

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13VA1**

School Type (Public Schools): Charter  Title 1  Magnet  Choice

Name of Principal: Ms. Laura Matthews

Official School Name: Carrsville Elementary School

School Mailing Address: 5355 Carrsville Highway  
Carrsville, VA 23315-3024

County: Isle of Wight State School Code Number\*: 046-0280

Telephone: (757) 357-8844 E-mail: lmatthews@iwcs.k12.va.us

Fax: (757) 562-2607 Web site/URL: http://ces.iwcs.k12.va.us/

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

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

Name of Superintendent\*: Mrs. A. Katrise Perera Superintendent e-mail: akperera@iwcs.k12.va.us

District Name: Isle of Wight County Public Schools District Phone: (757) 357-4393

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

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

Name of School Board President/Chairperson: Mr. Robert Eley

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

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

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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 5 Elementary schools (includes K-8)  
2 Middle/Junior high schools  
2 High schools  
0 K-12 schools  
9 Total schools in district
2. District per-pupil expenditure: 9794

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	7	10	17
K	22	24	46
1	15	26	41
2	19	25	44
3	19	20	39
4	23	15	38
5	24	21	45
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			270

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
26 % Black or African American  
3 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
64 % 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 2011-2012 school year: 24%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	35
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	23
(3)	Total of all transferred students [sum of rows (1) and (2)].	58
(4)	Total number of students in the school as of October 1, 2011	237
(5)	Total transferred students in row (3) divided by total students in row (4).	0.24
(6)	Amount in row (5) multiplied by 100.	24

8. Percent of English Language Learners in the school: 0%  
Total number of ELL students in the school: 0  
Number of non-English languages represented: 0  
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 52%

Total number of students who qualify: 140

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: 43

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

<u>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>17</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>4</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>13</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>7</u>
Paraprofessionals	<u>4</u>	<u>4</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>2</u>
Total number	<u>29</u>	<u>14</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.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	95%	96%	94%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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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At Carrsville Elementary School (CES), we believe that EVERY student can learn, and with the school community “living out” the school motto, “The Key is Me!” great things continue to happen.

The building leaders enter the school each day with the mindset “The Key is Me!” It is up to “Me” to effectively communicate commitment to the CES mission, motivate the school community to pursue the vision or set goals, and celebrate achievements and good citizenship. The teachers enter the school each day with the mindset “The Key is Me!” It is up to “Me” to build positive relationships with students, engage them in well-prepared, aligned and relevant lessons, continuously use data to guide instruction, and be dedicated to student success. It is repeatedly stressed to students the importance of entering the school each day with the mindset “The Key is Me!” It is up to “Me” to do my best to make positive choices in being a good citizen, be engaged in the lessons, complete assignments, ask questions, and work to achieve set goals. It is communicated to parents the need for them to adopt the motto and have the mindset of “The Key is Me!” as parent involvement will directly affect their children’s achievement.

During our most recent staff development day this year, the faculty and staff took time to revise our school mission statement. It was a collaborative effort among all staff members and an exercise to reinforce the importance of the entire faculty and staff being united with our mission and vision.

The new Carrsville Elementary Mission Statement reads...

“We are a community of learners dedicated to academic excellence in a safe, enriching environment that fosters each student’s growth and promotes life-long learning.”

The staff was emphatic on including the phrase “community of learners,” which speaks to their dedication to continuous learning and growth. The commitment to excellence and hard work of the entire school community has set the course for continued success.

Carrsville Elementary, located in the southern end of Isle of Wight County, Virginia, serves approximately 270 students in grades pre-kindergarten through five. The rural community was once a bustling railroad stopping point but now consists of a post office, a fire department, a few small businesses, and several farms. The community has experienced significant economic challenges over the past few years, and because of the rising free and reduced lunch count, CES became a Title I school in 2008. Determination to rise above challenges is evident in CES receiving the Title I Distinguished School Award every year since becoming a Title I school.

CES is home of the Bulldogs, and the school colors, red and white, are worn with pride. We have consistently met the federal and state benchmarks to receive full accreditation. The instructional team works together to stay abreast of the latest educational research, and the staff maintains high expectations for themselves as well as their students. The school collectively shares a vision of what the school should be and a plan to achieve that vision. Much of the overall success of CES is the result of unparalleled teamwork and a clear focus on the individual needs of students.

At CES, it is understood that effective classroom management and positive relationships among the school community are a tremendous part of school success. Faculty and staff teach classroom procedures, routines, and school rules beginning the first day of school. Quarterly assemblies celebrate achievements and provide continued motivation to get students excited about being the best they can be.

Student engagement is a high priority at CES. While hands-on, real life instructional methods and strategies are evident in each classroom, technology is changing our learning environment. Teachers have made great strides to infuse technology into the classroom. Commitment to excel in a fast-changing, global society is evident through continued purchases of technology resources and professional

development to support successful implementation. The possibilities are endless for the learning environment through technology, and CES welcomes the challenge with enthusiasm and excitement. Our school improvement plan serves as a blueprint for the course of action needed to achieve set goals. A variety of data is used to determine where we are in order to set goals to determine where we want to go. Implementation, monitoring, and evaluating our progress throughout the year is critical to our success. The journey involves horizontal and vertical planning, relevant professional development, peer observations, celebrations, and professional reflection.

While we are so proud of the success achieved through the years, we can never say, “We Have Arrived!” Each year brings new challenges. Each year, CES is committed to evaluating where we are, where we want to go, and beginning the new journey to arrive at the set destination. In order to arrive, each individual knows, “The Key is Me!”

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

A. The students at Carrsville Elementary have consistently demonstrated proficient, and in many cases, advanced performance on the Virginia Standards of Learning (SOL) tests administered in May of each school year. The students in grades 3, 4, and 5 are assessed in the core areas (reading, math, science, and social studies, and writing is assessed in the 5th grade.) CES students have consistently outperformed students in the other elementary schools in the district. Expectations for continuous improvement and increasing student performance are the norm at CES, and all stakeholders are of this mindset. Routinely meeting to discuss assessment data, monitoring student progress, and adjusting instruction to meet the needs of individual students are all expectations for the faculty and staff. Everyone has a role to play, and everyone is expected to give their best each day.

A passing score on the Virginia SOLs is 400 or higher, and an Advanced score is 500 or higher, with 600 being a perfect score. Faculty and staff continue to strive for excellence, so merely meeting the minimum requirements is not the CES way. We push ourselves and the students to try harder, increase instructional and assessment rigor, and make meaningful connections to the world in which we live.

Because CES is such a small school in terms of the number of students we serve, each student's score is critical in the school data. Faculty and staff are dedicated to working with each student to show individual growth and progress. CES is committed to increasing SOL test scores each year, including the number of students who earn an Advanced score on their assessments.

B. The Virginia Standards of Learning are continuously being revised, and for the past two years, the assessments have also included increased rigor. The social studies assessments were revised two years ago, including changes in the cut score. These changes had a dramatic impact on scores across the Commonwealth, and last year, the change was in math. As a result, math scores dropped across the state, and CES, although making the revised benchmark, also saw a decrease in our normally high scores. The drop in scores also impacted our subgroups. With participation numbers in our subgroups sometimes in the single digits, each student's score can have a dramatic impact in the overall percentage of the subgroups, as well as the data as a whole.

The first step toward closing the achievement gaps in the subgroups, as well as increasing the performance in math from last year, is to look at the data. SOL data is reviewed from the previous year as the staff works to create and review the School Improvement Plan, targeting those areas where there has been a decline in the scores and/or an achievement gap within subgroups. In addition to reviewing the SOL data from the previous year(s), including individual student performance data by question, the staff also continuously assesses the students throughout the year. County-wide benchmark assessments are given each nine weeks, and the data is carefully analyzed and used to plan for instruction and remediation. Common planning time among grade levels also assists the grade level teams with collaboration in order to address the needs of individual students and improve instructional outcomes.

CES saw achievement gaps in multiple subgroups in math in each of the grades tested. The focus this year for math is to continue to use math boards for introduction of future concepts as well as daily review and instruction. The biggest area of focus for math instruction is to increase the rigor in the classroom and on assessments. In addition, math instruction is including technology enhanced questions, a new type of question format on the SOLs, which require higher level thinking on the part of the student. As CES teachers have familiarized themselves with the revised standards and reviewed the resources available from the Virginia Department of Education, the grade level common tests and county-wide benchmark assessments have also been revised to align with the new format. These same changes are expected on the reading SOL test this year, so the staff is preparing students for these same types of changes on this year's

reading assessment.

CES has an after-school tutoring program, and students are selected and invited to attend based on data from last year and current classroom performance and assessments. In addition to after school tutoring, teachers work with students individually or in small groups throughout the school day to review and remediate. CES also saw a gap in the performance of special education students in reading in fourth and fifth grades.

The students in those groups receive daily Title 1 reading assistance in addition to the online reading program Fast ForWord. Students participate in small group instruction and the collaborative special education teacher works with the general education teacher in the classroom to assist the students, pulling them out for individual instruction if needed. Due to their learning challenges, many students in this group are often performing well below grade level, so the teachers work with the students using a variety of resources to help the students show continuous growth through IEP goals and objectives, nine weeks grades, PALS assessments, Fast ForWord, and SOL performance.

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

Carrsville Elementary is fortunate to have access to a variety of assessment data to assist instructional decisions and student performance. Teachers have access to data from past Standards of Learning assessments, including reports for individual student's performance by question. These reports allow teachers to see patterns and trends for individual students as well as groups of students. Teachers collaborate within their grade level teams as well as through vertical team conversations in order to use the data to assist with their instructional planning and delivery.

Developmental screenings are completed for each Pre-K and kindergarten student, as well as all new students transferring into CES. These screenings assess students' current performance level and allow for informed decision-making related to remediation or enrichment. Students in grades K-3 complete the PALS test in the fall, in January, and again in the spring to determine academic growth and assist in the placement for Title 1 assistance. This year, grades 4-5 are participating in the PALS pilot program, which provides the teachers consistent information throughout the year related to student growth and needs. Conferences are held regularly with parents to share the PALS results and classroom performance and to provide feedback related to areas of progress and areas of growth, and students who are demonstrating difficulty with material are referred for tutoring and/or child study. The newly revised county elementary report card also gives parents a thorough view of student progress.

In addition to the PALS assessment, students in grades 3-5 participate in county-wide nine weeks assessments. The nine weeks assessments are developed with teacher input, with questions submitted from teachers across the county, and they are formatted to mimic the state Standards of Learning tests. These common assessments, in addition to assessments given throughout the school year, are taken using the web-based program Interactive Achievement (IA). Teachers are able to generate reports from IA, and this data is reviewed by grade level teams with the administration in order to determine "next steps" and develop a plan of action for the next nine weeks. Data from these assessments is shared with all principals in the county, showing how each school's performance compares with other schools in the county. This information is also shared with the teachers at CES, so the staff can see how their students are performing compared to other students across the county. It is not uncommon for schools within the county to reach out to other school locations to collaborate and share strategies that are working. Data from these assessments are also used to plan site based and county-wide staff development sessions and "share fairs."

While the benchmark assessments are required for students in grades 3-5, the CES second grade team also assesses the students with common nine weeks tests. Teachers want to assess their second grade students to obtain performance data and to help prepare students for the rigor of cumulative assessments the following year.

The teachers use the data from their classroom assessments, both formal and informal, to determine student understanding, assist in instructional planning, and select students for remediation and enrichment. Teachers provide remediation in a variety of formats, including tutoring during the day during lunch and after school, assisting students at the very start of the school day as children are going to breakfast and getting settled to start the day, small group instruction, and individualized instruction during the day. Enrichment is provided through SEARCH, the gifted program, as well as within the classroom.

In addition, teachers in grades K-3 complete a Learning Achievement Record for the Standards of Learning in reading and math for each student. These records show a “map” of student progress and mastery of the SOLs throughout their primary years. Teachers in grades K-5 also use the county’s Stage Card to document reading progress each year. These cards, in addition to other data and information, are part of the regular grade level team meetings with administration to review student data, monitor student progress, and discuss concerns, and create remediation plans.

Using data is a common practice, and CES teachers are proficient at analyzing the information to better instruct and assist students. In addition to reviewing the data with the administration, the teachers are encouraged to review assessment data with their grade level partner and the reading teachers. Sharing the data allows a more comprehensive inspection of the information and provides the opportunity for teachers to have meaningful conversations about instruction.

### **3. Sharing Lessons Learned:**

One benefit of being in a small school district is the opportunity to know the majority of your colleagues, even when they are at other schools. Isle of Wight provides opportunities for teachers to meet and share ideas and strategies, participate in staff development, and collaborate to improve instruction. County-wide staff development programs have been held this year for reading and math, and members of our faculty and staff have led sessions and facilitated groups during these programs. Teachers work with the county content specialists to write test questions, improve the benchmark assessments, and review and revise grade-level pacing guides.

At principal’s meetings, administrators share what is working in each building and learn from one other. Those ideas are then taken back and shared with the CES faculty and staff. This collegial relationship among administrators is vital to the continued success of Carrsville Elementary.

One of the ways educators learn best is from one another, and the CES faculty and staff are always excited to share what’s working and are also not afraid to reach out to others when facing challenges. Creating a community of continuous learners is who and what Carrsville Elementary is all about.

Carrsville Elementary was asked to present the A+ Bus program at the Virginia School Board Association. Created by a CES reading specialist, the program was designed to improve student bus behavior and help students begin each day with a positive start.

Faculty and staff work collaboratively to share strategies and programs, including software programs, Internet websites, web-based activities, remediation strategies and more. Through technology, including programs like Google Drive, email, and websites, staff members are able to share ideas, resources, and information.

Kindergarten transition was a focus for the county this year, and while each school’s program looked slightly different based on needs and faculty resources, the CES program involved all staff members in order to make the orientation a success for students and parents. Principals have continued to work together to discuss kindergarten transition, and plans are being developed to continue to improve this process.

In addition, teachers, guidance counselors, and administrators have participated at various conferences and programs, both locally and nationally. Staff development opportunities such as this embody professional reflection and a commitment to continuous learning. Participants are then given time with colleagues and staff members at the school and throughout the division to share the information learned from these events.

#### **4. Engaging Families and Communities:**

Due to low Internet connectivity in the school community, CES relies on a variety of methods to communicate with parents and keep families engaged. Parents receive email and telephone communication from the school through the Alert Now program, and the administration partners with the PTA to send home regular newsletters. The school website is updated regularly, and teacher websites display classroom events, assignments, and links to supplemental websites for remediation and practice at home. Another important tool for communication is the student agenda, where homework is written daily. Stickers are often placed in the agendas as a quick reminder for an upcoming event or activity. Parents can access students' grades through the PowerSchool parent portal, allowing them to monitor their child's academic progress twenty-four hours a day, seven days a week.

Parents volunteer to serve in a variety of capacities, from supervising in the lunchroom to assisting in the library. Parents are invited to special activities in the classrooms and to chaperone field trips, and CES relies on parents to organize and assist with PTA events such as dances and special programs.

Regular parent communication is expected from all CES staff, including phone calls, emails, and conferences where teachers share strategies with parents to assist students at home. CES also reaches out to parents through parent surveys and the Title 1 parent advisory committee, meeting throughout the year to get input and plan events. Additionally, a space within the library has just been created for a parent resource room.

CES continuously partners with community groups and organizations to provide opportunities to enhance student learning and development. For example, CES partnered with a local youth foundation to acquire Kindles for the media center. The school receives magazine subscriptions from local businesses and organizations that help supplement instruction in the classroom. CES brings in the local middle school and high school programs, such as the high school band, to engage students and motivate them to work toward participation in these fabulous programs. CES also partners with local community service organizations such as the Ruritan Club, which is assisting the school with purchasing new library chairs, and Toys for Tots, which provided toys for 21 CES families during the holidays.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

The curriculum for Carrsville Elementary is based upon the Virginia Standards of Learning. The SOLs provide the framework for all academic areas, and the faculty and staff at CES work not just to teach the standards, but to go above and beyond them. There was a time when the SOLs represented minimum competency-based standards, but that time is in the past. With increased rigor and higher level thinking questions, it is critical for teachers to use the standards as a basis and go from there. The CES staff uses county-developed pacing guides, which are reviewed and revised regularly, to guide their planning and to ensure the required curriculum is taught based on the standards.

Language Arts includes reading, writing, research, and oral presentations. The language arts curriculum makes up the largest block of instructional time in each student's day, and students are exposed to a variety of instructional strategies, methods, and resources for this part of the curriculum. Instruction at each grade level builds on the previous year's learning, so the vertical team conversations among grade levels is an important part of continuous improvement.

The math curriculum also builds on prior knowledge, and the teachers use math boards for daily review in order to continuously review and assess concepts previously taught. New material is introduced during the math instructional block of the day, and the teachers continue to find new methods to bring relevance to math instruction into their daily lives.

The social studies curriculum is extensive and provides opportunities for students to learn about local history as well as the larger world. The history curriculum allows students to make connections from the past to the world today, and this part of the curriculum also teaches citizenship and responsibility.

While the fact-based nature of science is standard, the curriculum also allows students to learn to question and make predictions. These critical higher level thinking skills are essential for students to develop for their future. The science curriculum also draws students in to the world around them, allowing for questioning and experimentation.

The students at CES also have a rotating schedule for "resource" classes, such as music, art, technology, library science, guidance, and health and physical education. The students participate in lessons in each of these areas throughout the week, and these classes provide opportunities for all students to be exposed to a variety of well-rounded activities and lessons. All instructional areas use the Virginia SOLs as a curriculum guide. Students perform in evening concerts throughout the year, and student artwork is displayed proudly throughout the school. Students participate in health and physical education classes and through that class, they are encouraged to participate in annual events such as Jump Rope for Heart and other activities that promote health and well-being. Students work on their technology skills in the computer lab and in the classroom, through the use of desktop and laptop computers, ipods, Smart Boards, and other means. They also receive instruction in library science, and the guidance counselor provides guidance lessons to teach character education.

## **2. Reading/English:**

Reading is at least 90 minutes of daily instruction with reading incorporated across all content areas. The reading curriculum is guided by the state standards (Virginia Standards of Learning). Primary resources utilized include Scott Foresman Reading as a common core and the vast supplemental resources provided on the Virginia Department of Education (VDOE) website. A variety of genres are used and the methods to teach the curriculum include whole class instruction, small group instruction, and independent literacy stations.

The school utilizes the chosen resources and instructional methods for reading because past successes have been supported by these approaches. CES strives to see all students make adequate annual progress through differentiated instruction that supports students below, on, and above grade level. In addition to differentiated instruction in the regular classroom, students receive support from other instructional staff (reading specialist, Title I teacher, special education teachers, gifted teacher, instructional assistants, other teachers/tutors). Progress is monitored consistently through formal and informal assessments, such as weekly Cold Reads, where students are given a reading passage they have not seen previously and are assessed on their comprehension of the selection. Data from literacy based assessments is used to group students in the classroom and for intervention.

Resource classes include time in the Media Center each week with structured literacy lessons that align with state standards taught by the Media Specialist. In addition, there is “open” library checkout which allows students to check out books throughout the week. Accelerated Reader is a web-based program used to promote independent reading, and the Fast ForWord online program is also used to assist struggling readers and to monitor their progress as they move through the program each day.

Students acquire the foundation of reading skills through direct and explicit instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing opportunities. Skills are introduced, taught, re-taught (in a different way when needed), reinforced, and/or enriched. Instructional staff members serve as literacy “models” for students, modeling good reading strategies such as reading aloud, self correcting, making connections, and reflecting. The primary assessment in grades PK-3 is the Phonological Awareness Literacy Screening (PALS), and this year, grades 4-5 are participating in a pilot program for PALS. In addition to the pilot program in grades 4-5, alternate oral and silent reading assessments are used.

### **3. Mathematics:**

Carrsville Elementary’s mathematics curriculum is a seamlessly interwoven, tightly patterned quilt, which facilitates students’ understanding of concepts collectively. All mathematical skills relate to each other, and students at CES formulate these connections. At all instructional levels, students correlate whole number place value to their lives and determine the relevance of addition, subtraction, multiplication, and division. They appreciate fractions and decimals as parts of a whole and as vital numbers in everyday situations. Students also create and analyze graphs of data to organize their conclusions effectively. Determining the probability of meaningful outcomes and measuring tangible lengths, volumes, and weights/masses enable students to value these concepts in their personal lives. The world is full of patterns, both numerical and geometric, and instruction at CES encourages students to investigate them.

Learners engage in a minimum of seventy-five minutes of daily mathematics instruction. The continuous, evolving reinforcement of mathematical concepts leads to proficiency. Daily instruction includes comprehensive math boards that remediate, teach, and enrich mathematical skills. For example, on the first day of school, students are immersed in a variety of mathematical concepts. Students in a fourth grade class fill the dry-erase board with numerous facts about the whole number 24. They understand that one penny on a grid of one hundred pennies represents one hundredth of a dollar and express it as both a decimal and a fraction. They list all of the factors of the number 12, determine if an equation is true or false, complete a realistic multiplication word problem, and subtract with regrouping using decimals and money. They identify the fraction of blue bottle tops in a bag while simultaneously learning probability vocabulary. Supplementing daily mathematic instruction, these twenty-minute math boards remediate and enrich daily math instruction, which correlates with Virginia’s Standards of Learning, as well as establish a foundation of prior knowledge for upcoming mathematics lessons.

To meet the needs of students performing below and above grade level, CES teachers often instruct students one-on-one, targeting their individual challenges and enhancing their strengths. Teachers also utilize free websites that allow them to differentiate instruction to meet the various instructional needs of their students. Using both informal and formal math assessments, teachers develop clear understandings

of students' levels of academic mastery as students create their own quilts of connections and patterns as they explore the world of mathematics.

#### **4. Additional Curriculum Area:**

In addition to math and reading, students are fully engaged in other areas of the curriculum. Students participate in science and social studies instruction, which are considered core content areas and are assessed through the Virginia Standards of Learning. Students also participate in music, art, physical education, guidance, library, and technology lessons. All areas are essential to the full development of each student, and CES is committed to providing these opportunities.

Although part of language arts, writing instruction is separate from reading instruction, and it is another key component to the CES curriculum. Students are instructed in writing using the four square model, and teachers begin writing instruction in Kindergarten, as students learn to organize their ideas and share their thoughts. Students in the primary grades use writing journals, and many of those journals allow students to combine their writing with drawings. By first grade, the students are completing topic sentences and learning to edit and revise their writing.

As students move through the middle elementary grades, they are developing their vocabulary and focusing on word choice and sentence construction. By the time they reach fourth grade, CES students have learned a variety of prewriting strategies and techniques and are experienced at editing to improve their writing. The writing standards are assessed in the fifth grade, and by that time, the students have learned to organize their thoughts, use transitions and a variety of sentence types, create an introduction and conclusion, and edit for correct spelling and grammar.

Student writing is displayed throughout the building to demonstrate its value and importance. Teachers can often be seen modeling the writing process and demonstrating a variety of prewriting strategies. Teachers provide individual writing conferences to give feedback to students and provide additional assistance when needed. Students who have done an outstanding job are often sent to the principal or front office staff to read their essays or stories, and this helps reinforce the expectations the teachers set for quality writing.

Writing instruction is a critical part of the CES curriculum, as each staff member recognizes the importance of teaching the students solid writing strategies as an effective means of communication for the future.

#### **5. Instructional Methods:**

One of the things that CES does best is to differentiate instruction to meet the needs of the individual learner. This is evidenced by the high performance of students on a regular basis, including the subgroups who do not always find success at other schools. Teachers monitor whole class performance, but more importantly, they monitor individual student performance. Students are regularly and routinely assessed for understanding and mastery of skills, and the teachers use these formal and informal assessments to plan their instruction.

Through collaboration and inclusion, special education students are given instructional support in the general education setting, and those needing additional support are given pull-out services or a more restricted environment in order to meet their needs.

Teachers and staff teach, review, remediate, and monitor mastery for all students on a regular basis. Opportunities to review are constant, and the teachers regularly plan their instruction to build on previously learned concepts. Teachers use the laptop carts, projectors, magazine readers, ipad carts, and the computer lab to integrate technology into their lessons to help engage students who might otherwise find it difficult to remain on task.

Struggling students are given individual and small group assistance, in addition to opportunities for after school tutoring. The child study process also helps identify students who are having difficulty, and this process allows for collaboration among the teacher, parents, administrators, and other team members to identify strategies to assist struggling students.

Students who excel academically are also given opportunities to stretch and grow. These students are challenged in a variety of ways. Those who qualify for the district's gifted program participate in weekly SEARCH lessons and activities with the gifted teacher. Self-directed projects and activities allow them to think at a higher cognitive level and advance beyond the general curriculum. All students are given opportunities to excel, and it is not unusual for teachers to move their accelerated groups to new heights. For example, just this year, we have a Kindergarten class that contains a group of high performing readers. The teacher has sought out additional texts for this group because they are already beyond the typical text for their grade level. In addition, we have a fourth grade classroom this year that is excelling in every area. The teacher is getting ready to do an advanced novel study with them, and her excitement about their progress and performance is infectious.

## **6. Professional Development:**

Professional Development is achieved through a variety of methods, and the programs provided to the faculty and staff are designed to have maximum positive impact on student achievement and school improvement. The county provides various staff development opportunities for employees, including county-wide programs for instruction, special education, curriculum and development, and technology training. Much of the staff development completed at CES is done at the school level, and it is planned based on the goals of the School Improvement Plan, which is developed from the various data collected each year. CES is fortunate to be able to pull experts from within the building, as well as provide staff development opportunities from other schools and from central office.

CES piloted the online staff development program PD360 two years ago, and the entire county began using the program last year. The program allows staff members to view online videos, selecting videos from a variety of topics. After watching the videos, the staff members answer reflection questions related to the video, which prompts the viewers to consider how they will implement what they have learned in their classroom. The viewers are prompted 72 hours later with follow-up questions that call for reflection on what they learned and how they have applied that new knowledge. In addition, the staff has used a book study model to improve instruction, and they participate in peer observations, sharing feedback and questions with their colleagues. Faculty and staff share new learning with each other daily, as well as in faculty meetings and staff development sessions.

The staff takes advantage of early dismissal days, monthly faculty meetings, and designated staff development days during the school year to learn new information, review proven strategies, and create a culture of continuous learning. The teachers get excited when they can share a new strategy or learn a way to integrate technology to enhance a lesson. Their excitement in their thirst for knowledge is then carried over into the students' excitement to learn.

## **7. School Leadership:**

The CES leadership philosophy follows the school motto "The Key is Me." In effect, each individual stakeholder is a leader within the building; everyone has a role to play and a job to do. All decisions are made based on what is in the best interest of students.

The principal is responsible for monitoring the classrooms to ensure that quality instruction is taking place each day, that teachers are on pace, and that students are engaged and on task. It is critical for the principal to provide visibility and accessibility for all stakeholders. Whether greeting students at the front door in the morning, eating in the cafeteria each day, walking through classrooms, or shaking students'

hands during the awards assembly, the principal must set expectations for instruction, behavior, and procedures and monitor that those expectations are being met.

The assistant principal is also the reading specialist for half of each day, so the principal and assistant principal work closely together to meet the needs of the students and staff. They collaborate on everything from discipline, crisis management, and staff development to parent communication, school activities, and supervision of instruction. Teamwork and communication are critical to keep things running smoothly.

A new leadership position this year is the administrative aide, designed to develop leadership capacity within the school. Working with the administration, the administrative aide has been placed in charge of the A+ Bus Program and after school tutoring.

CES also has a School Leadership Team (SLT), and members represent grade level teams as well as resource and special education teachers. Members of the SLT meet monthly to discuss the needs of the school, address concerns, and plan for upcoming events.

Each teacher and staff member is viewed as a leader in the building, and CES asks each student to take a leadership role in the school by making good choices and treating each other well. CES teachers and staff rise to the challenge of demonstrating leadership each day. They take initiative and ownership of their classrooms and their responsibilities. Staff members participate in regular committee meetings, and they work with their grade level partner each day, communicating and collaborating to improve instruction and assist the students. The faculty and staff discuss concerns with the administration, but they are also given the freedom to choose how to handle most situations that arise, and they live up to that challenge daily.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Virginia Standards of Learning

Edition/Publication Year: 2006-2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	78	93	93	93	97
Advanced	6	55	48	29	47
Number of students tested	34	42	46	42	36
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	59	87	86	86	94
Advanced	12	39	36	29	50
Number of students tested	17	23	14	14	16
<b>2. African American Students</b>					
Proficient	Masked	75	77	Masked	90
Advanced	Masked	33	23	Masked	30
Number of students tested	9	12	13	9	10
<b>3. Hispanic or Latino Students</b>					
Proficient		Masked	Masked	Masked	
Advanced		Masked	Masked	Masked	
Number of students tested		2	1	5	
<b>4. Special Education Students</b>					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	8	8	7	6
<b>5. English Language Learner Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. White</b>					
Proficient	86	100	100	93	100
Advanced	10	65	60	33	50
Number of students tested	21	26	30	31	24
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested. The Virginia Standards of Learning test in math changed for the 2011-2012 school year, resulting in dramatic decreases in pass rates in math across the state. With the change in the format as well as the cut score, CES also saw a decline in SOL math scores overall, as well as in subgroups.					

13VA1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Virginia Standards of Learning

Edition/Publication Year: 2006-2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	100	86	87	88	89
Advanced	24	45	31	24	31
Number of students tested	34	42	46	42	36
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	100	74	79	71	81
Advanced	24	26	21	14	31
Number of students tested	17	23	14	14	16
<b>2. African American Students</b>					
Proficient	Masked	75	77	Masked	80
Advanced	Masked	25	8	Masked	0
Number of students tested	9	12	13	9	10
<b>3. Hispanic or Latino Students</b>					
Proficient		Masked	Masked	Masked	
Advanced		Masked	Masked	Masked	
Number of students tested		2	1	5	
<b>4. Special Education Students</b>					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	8	8	7	6
<b>5. English Language Learner Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. White</b>					
Proficient	100	92	87	97	92
Advanced	29	54	37	27	42
Number of students tested	21	26	30	31	24
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13VA1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Virginia Standards of Learning

Edition/Publication Year: 2006-2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	88	100	95	94	92
Advanced	35	72	76	69	87
Number of students tested	42	46	39	36	39
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	77	100	83	93	93
Advanced	36	61	67	67	86
Number of students tested	22	18	12	15	14
<b>2. African American Students</b>					
Proficient	58	100	Masked	92	Masked
Advanced	8	50	Masked	50	Masked
Number of students tested	12	14	8	12	8
<b>3. Hispanic or Latino Students</b>					
Proficient	Masked	Masked			Masked
Advanced	Masked	Masked			Masked
Number of students tested	2	1			2
<b>4. Special Education Students</b>					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	9	7	6	5
<b>5. English Language Learner Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. White</b>					
Proficient	92	100	96	96	89
Advanced	42	86	79	78	86
Number of students tested	26	28	29	23	28
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
The Virginia Standards of Learning test in math changed for the 2011-2012 school year, resulting in dramatic decreases in pass rates in math across the state. With the change in the format as well as the cut score, CES also saw a decline in SOL math scores overall, as well as in subgroups.					

13VA1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Virginia Standards of Learning

Edition/Publication Year: 2006-2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	95	96	95	97	92
Advanced	45	44	68	58	54
Number of students tested	42	46	39	36	39
Percent of total students tested	100	100	95	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	95	83	83	100	86
Advanced	36	22	67	40	50
Number of students tested	22	18	12	15	14
<b>2. African American Students</b>					
Proficient	83	93	Masked	100	Masked
Advanced	17	21	Masked	50	Masked
Number of students tested	12	14	8	12	8
<b>3. Hispanic or Latino Students</b>					
Proficient	Masked	Masked			Masked
Advanced	Masked	Masked			Masked
Number of students tested	2	1			2
<b>4. Special Education Students</b>					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	9	7	6	5
<b>5. English Language Learner Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. White</b>					
Proficient	100	93	96	96	89
Advanced	54	50	74	61	54
Number of students tested	26	28	29	23	28
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13VA1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Virginia Standards of Learning

Edition/Publication Year: 2006-2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	88	100	97	92	98
Advanced	25	87	58	66	78
Number of students tested	50	37	39	38	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	73	100	89	92	Masked
Advanced	23	100	42	38	Masked
Number of students tested	22	12	19	13	7
<b>2. African American Students</b>					
Proficient	75	Masked	100	90	Masked
Advanced	19	Masked	18	50	Masked
Number of students tested	16	7	11	10	9
<b>3. Hispanic or Latino Students</b>					
Proficient	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	1	1	1	1	
<b>4. Special Education Students</b>					
Proficient	67	Masked	Masked	Masked	Masked
Advanced	0	Masked	Masked	Masked	Masked
Number of students tested	12	5	7	6	4
<b>5. English Language Learner Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. White</b>					
Proficient	94	100	96	92	100
Advanced	26	82	76	73	87
Number of students tested	31	28	25	26	31
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
The Virginia Standards of Learning test in math changed for the 2011-2012 school year, resulting in dramatic decreases in pass rates in math across the state. With the change in the format as well as the cut score, CES also saw a decline in SOL math scores overall, as well as in subgroups.					

13VA1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Virginia Standards of Learning

Edition/Publication Year: 2006-2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	94	97	97	89	95
Advanced	37	46	35	55	43
Number of students tested	50	37	39	38	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	82	100	84	92	Masked
Advanced	18	50	16	60	Masked
Number of students tested	22	12	19	13	7
<b>2. African American Students</b>					
Proficient	88	Masked	100	90	Masked
Advanced	19	Masked	27	40	Masked
Number of students tested	16	7	11	10	9
<b>3. Hispanic or Latino Students</b>					
Proficient	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	1	1	1	1	
<b>4. Special Education Students</b>					
Proficient	75	Masked	Masked	Masked	Masked
Advanced	17	Masked	Masked	Masked	Masked
Number of students tested	12	5	7	6	4
<b>5. English Language Learner Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. White</b>					
Proficient	94	100	96	88	100
Advanced	45	46	42	62	48
Number of students tested	31	28	24	26	31
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13VA1