instruction for all learners. In addition, resources provided by DPI such as Week by Week Essentials, Math Indicators, and Mental Math are utilized in every grade.

The school staff is committed to integrating science across the curriculum. Our science instruction is modeled on inquiry-based methods to support optimum student engagement. Students develop an understanding of scientific concepts and processes by conducting investigations, using hands-on materials, questioning, problem-solving, working in teams, and utilizing technology. Students participate in numerous recycling efforts, a community garden and greenhouse, a Math and Science Night, the Science Fair, career related activities, and a science/math lab.

The social studies program integrates instruction within the curriculum. This occurs through a variety of contexts that are intellectually and developmentally appropriate. Each grade level focuses on exposing students to specific concepts and skills, integrating the *NCSCS* strands into lesson plans. Field trips to our state capital and museums, walking tours within our city, as well as guest speakers such as political leaders, enhance our programs.

All students are involved in music, visual arts, media, computer skills, guidance, physical education, and strings (fifth grade only) as specified in *NCSCS*. Students are offered opportunities to participate in various school clubs and organizations such as All County Chorus, All County Orchestra, an afterschool art club, a countywide art exhibit, Boys and Girls of Character clubs, All County Physical Fitness Day, and countywide Elementary Battle of the Books.

Curriculum and instruction are driven by the following philosophy: rise to a cause beyond self, have high expectations of self and others, and participate in best practices. Other beliefs supporting the curriculum include the importance of empowering teachers, networking with the community, and generating a positive culture where students intrinsically value learning.

2. Reading/English:

Teachers at Pauline Jones use the comprehensive literacy framework to ensure success in the five domains of reading. Instruction is systematic and explicit. Our goal is to ensure students master the objectives for their grade level as presented in the *NCSCS*. Whole group instruction in grades three through five is implemented in part by the use of the Houghton Mifflin reading adoption which focuses on comprehension, phonics, and vocabulary development from the various genres of literature. Students work in flexible groups where materials are differentiated. Materials used within the groups include thinking maps, SMART Board™ activities, skill driven games, puzzles, and various texts. The Accelerated Reader™ program is used throughout the school to encourage reading outside the classroom.

Before the school day begins, all third through fifth grade students receive reading instruction in the computer lab or in small groups. Resource teachers instruct identified students while other students use SuccessMaker®. During the school day, the Exceptional Children's program provides individualized instruction for students with special needs. Advanced learners' needs are addressed through the Academically/Intellectually Gifted program which challenges students by integrating reading with research and writing. A generously supplied school library offers a wide selection of book choices for independent reading.

Assessments are essential to implement quality instruction. Students take the computerized STAR™ test at the beginning of each grading period to determine reading progress. Kindergarten through second grade use the K-2 Literacy assessment and the computerized Waterford Early Reading Program™ to identify areas of concern. Students in grades three through five are tested using DIBELS fluency tests. Upper grade teachers administer progress assessment tests, as well as unit theme tests and teacher generated tests, to monitor comprehension skills. The data are then used to group students according to their specific needs.

Recognizing that reading is the foundation for academic success, students at Pauline Jones are actively engaged in high interest and meaningful reading instruction. This fosters high self-esteem and propels students' academic performance to the highest level.

3. Mathematics:

The mathematical goal at Pauline Jones is to provide high quality instruction based on the *NCSCS*. Students in the 21st century will need to think critically to be competitive within the science, technology, engineering, and mathematics (STEM) related careers.

Flexible, small group instruction is a major component of the mathematics program. Before the school day begins, third through fifth graders receive instruction in small group settings and through technology in the computer lab. During the school day, small group instruction, based on a variety of assessment data is used to guide instruction for mathematical proficiency. Accelerated Math™ is also utilized for additional differentiation. Teachers and tutors collaborate providing an environment that best meets the academic, social, and emotional needs of students.

Teachers prepare students in the primary grades to build mathematical foundations spiraled throughout the curriculum. Students are actively engaged in developing mathematical understanding by using manipulatives, paper and pencil, calculators, and computers as they work independently and cooperatively to solve problems. Students in grades two through five utilize math journals and manipulatives to explain problem solving processes and develop conceptual understanding. The Exceptional Children's program provides individualized instruction for students with special needs.

Advanced learners are provided opportunities that challenge them to engage in high-order thinking skills to design and solve mathematical problems.

Assessments range from teacher-made tests, progress assessments, computerized student and class reports to interactive games, paper and pencil evaluations, and observations. The results guide whole group, small group, and individualized instruction of specific skill deficits. Teachers use the data to guide mastery learning strategies in the classroom.

The curriculum is further enhanced outside the classroom walls. A neighborhood church offers after school instruction to students several days each week. The faculty and church collaborate on the instructional materials to best meet students' academic needs. During Math and Science Night, a combined community of students and parents participate in hands-on learning experiences designed and implemented by the faculty. This event increases the awareness of and excitement for learning and applying math and science in the real world environment.

4. Additional Curriculum Area:

Pauline Jones is dedicated to the integration of science throughout the curriculum. Many of the careers our students will choose will be STEM related; therefore students in the 21st century will need specialized skills to be qualified and competitive for those careers. Skills are developed as students learn to think critically, ask meaningful questions, develop clear plans for solving problems, communicate effectively, and collaborate with each other. Most importantly, students learn to see themselves as successful in science and math. To help promote these goals, the school's science specialist was selected as one of five North Carolina recipients of a \$200,000 Burroughs Welcome award to be used over the next five years.

At Pauline Jones, inquiry-based teaching methods are implemented. Students are involved in researching answers to their own questions using current technologies such as data probes or Web 2.0. Students in grades three through five attend class in the science/math lab where they are engaged in application and real world problem solving. Students learn when the experience is relevant; therefore, the school's classroom extends beyond the four walls of indoor space to include gardens, a composting pit, rain barrels, and a weather station.

In 2009, Pauline Jones was named a "Green Certified School." A community garden and environmentally friendly practices are highlights of this accomplishment. The curriculum is connected to the natural cycles of the garden. Fourth grade students design garden plans to help develop an understanding of nutrition. Third graders study the soil and grow plants chosen by fourth graders. Eco-friendly practices involve the "Green Team," a group of kindergarten through second graders, who lead school wide recycling efforts and plan an inclusive Earth Day celebration.

The curriculum is enhanced with simulations designed to specifically generate interest in STEM related careers. Fifth graders read weather maps, collect data, and predict weather events. They role play the careers of meteorologists, climatologists, data analysts, and other science and math related professionals. Additionally, they experiment with simple machines, create landforms, and investigate forces and motion. As a result, students leave elementary school with an excitement about science and math, increased self-confidence, and a vision of achieving a STEM related career.

5. Instructional Methods:

Pauline Jones utilizes various strategies to differentiate instruction meeting the academic, social, and emotional needs of all subgroups. Delivery of curriculum is implemented primarily through small, flexible groups. The fluidity of the groups is determined by assessment data, teacher input, and student needs. While following the rigorous *NCSCS* and the *Cumberland County Schools Task Analysis*, teachers are empowered to choose methods, plans, and activities, thereby maximizing student success.

One instructional method is pre-teaching content prior to the beginning of the regular school day. Support teachers also work with students in smaller settings during the school day providing acceleration, reinforcement, and remediation. Teachers in K-2 develop and facilitate interest learning centers, group investigations, and hands-on activities. Teachers in grades 3-5 implement a combination of whole group, small group, and cooperative group instruction. They employ a myriad of interwoven instructional methods. For example, visual learners use SMART Boards™, graphic organizers, internet research, and journals. Auditory learners benefit from CDs, headphones, and computer activities. Kinesthetic learners gain through role play, experiments, discovery learning, and projects. Additionally, instruction is supplemented by content specific field trips and real world experiences. For example, fourth graders participate in a walking tour of historic sites in Fayetteville, leading to a better appreciation of their community. Fifth graders visit the Agape Center for Environmental Education in Fuquay-Varina, NC, to explore marsh and woodlands ecosystems. Again, teacher empowerment allows choices to meet student needs.

Enrichment resource classes support classroom objectives. Semiweekly media lessons provide opportunities for research and understanding of various genres. Art and music emphasize objectives of all subjects. For example, students illustrate a poem generated in language arts classes and learn songs reinforcing different cultures. Learners are exposed to the arts throughout the school day. Classical music is played at breakfast and lunch. Musical instruments are displayed in the hallways, and student artwork is prominent throughout the building.

Students at Pauline Jones develop the understanding that effort produces positive results. Academic performance is recognized with tangible rewards which, with maturity, lead to the intrinsic desire for learning. Earning tickets to spend at “Jones’s Store,” participating in award ceremonies, and earning school dances are a few examples. Instructional methods reinforce the vision that Pauline Jones, “as a professional learning community, provides a quality education that nurtures every child socially, emotionally, and academically, thus fostering learning for a lifetime” (School Improvement Plan, 2010-2012).

6. Professional Development:

At the end of each school year, the School Improvement Team at Pauline Jones plans professional development based on two vital areas. First, student performance data are analyzed to determine any weak areas. Specific staff development courses that focus on these weak areas are evaluated. Second, courses in relevant trends in education are considered and prioritized.

The faculty invests in lifelong learning. Teachers are offered professional development opportunities that allow them to meet individual, county, and state goals. Courses and workshops are offered online and in the school, district, and county. Every teacher has a yearly Individualized Growth Plan. Educators choose an area of interest, a weakness, or an upcoming program where they invest time and training.

At Pauline Jones, professional development has recently been offered in the eight principles of mathematics, using the Palm™ Personal Digital Assistant in the K-2 Assessment, utilizing the SMART™ Response interactive assessment tool, and using graphic organizers across the curriculum. Current offerings at the school include knowledge of the new Standards for Common Core in reading, training for teaching literacy in content areas and using SMART Board™ for classroom instruction. Several teachers are attending cross curricula Common Core Standards classes offered by the county.

Several faculty members have attended and presented at conferences in the state and nation. Within North Carolina, teachers have participated in the Kodaly Training for advanced musical instruction in Hickory, the North Carolina Reading Association Conference in Greensboro, the North Carolina State Reading Conference in Raleigh, and the North Carolina Teachers’ Academy at Cullowhee. Nationally, teachers have participated in the National Science Teachers Association (NSTA) in Boston, Massachusetts; Science in the Rockies in Denver, Colorado; and The Pearson Learning Conference on technology and literacy in Salt Lake City, Utah.

The school's academic foundation is supported by rigorous staff development. Pauline Jones's faculty believes that professional development enhances content knowledge, challenges individual intellectual growth, and provides up-to-date information necessary for the school's mission of "commitment to providing excellence in the classroom, responding to the needs of each learner, and modeling best practices" (School Improvement Plan, 2010-2012).

7. School Leadership:

The leadership philosophy at Pauline Jones is that high performing schools are created by the heads, hearts, and hands of an empowered, caring, and competent team. Teams that are actively engaged in developing the school culture perform at a sustainable high level. A recent study of the school leadership model by a local university, Fayetteville State University, found that, "A key element to the success of this school is that leadership is distributed across all members of the school and that the principal provides the resources, vision, and oversight to support continuous improvement" (Kaniuka, 2011). The structure is based on the concept that decentralized schools can be effective and efficient in preparing students and teams for the 21st century.

The school's leadership ensures that policies, programs, relationships, and resources focus on improving student achievement. This is achieved by committees. The School Improvement Team and Curriculum and Instruction, Personnel, School Climate, and grade level committees make decisions about resources, scheduling, student grouping, curricula delivery, design of instruction, school funds, and employment of personnel. The principal serves on the committees as a team member and insures that decisions are based on district policies and procedures. Raising the capacity of the team is a major goal of the leadership model. "We realize now that our strong points surfaced as we began to collaborate, and we moved to higher levels of discussion with our colleagues" (Godwin, 2011). The main focus of all committees is success for all students. The school teams monitor student achievement data and make adjustments throughout the year. The faculty believes that as students change, the school must change to meet their needs.

Pauline Jones has developed a culture designed to recruit and retain caring and highly competent teachers. This important component creates and sustains a high performing school. Low staff turnover fosters ownership and pride in the school and the community it serves. Team empowerment accentuates the journey. The ultimate challenge is not how to create a high performing school, but how to sustain a high performing school. Those who control the conditions needed to sustain high performing schools are the gatekeepers to the success of our nation.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NC End-of-Grade Test

Edition/Publication Year: NCDPI 2005-06 Publisher: NCDPI

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (at grade level)	90	75	55	50	30
% At Level IV (above grade level)	20	32	7	12	4
Number of students tested	30	28	29	26	27
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed	3	1	3	0	1
Percent of students alternatively assessed	10	4	10	0	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Level III (at grade level)	89	75	55	50	30
% At Level IV (above grade level)	15	32	3	4	4
Number of students tested	26	28	29	26	27
2. African American Students					
% At or Above Level III (at grade level)	88	73	54	54	31
% At Level IV (above grade level)	21	32	4	4	4
Number of students tested	24	22	28	24	26
3. Hispanic or Latino Students					
% At or Above Level III (at grade level)					
% At Level IV (above grade level)					
Number of students tested	2	1	1	0	1
4. Special Education Students					
% At or Above Level III (at grade level)					
% At Level IV (above grade level)					
Number of students tested	5	4	6	4	3
5. English Language Learner Students					
% At or Above Level III (at grade level)					
% At Level IV (above grade level)					
Number of students tested	2	1	0	0	1
6.					
% At or Above Level III (at grade level)					
% At Level IV (above grade level)					
Number of students tested					
NOTES:					

12NC1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NC End-of-Grade Test

Edition/Publication Year: NCDPI 2007-08 Publisher: NCDPI

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	70	68	35	31	59
% At Level IV (above grade level)	10	4	0	8	4
Number of students tested	30	28	29	26	27
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed	3	2	4	0	1
Percent of students alternatively assessed	10	7	14	0	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Level III (on grade level)	65	68	34	31	59
% At Level IV (above grade level)	12	4	0	8	4
Number of students tested	26	28	29	26	27
2. African American Students					
% At or Above Level III (on grade level)	71	68	36	33	62
% At Level IV (above grade level)	8	5	0	8	4
Number of students tested	24	22	28	24	26
3. Hispanic or Latino Students					
% At or Above Level III (on grade level)					
% At Level IV (above grade level)					
Number of students tested	2	1	1	0	1
4. Special Education Students					
% At or Above Level III (on grade level)					
% At Level IV (above grade level)					
Number of students tested	5	4	6	4	3
5. English Language Learner Students					
% At or Above Level III (on grade level)					
% At Level IV (above grade level)					
Number of students tested	2	1	0	0	1
6.					
% At or Above Level III (on grade level)					
% At Level IV (above grade level)					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NC End-of-Grade Test

Edition/Publication Year: NCDPI 2005-06 Publisher: NCDPI

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	100	91	85	47	35
% At Level IV (above grade level)	45	26	12	10	0
Number of students tested	20	23	33	30	23
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed	1	3	0	1	2
Percent of students alternatively assessed	5	13	0	3	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Level III (on grade level)	100	91	84	47	36
% At Level IV (above grade level)	47	17	13	10	0
Number of students tested	19	23	32	30	22
2. African American Students					
% At or Above Level III (on grade level)	100	90	93	48	35
% At Level IV (above grade level)	43	27	15	8	0
Number of students tested	14	22	27	25	20
3. Hispanic or Latino Students					
% At or Above Level III (on grade level)					
% At Level IV (above grade level)					
Number of students tested	1	1	1	1	0
4. Special Education Students					
% At or Above Level III (on grade level)					
% At Level IV (above grade level)					
Number of students tested	3	4	3	5	1
5. English Language Learner Students					
% At or Above Level III (on grade level)					
% At Level IV (above grade level)					
Number of students tested	0	0	1	1	1
6.					
% At or Above Level III (on grade level)					
% At Level IV (above grade level)					
Number of students tested					
NOTES:					

12NC1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NC End-of-Grade Test

Edition/Publication Year: NCDPI 2007-08 Publisher: NCDPI

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	100	61	67	47	74
% At Level IV (above grade level)	20	13	15	3	17
Number of students tested	20	23	33	30	23
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed	1	3	2	2	2
Percent of students alternatively assessed	5	13	6	7	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Level III (on grade level)	100	61	66	47	77
% At Level IV (above grade level)	21	13	16	3	14
Number of students tested	19	23	32	30	22
2. African American Students					
% At or Above Level III (on grade level)	100	59	74	48	75
% At Level IV (above grade level)	29	9	19	0	20
Number of students tested	14	22	27	25	20
3. Hispanic or Latino Students					
% At or Above Level III (on grade level)					
% At Level IV (above grade level)					
Number of students tested	1	1	1	1	0
4. Special Education Students					
% At or Above Level III (on grade level)					
% At Level IV (above grade level)					
Number of students tested	3	3	3	5	3
5. English Language Learner Students					
% At or Above Level III (on grade level)					
% At Level IV (above grade level)					
Number of students tested	0	0	1	1	1
6.					
% At or Above Level III (on grade level)					
% At Level IV (above grade level)					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: NC End-of-Grade Test

Edition/Publication Year: NCDPI 2005-06 Publisher: NCDPI

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	93	96	65	50	43
% At Level IV (above grade level)	23	38	6	0	0
Number of students tested	30	26	31	32	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	1	2	1
Percent of students alternatively assessed	10	0	3	6	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Level III (on grade level)	95	96	63	47	40
% At Level IV (above grade level)	25	36	7	0	0
Number of students tested	28	25	30	30	20
2. African American Students					
% At or Above Level III (on grade level)	92	96	67	48	42
% At Level IV (above grade level)	25	39	7	0	0
Number of students tested	24	23	27	29	19
3. Hispanic or Latino Students					
% At or Above Level III (on grade level)					
% At Level IV (above grade level)					
Number of students tested	1	0	0	1	1
4. Special Education Students					
% At or Above Level III (on grade level)					
% At Level IV (above grade level)					
Number of students tested	6	2	8	5	1
5. English Language Learner Students					
% At or Above Level III (on grade level)					
% At Level IV (above grade level)					
Number of students tested	2	0	0	1	1
6.					
% At or Above Level III (on grade level)					
% At Level IV (above grade level)					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NC End-of-Grade Test

Edition/Publication Year: NCDPI 2007-08 Publisher: NCDPI

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on or above grade level)	67	85	55	22	86
% At Level IV (above grade level)	0	15	6	0	24
Number of students tested	30	26	31	32	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	5	2	2
Percent of students alternatively assessed	10	8	16	6	10
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Level III (on or above grade level)	68	84	53	17	85
% At Level IV (above grade level)	0	8	7	0	25
Number of students tested	28	25	30	30	20
2. African American Students					
% At or Above Level III (on or above grade level)	71	83	56	21	90
% At Level IV (above grade level)	0	17	4	0	21
Number of students tested	24	23	27	29	19
3. Hispanic or Latino Students					
% At or Above Level III (on or above grade level)					
% At Level IV (above grade level)					
Number of students tested	1			1	1
4. Special Education Students					
% At or Above Level III (on or above grade level)					
% At Level IV (above grade level)					
Number of students tested	6	2	5	8	1
5. English Language Learner Students					
% At or Above Level III (on or above grade level)					
% At Level IV (above grade level)					
Number of students tested	2			1	1
6.					
% At or Above Level III (on or above grade level)					
% At Level IV (above grade level)					
Number of students tested					
NOTES:	12NC1				

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% At or Above Level III (on grade level)	93	86	68	48	35
% At Level IV (above grade level)	27	32	8	6	1
Number of students tested	80	77	93	88	71
Percent of total students tested	100	100	100	99	98
Number of students alternatively assessed	7	4	4	3	4
Percent of students alternatively assessed	8	5	4	3	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Level III (on grade level)	94	86	67	47	34
% At Level IV (above grade level)	27	28	7	4	1
Number of students tested	73	76	91	86	69
2. African American Students					
% At or Above Level III (on grade level)	92	86	71	49	35
% At Level IV (above grade level)	27	32	8	3	1
Number of students tested	62	67	82	78	65
3. Hispanic or Latino Students					
% At or Above Level III (on grade level)					
% At Level IV (above grade level)					
Number of students tested	4	2	2	2	2
4. Special Education Students					
% At or Above Level III (on grade level)	92	60	29	14	
% At Level IV (above grade level)	0	0	0	0	
Number of students tested	14	10	17	14	5
5. English Language Learner Students					
% At or Above Level III (on grade level)					
% At Level IV (above grade level)					
Number of students tested	4	1	1	2	3
6.					
% At or Above Level III (on grade level)	0	0	0	0	0
% At Level IV (above grade level)	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12NC1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% At or Above Level III (on grade level)	76	71	53	33	71
% At Level IV (above grade level)	8	10	7	3	14
Number of students tested	80	77	93	88	71
Percent of total students tested	100	100	100	99	98
Number of students alternatively assessed	7	7	11	4	5
Percent of students alternatively assessed	8	9	12	4	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Level III (on grade level)	75	71	51	31	72
% At Level IV (above grade level)	9	8	7	3	13
Number of students tested	73	76	91	86	69
2. African American Students					
% At or Above Level III (on grade level)	77	70	55	33	74
% At Level IV (above grade level)	9	10	7	2	13
Number of students tested	62	67	82	78	65
3. Hispanic or Latino Students					
% At or Above Level III (on grade level)					
% At Level IV (above grade level)					
Number of students tested	4	2	2	2	2
4. Special Education Students					
% At or Above Level III (on grade level)	64		14	11	
% At Level IV (above grade level)	0		0	0	
Number of students tested	14	9	14	17	7
5. English Language Learner Students					
% At or Above Level III (on grade level)					
% At Level IV (above grade level)					
Number of students tested	4	1	1	2	3
6.					
% At or Above Level III (on grade level)	0	0	0	0	0
% At Level IV (above grade level)	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12NC1