

PART I - ELIGIBILITY CERTIFICATION

12VA6

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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district 16 Elementary schools (includes K-8)
 (per district designation): 5 Middle/Junior high schools
5 High schools
0 K-12 schools
26 Total schools in district
2. District per-pupil expenditure: 9072

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 9
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	8	10	18		6	0	0	0
K	20	23	43		7	0	0	0
1	20	23	43		8	0	0	0
2	30	15	45		9	0	0	0
3	25	20	45		10	0	0	0
4	21	26	47		11	0	0	0
5	13	29	42		12	0	0	0
Total in Applying School:								283

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
5 % Asian
8 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
81 % White
3 % 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: 19%

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.	22
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	26
(3)	Total of all transferred students [sum of rows (1) and (2)].	48
(4)	Total number of students in the school as of October 1, 2010	256
(5)	Total transferred students in row (3) divided by total students in row (4).	0.19
(6)	Amount in row (5) multiplied by 100.	19

8. Percent of English Language Learners in the school: 3%
 Total number of ELL students in the school: 8
 Number of non-English languages represented: 5
 Specify non-English languages:

The non-English languages spoken at Clearbrook Elementary are Hindi, Mandarin Chinese, Bosnian, Spanish and Swahili.

9. Percent of students eligible for free/reduced-priced meals: 30%

Total number of students who qualify: 85

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: 16%

Total number of students served: 46

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

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>15</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>2</u> Multiple Disabilities	<u>9</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>15</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>3</u>
Total number	<u>32</u>	<u>18</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:

22:1

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	96%	96%	96%	96%	96%
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?

PART III - SUMMARY

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Clearbrook Elementary School was built in 1938 and until nine years ago, served a mostly rural community where generation after generation attended the school. After three different redistricting plans, the school has grown from serving around 160 students to its current enrollment of 287. Along with the original rural community, Clearbrook now serves students from middle and upper income homes, four different apartment complexes and several communities of townhomes. One of the strengths of Clearbrook Elementary is the pride the community has in the school. Two years ago, this pride became very public when the Roanoke County School board placed closing the school on a list of possible cost-saving measures to make up for budget shortfalls. Clearbrook parents and the community rallied around the school writing letters, attending school board meetings and going to the state capital to lobby local legislators.

Over the past nine years, the school has worked to create an environment where all in the Clearbrook Elementary community feel welcome. When redistricting started, the PTA began by holding a dinner for new parents to help them feel welcomed. As the apartment communities came to the school, staff provided information about kindergarten registration for the complexes to share with parents when they came to pay their rent. The school made a concerted effort to create a place where the redistricted families are welcomed by making changes to accommodate different types of communities.

One of the strengths of the school is the support from the community. Local community members, businesses, the Clearbrook Civic League and the PTA continually provide assistance for students that have financial needs. A local radio station and a church separately collect school supplies for students in the fall. A fund established by the PTA provides financial support for students who cannot afford field trips and other education experiences. Local churches and individuals offer to assist Clearbrook families with financial needs. The Snack Buddies program from the Feeding America of Southwest Virginia food bank supplies snacks for students that do not bring them to school. Additionally, local businesses like Walmart, Rockydale Quarries, Petroleum Marketers, and Sam's Club provide funding and grants to Clearbrook Elementary for instructional materials such as nonfiction reading books to support the school's science program. Further, Clearbrook teachers routinely receive classroom scholarships from the Roanoke County Public Schools Education Foundation.

Clearbrook's size also is one of its strengths. The small size of the student body allows everyone to know the students. This small size also provides more students with opportunities to be involved through activities like serving on the school's SCA, running the school store, serving as a bus patrol, being a peer mediator or working as a computer lab assistant. These opportunities help students feel a personal connection to the school and allow the students to be recognized for accomplishments other than classroom performance.

Clearbrook maintains a clear focus on student learning and working together. The mission of Roanoke County Public Schools, and subsequently of Clearbrook Elementary, is to ensure quality learning experiences designed to equip all students with skills to adapt and thrive in a changing global environment. Clearbrook has adopted the school system's motto, "Learning for all, whatever it takes." Not only teachers, but instructional assistants and all staff members in the building work to make Clearbrook an environment where students can learn and be successful. Schedules, staff assignments, groupings, and plans focus on helping all students learn. The staff meets both formally and informally to discuss student achievement, ways to direct resources towards students that are not mastering grade level content, and interventions to better meet students' learning needs. Clearbrook has been fortunate to have very little turn over in staff. This consistency has helped the school develop and build consistent instructional routines and strategies making use of invaluable teacher experience.

In terms of accomplishments, the school has been recognized by the State of Virginia for the past 6 years as a Distinguished Title I School. For three of the last four years, Clearbrook has received the Governor's Award for Educational Excellence which has as a requirement that 95 % or more of a school's third grade students read at or above grade level as measured through the State's Standards of Learning Assessment. Additionally, the school has been recognized by the State of Virginia for efforts to create a healthier learning environment for students earning bronze level awards for the efforts of the staff, students and parents. Clearbrook is fortunate to be a part of Roanoke County Schools which has been named one of the Best 100 Communities for Music Education in the Nation for the past six years. All of these recognitions are the result of staff, students, parents and a community that work well together.

1. Assessment Results:

Student progress is measured in grades three through five using the Virginia Standards of Learning (SOL) assessments as listed below:

- Reading: third, fourth and fifth
- Math: third, fourth and fifth
- Social Studies: third and fourth
- Science: third and fifth
- Written Expression: fifth

Assessments cover skills from the previous grade level up through the skills for the current grade level. Currently, assessment tests have all been in multiple choice formats except for a portion of the written expression assessment which requires the students to complete a writing assignment; however, Virginia is moving toward a fully computerized format of administration. Two portfolio options for those children who are unable to take standard SOL tests are offered by the State of Virginia. The Virginia Alternative Assessment Program (VAAP) and the Virginia Grade Level Assessment (VGLA) are alternatives that IEP teams can consider for students with disabilities.

Student performance is rated on four different levels as follows:

1. Pass/Advanced: Scores 500-600
2. Pass/Proficient: Scores 400-499
3. Fail/Basic: Scores 300-399
4. Fail/Below Basic: Scores 299-below

Full accreditation in Virginia is earned when 75% of the students pass the SOL tests in reading and 70% pass the mathematics assessments. Additionally, in grades four and five, 70% of the students must pass the science and social studies tests administered. Furthermore, in the third grade 50% of the students must pass the science and social studies tests as well.

Clearbrook Elementary has a goal for all students to master the grade level content, meaning all students would earn a score of 400 or higher. This goal is set for all students unless a child is determined to have a very significant cognitive impairment that would prevent such a goal as being a realistic expectation. The progress of these children is measured on an alternative assessment. Clearbrook's goal is for these children to perform to the best of their potential in light of their significant cognitive impairments.

Over the past five years, students have approached the 100 percent pass rate in reading. Additionally, for the past five years, more than fifty percent of Clearbrook's students have passed the assessment with advanced scores with State advanced pass rate for all students being between 40 and 42 depending on the grade level.

In looking at subgroup performance, pass rates for reading have risen into the 90% range for all subgroups with 100% being the most frequently represented pass rate for subgroups for reading. Clearbrook's pass rates in reading for subgroups were 100% for the 2010-2011 school year and have neared that rate for most subgroups for the past four years. In general, Clearbrook's scores for subgroups have exceeded state averages. Clearbrook's students with disabilities have scored 91-100%

percent in reading for the past five years, greatly exceeding statewide pass rates of 64-70% during the 2010-2011 school year. In a similar manner, Clearbrook's pass advanced rates for students with disabilities (45%) greatly exceeded the statewide pass advanced rate of 17- 26%. Additionally, for the past three years, all economically disadvantaged students passed the reading and math Standards of Learning assessments. In looking at the scores over the past few years, areas where scores are low represent a very small sampling of children where there can be great fluctuation based on the performance of a small number of students.

In mathematics, Clearbrook students have earned pass rates of 98-99% for the past five years. Advanced pass rates have risen from 65 % for all students to 78 % during the 2010 school year, exceeding state averages of 55-57%. Subgroup performance is similar to that of the whole school with lower scores in the African American subgroup in some years. Because the lower scores represent a very small sampling of students it is difficult to draw conclusions from the data. For example, during the 2010-2011 school year, lower scores in the African American/ELL subgroup were the result of one student that did not pass the math assessment.

Because of the small numbers in many of the subgroup areas, teachers have chosen to focus on individual students and their achievement gains. Performance reported above is a direct result of staff efforts. Staff members meet biweekly to discuss students, performance data and remediation options. Staff works to create additional learning opportunities for struggling students by offering remediation throughout the school day and before and after school. Staff utilizes a variety of strategies to meet the needs of different learners including many high-yield learning strategies. Learning to read is held as essential. The school makes every effort to help students maintain their reading skills by offering reading incentive programs during the summer and school year. Teachers assess students at slightly above the desired level of mastery, helping students become comfortable functioning at the targeted level of achievement. The staff has worked to align curriculum to state standards and to teach students strategies that will provide them with the tools needed for reading and math.

Staff members are often rescheduled to work with students needing remediation. Schedules are also designed to provide struggling students with small group instruction focused on helping students to grow in areas where their skills are not at grade level expectation. Staff works collaboratively to address the learning needs of the students. Several years before RCPS began using formative assessments, staff worked together to develop benchmark assessments to gauge student learning and to provide direction for instruction throughout the school year. These assessments are used to drive remediation as well as to determine any weaknesses in the overall instruction in the classroom.

2. Using Assessment Results:

In the beginning, staff looked at the results of SOL testing to provide direction for the whole class in terms of what skills or content areas needed to be covered more thoroughly or in a different way. While the school does still look at SOL testing to gauge how the students perform as a whole and what areas need focus for the coming year, as the school's students have become better and better at mastering the curriculum for their grade level, the staff has moved more toward looking at the data for individual students. The staff still examines data at the end of the year; however, Clearbrook's staff has moved toward using data gained from periodic benchmark testing including reading level assessments, developmental spelling inventory, writing prompts, skill checks, and other measures of student progress.

In an effort to improve student performance, each grade level meets with the principal on a biweekly basis to examine student progress. Teachers share the results of assessments they have administered, and based on that data, as well as their observations, students not mastering content are targeted for remediation. There are times that the material might be presented in another way. Other times, staff is rearranged to provide remediation for individuals or groups.

Along with using assessment data, teachers use the students' own performance to help the children learn from their own mistakes. Students learn what worked for them and if they did not do well, teachers work

with students to help the student understand their errors and what is needed to help the students do better in the future. Teachers also present material again after completing a unit to build retention of the skills taught previously in the year.

Data is shared with the community after each SOL testing period. At the back to school meeting the results of the school year's Standard of Learning test scores are shared. They are displayed and the principal summarizes the performance of the school for the parents. Additionally, the school's Virginia Department of Education report card is posted on the school's website. When the school has been recognized for the achievement of the students, articles have appeared in the school newsletter, the local Civic League newsletter and local newspapers. Additionally, the school has banners to celebrate its achievements that are posted in the front lobby including the Governor's Award for Educational Excellence. School administrators work closely with the school system's office of Community Relations to promote various activities and/or achievements. Frequently, local news media have visited Clearbrook to report on innovative programs as well as to report significant accomplishments.

Data that is collected throughout the school year to drive instruction is shared with parents in conferences, by phone calls, in weekly work folders, and in other communications. Teachers share the data based on the need and the results. For example, if the whole class did not do well on a particular assignment, then perhaps this is an issue with instruction that the teacher needs to address. If all students did well on the assignment, but one or two children did not, then the data may be something that needs to be shared with a parent as it may indicate their children are not gaining from the classroom experience what other children are learning.

3. Sharing Lessons Learned:

Staff members have shared the strategies that they have found successful in a variety of ways with others in the local area. Several meetings were scheduled where the staff met informally with teachers from other schools to share the strategies Clearbrook teachers were using with students and how those might apply to the teaching situations in other schools. Teachers from other schools have been provided with opportunities to meet with teachers from Clearbrook who have been successful with students in a certain subject area to discuss planning and strategies for teaching the same curriculum in their own school. These teachers have also observed in the classrooms of Clearbrook teachers who teach the same grade level and content.

The principal has met with the superintendent and instructional coordinators to share the strategies that are in place at Clearbrook. One example that was shared and then implemented county-wide was benchmark testing. About 5 years ago after attending a conference on improving student performance, the staff began discussing using benchmark testing to help guide instruction and remediation. Using a commercially purchased collection of questions tied to the state standards, staff members created assessments correlated with the county's pacing guide in reading and math. These benchmark assessments were given at the end of each nine weeks to measure student progress. Instructional decisions could then be made based on the student performance. This strategy was shared at a meeting with central office staff who began to examine using benchmark testing county-wide. For the past three year, Roanoke County schools has used benchmark testing to assist teachers and administrators to gage student learning and provide data that can be used to drive instruction.

Additionally, the principal has served as a resource to other administrators brainstorming possible solutions to the situations they have in their own schools. In working with other administrators the instructional needs of special education students, scheduling of staff, reading instruction and math instruction have been topics that have been explored with leaders in other schools.

4. Engaging Families and Communities:

Several years ago, the Clearbrook teaching staff met to discuss ways to get students off on the right foot at the beginning of the school year. From that meeting came one of the most successful ways the school has

involved parents. As a result of the meeting moving Back to School Night to a date prior to the start of the school year began. Most Clearbrook families dropped off their children's supplies before school started, and they met the teacher briefly. However, there was really no communication from the teacher about procedures, expectations or other grade level information. The meeting to provide that information to parents happened at a back to school night about three weeks into the school year. Moving Back to School Night has allowed the parents and teachers to get on the same page before school starts each year.

Another approach that the school has used for more than 15 years is a summer reading program which offers incentives for students that read during the summer. The goal is to help all students maintain their reading skills during the summer. Additionally, this summer the school also offered a program that encouraged students to work on their math facts. While programs are offered to all students, they are designed for students that do not have home support, and may be the only motivation that some students have to work on skills during the summer.

Finally, creating a sense of community allows students to experience success. The PTA provides opportunities for enjoyable activities for families such as the carnival, skate nights, dinner nights at a local pizza place and meetings where students perform. In many cases, parent involvement activities are attached to event like these that parents like to attend with their children. An example is Field Day where summer practice materials have been provided or a pool party at the end of summer school, when parents picked their children up and received information from the teacher as to how to work with their child during the rest of the summer. Teachers communicate with parents on a regular basis using the school-wide planner and red folder, email, conferences, the Instant Alert system, the telephone and conference call phone. Providing parents and students with a place where they feel comfortable socially and where they are made a part of the educational process helps the students to achieve.

1. Curriculum:

The Virginia Standards of Learning are the foundation for the curriculum in place at Clearbrook Elementary. Clearbrook teachers make use of the Curriculum Framework to better understand the intent of the standards, and the school follows the pacing guide provided by Roanoke County Public Schools to ensure that students receive instruction in all the standards.

Teachers focus on using the instructional strategies outlined as being effective by Marzano. Interactive note taking is one instructional technique that allows students to be active participants in creating meaning by analyzing text using appropriate reading strategies. Students then represent what has been gleaned from the text with visual representations to assist students in developing memory for the content. The staff provides opportunities to learn in a social context where students work together to develop understanding as they talk through problems related to the content. Teachers use Twenty-First Century technology like electronic whiteboards, two stationery computer labs, three laptop cards, iPods and iPads to engage the students in learning.

Language Arts teachers develop reading, writing, listening and speaking skills by drawing from a variety of materials to meet the needs of the students including published textbooks, leveled readers, newspaper and magazine -like materials published for students, computer software and web sites. For Writing, the school has adopted school-wide organizational strategies for narrative and expository writing to provide students with a consistent means to approach organizing their thoughts. Teachers provide modeled instruction in the components of quality writing including organization, written expression and editing skills. Oral language skills are integrated with content learning throughout the day as students make presentations on their thoughts and researched ideas to a group of their peers.

The math curriculum focuses on number and number sense, computation and estimation, problem solving, measurement, geometry, probability and statistics, patterns, functions and algebra. When math instruction on a concept begins, students engage in activities with concrete manipulatives then proceed to visual representation prior to moving on to the actual calculations.

Following state standards, students learn social studies with an emphasis on history and how the actions of the past have influenced the actions of today. Students study ancient cultures and their contributions as well as the contributions of famous Americans and explorers, geography, map skills and Virginia history.

Science instruction emphasizes scientific investigation and application of reason and logic. Students study units on force and motion, energy, matter, life processes, earth and space, patterns, cycles and change. Skills spiral and become more difficult as the students progress through the curriculum.

The music curriculum includes movement, dance, singing, playing instruments, and music theory. Students learn the recorder beginning in the third grade. Instruction in playing a stringed instrument is provided using dulcimers purchased through a variety of grants and school funds. Students perform in programs which center around content material. Recent assembly programs have focused on health and nutrition, early American holiday traditions, Ancient Greece and Ancient Egypt.

The physical education program focuses on motor skills and motor patterns. Students apply those skills and patterns to games and activities promoting personal fitness, responsible behavior and active life styles. The physical education teacher integrates these skills and core content material into the physical education class.

All students have the opportunity to participate in art class and work on projects designed to provide students with a place to express their creativity using paints, markers, clay and other art mediums. The units in the art class tie to the content units taught throughout the year.

Additionally, the school exposes students to basic Spanish vocabulary through an introductory Spanish program in grades K-3.

2. Reading/English:

A balanced approach emphasizing phonics/word study, fluency, sight words, vocabulary and comprehension are used at Clearbrook Elementary. This approach was selected as these skills are essential to be a successful reader. Weakness in any one of the areas can result in difficulty learning to read. Because instruction is data driven, students are placed in guided reading based on the results of the Fountas and Pinnell Assessment System at the beginning of the year. Teachers determine a starting point for each student and direct reading instruction using materials that match the students' instructional reading level. For sustained silent reading, students are directed toward books in their zone of proximal development creating a situation where students will benefit the most from the time allotted for silent reading. A variety of data is then used to monitor students' progress and to make decisions about groupings and instruction for reading including running records, QRI assessments, teacher observations and the Fountas and Pinnell Assessment System.

Additionally, Clearbrook instructs struggling readers in small groups to provide them with the best opportunity to focus and stay on task. Special Education teachers, Title I staff and the reading specialist work together to support struggling readers. Each day has a built in remedial time and students reading below grade level expectation are provided with additional reading instruction focused on developing the skills to read on grade level. A leveled intervention system is currently used with these students in grades 1-3. This program was adopted by Roanoke County Schools with the goal of teaching struggling readers to become on-grade level readers. For students that are progressing well in reading, instruction is also provided on their instructional levels to meet their needs.

Upper grade teachers understand reading development and realize that some students will come to them lacking reading strategies that enable them to be successful, independent readers. Therefore, they tailor their lessons for students needing skills to help them continue to learn to read, as well as facilitating differentiated instruction.

Because of the understanding that students become better readers the more they read, Clearbrook offers several incentive programs to keep children reading. These programs are designed specifically to reach those students who have not yet developed the motivation to keep reading on their own. The staff knows the more we can engage students in reading, the better readers they will become.

3. Mathematics:

The school's math curriculum is based on the Virginia Standards of Learning. These standards include grade level skills addressing number and number sense, computation and estimation, measurement, geometry, probability and statistics and patterns function and algebra. Students are instructed beginning with manipulatives to create an understanding of the concept. Instruction then progresses using visual representations of the concept and finally to working without visual representations. The staff differentiates instruction by grouping students based on mathematics skill with some students receiving more advanced instruction and other students receiving focused instruction to reinforce concepts included in State standards.

Efforts to improve the students' math skills began many years ago with training on the use of Marzano's high yield instructional strategies. Staff was trained to employ these strategies as a part of their mathematics instruction. Additionally, using the standards as a guide for their instruction, teachers can conduct lessons at the level of the standard and then help their students excel above the standards. In

fourth and fifth grades, the same teacher teaches all of the mathematics classes. This allows the teacher to focus on the standards and how to best teach the content to the students. For consistency, when a staff member leaves a grade level, every effort is made to keep the special education teacher or Title I teacher in the same grade level the following year to assist the new teacher with planning and preparation. Teachers frequently convene in grade level meetings with the principal to discuss struggling students and the available options to improve achievement based on assessment data.

Students who struggle with math are placed in classrooms where there is additional support from a special education teacher, instructional assistant or the Title I Teacher. These additional staff members provide support in the classroom or they may pull groups of students for small group instruction, tutoring or remediation assistance. Additionally, struggling students are offered after-school remediation, before-school remediation or tutoring during their grade level remediation and enrichment block. Because the lack of math fluency can make math calculations laborious, Clearbrook created a summer math fact challenge to encourage students to practice their facts during the summer months. Furthermore, the school currently has two comprehensive software programs that reinforce the math skills. Students use these programs for extra practice at school, and they can be accessed at home for additional work.

4. Additional Curriculum Area:

Students attend daily a 45 minute class in art, music, physical education, or library. The instructor in each of these courses combines their particular discipline with the content areas' curriculums. Clearbrook's physical education instruction can be examined as one example of this integration.

Science is integrated, for example, as a part of the bowling unit where instruction in this recreational sport provides the opportunity for the children to understand the principals of force and motion while using their math skills to calculate their scores. Also tying in the core curriculum are pedometer lessons where students collect their own activity data and then analyze the results using math and science skills.

Language arts skills are supported through games like a word run where students collect letters to spell words as they jog around the gym. Students work in teams to spell words with the letters collected. In first grade the children may be required to spell three letter words. Fifth grade teams may spell words with four or more letters that relate to a movement topic. The difficulty and requirements are determined by the grade level of the students.

In the Holiday Shopping Game students ride on a scooter which is their "shopping cart" to different areas of the gym designated as different stores. Each store has PE equipment that represents candy and toys which have been priced. The students shop and when time is called, they add up how much money they spent or students may be given a designated amount of money and play until they spend all their money.

Finally, the physical education program is very supportive of the school's healthy curriculum. Nutrition is reinforced with Food Group Tag. In this game, tagged students have to go and pick up a food card with pictures of a food from one of the food groups on it. The child must then place it under the correct food group on a Food Pyramid wall chart. Once the card is placed in the correct food group on the chart, the student can continue in the game. The physical education teacher has made it one of her goals to support the instructional program of the school by integrating academic skills into her physical education lessons.

5. Instructional Methods:

Students are taught reading and math in flexible groups based on the current skill mastery data. Students struggling with grade level skills are placed in classes with additional support provided by the Title I Teacher, Reading Specialist, Librarian, Special Education staff members, instructional assistants or retired teachers using small group instruction or tutoring. Gifted students are cluster grouped for Language Arts and Math so that students mastering the grade level skills can be provided with differentiated instruction including more challenging reading material, math enrichment work, or

research, thinking and problem solving activities. The gifted resource teacher provides enrichment materials and actual instruction for some units. Teachers meet biweekly to discuss current data and children are moved in and out of groups based on assessment results.

The ELL teachers and classroom teacher develop a plan for each ELL student. Additionally, the ELL teacher makes use of a program that aligns with the WIDA standards to help students develop English Language skills. All ELL students spend most of their day in a regular classroom so plans are developed with modifications such as the use of a dictionary in their native language or providing visuals for key concepts designed to address each child's specific learning needs.

Special Education students are taught primarily in co taught classrooms with accommodations and modifications to meet their needs as well as instruction to remediate weak skill areas. Many of the visuals, organizers, supplemental programs, pneumatic devices and strategies that support these students are beneficial for students without disabilities, so teachers often work with groups of students based on need rather than if they have an IEP or not. The Leveled Literacy Intervention program is used with students in grades K-3 who are reading below grade level. Clearbrook staff members and a part-time remedial tutor are used to provide this supplemental instruction to the students.

Teachers instruct using different types of technology including iPods, iPads, computers and electronic whiteboards. The Accelerated Reader program assesses students' comprehension after the children choose and read books on their level. Study Island and IXL Math are two programs used by various grade levels to provide differentiated practice in an online format both at school and at home. The iPods and iPads have programs on them which students use to practice math and reading skills.

6. Professional Development:

A well trained staff is one of the keys to improving student achievement. A large percentage of the training provided at Clearbrook Elementary focuses on reading, writing and math instruction as well as the implementation of technology into instruction.

An example of a professional development plan that impacted student achievement was an initiative to provide additional training for the staff in math instruction. The principal initially attended a conference and brought the training back to the staff. Staff members attended training that focused on aligning the curriculum, teaching standards at higher level of Bloom's Taxonomy, and making use of the instructional strategies that were found to be most effective for improving instruction by Marzano. Teachers were sent to additional sessions to better learn the techniques and strategies. When new faculty members were hired, they were trained as well so that the implementation of these instructional strategies did not stop because of a change in personnel.

Training has also focused on Language Arts instruction. The staff has been trained to implement Word Study, Leveled Readers for guided reading, Power Writing, and Fluency instruction. With the movement toward the use of leveled reading materials, in-service has focused on how to assess students' reading levels and then use the assessments to group for guide instruction.

At the district level, the school system has adopted a reading intervention program for students reading below grade level. Teachers working with these students were taught to implement the program. Recently, the State's math standards were revised to be more rigorous. The County provided training for all teachers on the standards in a train the trainer model. Two staff members were sent to a conference and returned to work with other teachers on the changes. Roanoke County has also provided training and support to teachers that are new to teaching or new to a grade level. Finally, there has been extensive in-service offered for teachers who work with special education students.

Furthermore, staff members are provided the opportunity to participate in book studies, take courses, and attend conferences. These opportunities can be provided to the staff along with in-service trainers because of the funding provided to the school by Roanoke County Schools.

7. School Leadership:

Clearbrook's principal is the school's instructional leader who recognizes teachers as the key to the students' success. Teachers and instructional staff are treated as professionals and their input and thoughts are viewed as an important part of the decision-making process. Each staff member serves on one of four committees developing strategies to meet goals in the areas of instruction, technology, climate, health, safety and communication, and develops strategies to meet those goals.

The duty of the principal is to create an environment where teachers can best help students learn. The principal designs the schedule to provide for the instructional needs of the students carving out as much time as possible for learning. Decisions about the use of the staff are based on the needs of the students and not on what may have been done in the past. These assignments change as the needs of the students change. Every effort is made to maximize the time teachers have to instruct their students. Clearbrook's principal supports each teacher so they can in turn effectively meet the needs of each student.

As a leader, Clearbrook's principal knows the importance of growing professionally. Opportunities for teachers to attend classes and in-services focused on strategies to improve student achievement are encouraged and often arranged by the principal. When new techniques are implemented, the principal sees it as essential that teachers are given the time, training and skills to implement the changes. Clearbrook's principal encourages teachers' professional growth through research, book studies and discussions.

Finally, as the school leader, Clearbrook's principal makes knowing the students' needs a primary focus. When students are not successful, the principal collaborates with teachers to develop strategies to lead to the students' success drawing on her training as a reading specialist and special education teacher. Clearbrook's principal holds team data meetings and comes prepared to think outside of the box providing resources and new strategies to address the needs of students who are not being successful. At Clearbrook Elementary the principal along with the teachers evaluate student achievement and frequently monitor progress to ensure that the students' needs are being met. The principal strives to praise the staff for their efforts and assists them as they set goals focusing on student achievement. It is the principal's goal for Clearbrook's staff to grow continually into better teachers. This growth along with the push to never give up creates a climate where teachers and therefore students are successful.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Mathematics

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	97	100	100	97	97
Advanced	81	58	67	76	59
Number of students tested	37	40	30	29	34
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	7	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced		100	100		
Advanced		40	36		
Number of students tested	7	10	11	8	6
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	2	1	1	1
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	2		1		
4. Special Education Students					
Proficient and Advanced		100			
Advanced		45			
Number of students tested	3	11	8	8	8
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	1	1	1	
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested	1	1			1
NOTES:					

12VA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Virginia SOL

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	100	98	100	90	97
Advanced	54	45	66	48	50
Number of students tested	37	40	29	29	34
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	7	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced		100	100		
Advanced		10	40		
Number of students tested	7	10	10	8	6
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	2		1	1
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	2		1		
4. Special Education Students					
Proficient and Advanced		91			
Advanced		36			
Number of students tested	3	11	7	8	8
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	1	1	1	
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested	1	1			1
NOTES:					

12VA6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: MMathematics

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	100	100	100	100	100
Advanced	59	44	62	60	43
Number of students tested	39	29	36	33	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	0	1
Percent of students alternatively assessed	0	3	3	0	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	100				100
Advanced	69				50
Number of students tested	13	8	9	6	12
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	2	2	4	3
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	1				
4. Special Education Students					
Proficient and Advanced	100			100	100
Advanced	64			27	55
Number of students tested	11	4	8	11	11
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	3	1	3		2
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested	1		1	1	
NOTES:					

12VA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Reading

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	100	100	100	100	100
Advanced	53	66	54	68	69
Number of students tested	40	29	35	34	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	0	1
Percent of students alternatively assessed	0	3	3	0	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	100	100	100	100	100
Advanced	36	63	33	50	58
Number of students tested	14	8	9	6	12
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	2	2	4	3
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	1				
4. Special Education Students					
Proficient and Advanced	100			100	100
Advanced	55			55	55
Number of students tested	11	4	8	11	11
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	1	1	1	
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested	1		1	1	
NOTES:					

12VA6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Mathematics

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	100	100	100	100	90
Advanced	59	44	62	60	43
Number of students tested	34	34	34	35	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	1	0
Percent of students alternatively assessed	0	6	0	3	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced			100	100	
Advanced			27	36	
Number of students tested	8	9	11	11	9
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	4	4	2	3
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	1			1	
4. Special Education Students					
Proficient and Advanced			100	100	
Advanced			36	45	
Number of students tested	4	5	11	11	7
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested		3		1	
6. Asian					
Proficient and Advanced	100	100	100	100	96
Advanced	61	52	61	61	44
Number of students tested	31	27	28	31	27
NOTES:					

12VA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Reading

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	100	100	100	100	100
Advanced	59	44	62	60	43
Number of students tested	34	34	34	35	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	1	0
Percent of students alternatively assessed	0	6	0	3	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced			100	100	
Advanced			27	36	
Number of students tested	8	9	11	11	9
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	4	4	2	3
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	1			1	
4. Special Education Students					
Proficient and Advanced			100	100	
Advanced			36	45	
Number of students tested	4	5	11	11	7
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested		3		1	
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested	1	2	2	1	
NOTES:					

12VA6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Advanced	98	100	100	99	95
Advanced	66	49	63	64	48
Number of students tested	110	103	100	97	100
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	1	3	1
Percent of students alternatively assessed	0	3	1	3	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	100	100	100	96	85
Advanced	60	37	31	43	33
Number of students tested	28	27	31	25	27
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	4	8	7	7	7
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	4	0	1	1	0
4. Special Education Students					
Proficient and Advanced	100	100	100	100	96
Advanced	45	39	55	39	46
Number of students tested	18	20	27	30	26
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	4	5	4	2	2
6.					
Proficient and Advanced	100	100	100	100	96
Advanced	63	53	62	62	46
Number of students tested	33	28	29	32	28
NOTES:					

12VA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Advanced	100	99	100	97	98
Advanced	55	50	60	59	54
Number of students tested	111	103	98	98	100
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	1	3	1
Percent of students alternatively assessed	0	3	1	3	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	100	100	100	96	95
Advanced	38	26	33	35	40
Number of students tested	29	27	30	25	27
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	4	8	6	7	7
3. Hispanic or Latino Students					
Proficient and Advanced		0			0
Advanced		0			0
Number of students tested	4	0	1	1	0
4. Special Education Students					
Proficient and Advanced	100	95	100	93	96
Advanced	50	24	49	43	42
Number of students tested	18	20	26	30	26
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	5	2	3	0
6.					
Proficient and Advanced					
Advanced					
Number of students tested	3	3	3	2	1
NOTES:					

12VA6