

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Ken Grindstaff

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Snow Creek Elementary School

(As it should appear in the official records)

School Mailing Address 5393 Snow Creek Road

(If address is P.O. Box, also include street address.)

City Penhook State VA Zip Code+4 (9 digits total) 24137-1388

County Franklin State School Code Number* 1170

Telephone 540-483-5599 Fax 540-483-5604

Web site/URL https://sites.google.com/a/frco.k12.va.us/screek/home E-mail ken.grindstaff@frco.k12.va.us

Facebook Page

https://www.facebook.com/pages/Snow-

Twitter Handle Creek-Elementary/758236604236903 Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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.

(Principal's Signature) Date _____

Name of Superintendent*Dr. Mark Church E-mail: mark.church@frco.k12.va.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Franklin County Tel. 540-483-5138

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Sarah Alexander
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(School Board President's/Chairperson's Signature) Date _____

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
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

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 12 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 14 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 8 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	9	8	17
K	18	19	37
1	15	18	33
2	21	12	33
3	19	14	33
4	15	15	30
5	23	17	40
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
Total Students	120	103	223

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 15 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 80 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 17%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	36
(4) Total number of students in the school as of October 1	213
(5) Total transferred students in row (3) divided by total students in row (4)	0.169
(6) Amount in row (5) multiplied by 100	17

7. English Language Learners (ELL) in the school: 0 %
2 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 63 %
 Total number students who qualify: 139

Information for Public Schools Only - Data Provided by the State

The state has reported that 63 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 16 %
35 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>12</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>18</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>1</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	88%	97%	98%	98%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: We endeavor to make our students successful and responsible citizens by having high expectations for them and providing them with a healthy and positive environment.

PART III – SUMMARY

Snow Creek Elementary is a rural school in southeastern Franklin County, Virginia. When the school first opened in 1934, it consisted of first grade through the second year of high school. Over time the school shifted to exclusively elementary, and now includes Pre-K through fifth grade, serving approximately 220 children.

For many years, the community's economy relied heavily upon textile manufacturing and tobacco farming. The significant decline of those industries over the last twenty years and the resulting loss of jobs have led to 63% of the students being eligible to receive free or reduced lunch. Despite the economic challenges that confront many of the children and their families, Snow Creek School is rich in other ways. Family and cultural roots are strong and deep; many of the students have parents, and even grandparents, who attended the school. This multi-generational connection is important to the school and the community, inspiring many parents and grandparents to be closely involved in school activities and to serve as a support network. This community relationship is an essential element of the school's success.

Community support also provides for the physical needs of students. Local churches and area citizens supply food to the backpack program for students who may not have adequate nutrition during the weekends and holiday breaks. At Snow Creek, it is recognized that economically disadvantaged students have a greater need for emotional support, and the staff strives to provide this support in many ways. There is a Lunch Buddy program in which community members share a lunch period each week with students. In addition, many community members and parents volunteer to read with students and to provide academic support through tutoring. Meeting students' physical and relational needs contributes to the success of the whole child.

Despite the high poverty rate that affects Snow Creek students, the school has been recognized as a Distinguished Title 1 school ten times in the past eleven years, and in 2015, as a Highly Distinguished Title 1 School. A strong and relevant academic curriculum helps students reach their full potential while focusing on the needs of every learner. One of the reasons for the continued success is the school-wide commitment to teaching the whole child! All teachers at Snow Creek incorporate rich and relevant literature in all areas of instruction to build connections for students -- connections to history, science and even connections with plots or characters in the story that may be going through a life situation similar to their own.

Another school-wide commitment is providing daily opportunities for students to work in cooperative learning groups. Discussion is encouraged, as is communication of their thoughts with their team. They learn how to work with their teammates in positive relationships, to examine their own thinking, and provide evidence in support of their conclusions. This model enhances learning while strengthening social skills and increasing confidence; the results impact not only test scores, but the child's world. Many students who attend Snow Creek come to school lacking the skills to be productive team members or handle conflict in a constructive manner. In response to that need, Snow Creek has adopted a social/emotional curriculum called Getting Along Together, in which students learn to handle their emotions in appropriate ways. They develop cool-down strategies to use when they get angry, ways to compromise, and many other life skills that equip them to thrive in this complex and diverse world, leading to stronger relationships and a healthier culture both at school and in the community.

All learning needs are met, whether for a struggling learner or an accelerated learner, through differentiated instruction. An integral strategy that Snow Creek has implemented for the last several years is daily What I Need time (WIN). Homeroom teachers, two paraprofessionals, and an intervention teacher regularly assess student performance and provide small group instruction, differentiated to ensure relevance and challenge for each student. Some students receive remediation and reinforcement; others may need more intensive or individualized interventions, while others may have mastered a concept and need academic enhancement. WIN time is built into the master schedule at every grade level, every day.

If Snow Creek needed to choose two words that succinctly describe all the school-wide practices mentioned, those words would be relevance and relationship. It is evident that economically disadvantaged students are

more successful when they develop relationships with teachers. The staff gets to know each child, and those connections empower them to make learning more meaningful and relevant to students' lives. The focus is on the students' needs and on providing an appropriate, individualized response. This results in students not "belonging" to just one teacher, but to the whole school community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

In all areas of the core curriculum, Snow Creek has carefully chosen materials and instructional practices which are aligned to the Virginia Standards of Learning and incorporate real life application, problem solving and collaboration. Experience tells us that presenting the information in a way that is truly relevant to students' real life experiences makes the vital connection that sparks learning. Methods are chosen that help students establish relationships with staff and with each other, resulting in the successful collaborations which enable problem solving and personal growth. Snow Creek children are succeeding at more than test scores; they are successful at life!

Reading is “Ground Zero” so students are provided ninety minutes of daily reading instruction for every child, every day. A research-based curriculum is used that emphasizes reading, writing, and oral language in skill-leveled groups rather than age-based groups. This design allows strong readers to move into more complex text while providing the structure and support for struggling readers.

For Kindergarten students, teachers use a structured sequence to introduce letters and sounds, which are then combined as they learn to read words, sentences, and stories. They experience storytelling and retelling to develop oral language skills. Phonological and phonemic awareness are developed through read-alouds, partner reading, and independent reading. As students progress into first grade, they also move into systematic phonics instruction, along with instruction in fluency and comprehension, and are introduced to decoding strategies for unknown words.

While many learners beyond first grade still need direct instruction/support in phonics, emphasis in reading instruction is shifted to the core comprehension strategies of clarifying, questioning, predicting, and summarizing. Narrative or expository trade books, carefully chosen for relevance and content, are used to build background knowledge, vocabulary, fluency, comprehension, team discussion, and writing ability. Students answer questions with verbal and written responses using complex sentences structured with the question stem and evidence from the text.

Math instruction centers on creating life-long mathematical thinkers by emphasizing not only content but also the processes of mathematics. Problem solving, communication, connecting math to real life, examples, reasoning, and representations are essential skills that make independent and effective mathematical thinkers.

Teachers informally assess students prior to beginning a new math unit in order to facilitate differentiation. Instruction initially explores mathematical ideas with concrete models, which builds conceptual understanding. As more abstract ideas are presented, students rely on their concrete and representational experiences for understanding, and develop math vocabulary through peer-to-peer conversations. Problem solving is embedded in direct instruction, and students may use a variety of strategies as shared by their peers in approaching math tasks.

Math fact fluency is also expected at Snow Creek; when students have automatic fact recall, they are able to use more brain energy on problem solving. Reflex Math, a web-based program, is used to strengthen, monitor, and evaluate student fact fluency. In addition, tutors and teacher assistants are proactive in ensuring that skills are reinforced prior to summative assessments.

The philosophical view of teaching science at Snow Creek is wrapped around the “nature of science” and solving real world problems. Student ideas and questions are the driving force behind many science lessons. Teachers take advantage of the students' natural curiosity by providing opportunities and practices for investigating problems using the scientific method. Hands-on learning and experiments engage students and allow them to test hypotheses, while teachers address any student misconceptions and connect science lessons to knowledge from other academic areas.

Science comes to life in the Trout in the Classroom program. Students research habitats and ecosystems, plan, set up, and monitor the environment, and experience raising trout from eggs. In the spring, they release the trout into an approved stream.

Social Studies lessons are based on four components: civics, economics, geography, and history. Students are often introduced to new social studies topics in reading instruction through carefully selected trade books. The study of historical figures reinforces traits and qualities of good citizenship. Students research and create projects and presentations using technology and participate in classroom discussions and debates. Social Studies comes to life during field trips throughout the school year.

The area's most at-risk four year olds fill the sixteen Pre-K slots at Snow Creek. The integrated curriculum has an emphasis on literacy and numeracy. Students are challenged to construct mathematical ideas based on their experiences in their environment, and they acquire phonological awareness and knowledge of letters and their sounds, as measured on the Pre-K Virginia PALS Reading Readiness Test. Last year, fifteen of the sixteen Pre-K students scored at least 119 of 125 points on the Spring PALS test, indicating their readiness for Kindergarten.

2. Other Curriculum Areas:

Snow Creek shares a Physical Education teacher with a neighboring school, and therefore the students have formal P.E. instruction only once a week. During this time, they are introduced to and experience multiple lifetime sports, such as archery, bowling, and running. In addition, the fundamental skills and rules of basketball, volleyball and softball are taught. On days when the P.E. teacher is not present, classroom teachers direct physical activities for the children. Students work with parents and the P.E. teacher to establish fitness goals, which the teacher monitors and tests during the year.

As a result of this limited formal P.E., Snow Creek has developed outside partnerships to ensure that students understand and value a healthy lifestyle. We partner with Franklin County Parks and Recreation Department in a walking club for several months every year. Around seventy students take advantage of the opportunity to stay after school and walk on the track. We also host a Jump Rope for the Heart fundraiser to promote awareness of the importance of a healthy heart and way of life.

Snow Creek, in partnership with a YMCA in the county, provides sixteen swimming lessons to all second grade students during the school day. This program helps to ensure knowledge of swimming safety while promoting physical activity. Snow Creek fifth grade students participate with their peers throughout the division in a unique Track Day at the end of the year to highlight their physical fitness. First grade obtained a grant that enabled them to purchase stability balls for use in their classrooms instead of chairs. Studies have shown that a chairless classroom not only reduces obesity but also increases attention.

Limited financial means and the lack of available services in the area make internet at home a luxury; therefore, technology must be a high priority at Snow Creek School. All classrooms are equipped with an ActivBoard and several computers for student and teacher use. A computer lab furnished with twenty-five laptops allows each student at least one fifty-minute computer session per week to work with programs that enhance and supplement the core curriculum. Students are introduced to Mango, an online foreign language program which is accessed through the public library website. Sets of iPads and iPods are available to any teacher for use in supporting curriculum, as well as a mobile cart of Chromebooks and laptops. These experiences ensure that students at Snow Creek will not be caught by the digital-divide.

All grade levels visit nearby science museums and historical sites for programs that align with and support the core curriculum. Many of these trips provide opportunities to see history or science come alive. Kindergarten students travel annually to Amazement Square to experience hands-on, interactive exhibits designed to make learning fun. Fifth graders routinely visit Hales Ford Academy, a restored one-room school museum in the community, to compare learning environments from the past to the present. Fifth grade students also attend the county's Civil War Days, an agriculture fair, and a tour of Washington D.C. or Jamestown. Perhaps the most exciting event takes place in a large local park, where students, staff, local law enforcement, and volunteers reenact a night on the Underground Railroad.

Resource teachers meet with each grade weekly to integrate educational concepts as they introduce content standards of music, art, guidance and library. The guidance counselor guides students in conflict resolution skills through traveling a set of steps on the “peace path”. Fourth grade students participate in a Too Good for Drugs program. After-school activities include a chess team of students from grades three through five which participates in district competitions, and Odyssey of the Mind teams, who come together to solve given problems and present their solution at the spring tournament.

The school nurse handles day-to-day health issues, including concerns relative to individual students’ physical challenges. She coordinates scoliosis screenings, vision screenings, height and weight checks, and hand washing demonstrations to promote health and wellness. In addition, she addresses life events that reach beyond the walls of the school; she and the principal conduct a Family Life educational talk for fourth and fifth grade students, and she organizes a Growing Girls class for fifth grade female students.

3. Instructional Methods and Interventions:

Pre-assessments are a vehicle to determine students’ needs. Responding to the variety of needs is approached in several ways. Curriculum compacting is a process that is used for students who have demonstrated mastery of a concept. Simply put, teachers condense or modify the regular curriculum for these students to prevent unnecessary repetition of instruction and to allow for acceleration or enhancement. This occurs naturally because of the small group and cooperative learning structures that are in place school-wide. Additionally, learning menus are developed to give students a choice while stretching their thinking and using the content or skill in unique ways.

Along with the What I Need time (WIN) time built into each day, Snow Creek provides strategic and intensive intervention through the Response to Intervention process, a multi-tiered framework of academic and behavioral supports. An intervention teacher provides the academic supports with individualized instruction to students with the greatest need, using research-based programs and strategies outside the core instruction. The behavioral supports are provided through guidance counselors, school social workers and day treatment workers.

Snow Creek regularly engages in station teaching to target and enrich skills of all students. One of the stations consists of individual student conferences on recent assessments, where students discuss their thinking on the assessment questions. The student-teacher interaction strengthens their relationship and also provides the teacher with valuable information about the students’ misconceptions and attitudes. Other stations might present a meaningful task, aligned to the essential skills while encouraging application or creation of a new product, or using technology that fosters independent and critical thinking.

The Singapore Math method of instruction has been embraced at Snow Creek. It focuses on mastery learning and compliments the cooperative learning model ingrained in Snow Creek. Teachers provide explicit instruction by unit that filters back to essential understanding of mathematical concepts. Most often, students work in teams to explore and discuss their understanding. Small groups provide a safe environment for students to share their thought processes and communicate with other students. Once the team has agreed on how to solve the problem, the members will demonstrate their solutions through pictures, words and numbers, and address the whole class with their findings. With the teacher acting as the facilitator, the other teams also have an opportunity to question and comment on the result, which furthers the discussion of the topic. This model fosters success because teachers can redirect misconceptions early on.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Assessment results are what drive instruction and intervention efforts at Snow Creek. These results are reviewed on the school, grade, and student level. At the school level, the results of the Virginia Standards of Learning assessments (SOLs) are disaggregated for areas of strengths and weakness.

Snow Creek has been fully accredited by Virginia and has met all of the federal benchmarks; however, the school often falls into the “too small” subgroup category. To review the data only on the percentage passing could lead to misconceptions about the success of subgroups. For instance, African-American students’ pass rate was 67% in 3rd grade on the 2013-2014 Math SOL assessment, but 100% passed at fourth and fifth grade. Each grade level had only three students in that particular subgroup. The same data trend shows up in the Special Education and the Two or More Races subgroups as well. The overall pass rate for fifth grade math was 83%, but a closer look reveals that Gap Group 1’s pass rate was significantly lower at 68% -- a fact that could be lost without deeper study. This data triggered a focus on building supports for students in poverty.

The Virginia Standards of Learning assessments for mathematics were revised in 2011-2012 and reading was revised in 2012-2013, resulting in more rigorous tests. Data indicated a slight decline in performance and a significant decline in advanced scores. Snow Creek staff examined classroom strategies and efforts, along with the outcome of each. New strategies from Ruby Payne’s research were discussed and adopted. The subsequent revised School Improvement Plan included a combination of new and proven strategies. Quarterly review of student performance data identified students who needed extra support. These efforts guided us through the year and resulted in improved student skills and increased scores in reading comprehension and math on the 2013-2014 tests.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Snow Creek understands data to be a form of communication which is essential in decision-making for improvement. Each grade level contributes to Snow Creek’s School Improvement Plan by working with baseline data to set student performance goals and the action steps needed to move students toward achieving indicators of success. These indicators are defined as quarterly benchmarks in each of the areas of reading (phonemic awareness, phonics, comprehension, fluency) and in writing and mathematics.

Teachers use formative assessments to measure students’ understanding of lessons and to adapt their instructional plans as needed. Performance tasks, exit slips, projects, quizzes, journals and reading inventories that use a computer-based assessment design serve as progress-monitoring tools which help to determine students’ reading level.

Student growth is also evaluated through summative assessments. In addition to common unit tests, district-level benchmark tests are administered twice a year; these provide the data necessary to disaggregate by SOL strand or question. Students who score below 80% must conference with their teachers to determine where misunderstandings occurred and to help correct mistakes. Information from this session determines how students are grouped for WIN time.

The results of all assessments are shared with families through weekly folders, phone calls and notes sent home, and are retained for use in conferring with parents regarding student needs and strengths. Parents can also access grades through a web-based Parent Portal.

Parents and the community are kept abreast of Virginia Standard of Learning assessment results, as well as attendance and disciplinary trends, through postings on the school website and school bulletin boards. Public meetings are scheduled to discuss the overall scores, including the value and implications of testing results for individual students, and the significance of testing data in the school planning process.

Part VI School Support

1. School Climate/Culture

The atmosphere and climate at Snow Creek are welcoming to students, parents, and staff members. Each day begins with the principal and other staff members greeting students as they enter the building. Students are then met by support staff in the hallways and by teachers at their classroom doors. If students choose to eat breakfast, they get to share the meal with staff members.

Students have a sense of belonging and ownership of the school. Each morning several students join the principal to help with the morning announcements, excited to share jokes, stories, or poems with the entire school. Fifth graders have the opportunity to demonstrate their respect by raising and lowering the flags daily. Students' work is showcased on the walls in the hallways, cafeteria, and classrooms.

Snow Creek staff members provide explicit instruction and actively seek to motivate the students to take responsibility for their own learning, to develop healthy self-esteem, and to respect and appreciate each other's differences. Students routinely work in teams to develop weekly goals, and then they learn to set individual achievement goals in reading and in mathematics. For example, in the Accelerated Reader program, they are rewarded for reading books they choose from an age-approved list. The school provides incentives that are used to celebrate the successful completion of monthly and yearly reading goals.

For the inevitable times of family crisis or learning issues, Snow Creek has established a school-wide Solutions Team, which includes the guidance counselor, a school social worker, the instructional coach, the principal and teachers. Such difficult situations can affect children academically, socially, and emotionally, impacting not only their academic world, but their general wellness and growth. The Solutions Team works with students and families in five areas (Attendance, Interventions, Parent and Family Involvement, Community Connections and Cooperative Culture) to create supports and promote positive solutions for these individual needs.

The culture of valuing and investing in others does not stop with the students; the principal supports the teachers by provided time for them to collaborate, plan and discuss ways to help students achieve their very best. They are encouraged to attend conferences and professional development sessions to update and reinforce best practices.

The principal, teachers, and support staff share the constant values and beliefs that students will succeed in school and in life, and they work together to ensure that Snow Creek's positive climate and culture make it a place where that can happen.

2. Engaging Families and Community

Communication and building relationships with parents and community members are key to Snow Creek's success. Often these connections can inspire positive changes in students' attitudes, beliefs, and performance in school.

Snow Creek partners with families in many ways. Each year, the school surveys parents for input on how it can best support their needs. Teachers provide parents with weekly newsletters, homework guides, and study guides. Parent-teacher conferences focus on student-developed performance goals. Monthly parent involvement activities include a Back to School Night and content-based activities like Math Night or Bingo for Books, which are structured with the goal of building the parents' capacity to help their children succeed.

The school provides several after-school activities at which students interact with each other, including Chess Club, Odyssey of the Mind, Fit Feet Walking Club, and Movie Night. These activities not only engage the students but their parents as well, building and strengthening that crucial element of relationship.

There is an active Parent Teacher Organization which enthusiastically supports the school. It works hard to provide funding for needs at school, and assists with school-wide activities such as Field Day, a community festival in the fall, a cake auction, and an annual ice cream social.

Snow Creek has long-standing relationships with the local churches, civic organizations, and small businesses. These organizations collaborate to supply coats, volunteers for the Lunch Buddy program, and a backpack program which provides food, shoes, and financial assistance for struggling parents. In addition, they coordinate a well-developed Christmas and Thanksgiving outreach of gifts and meals for low-income students, and other necessities for needy children.

The whole area is enthusiastic about A Day in the Woods, a program that Snow Creek developed collaboratively with two other Title I elementary schools. This daylong field trip provides an unforgettable experience for fifth graders, as they encounter several different learning stations and finish the day with an Underground Railroad simulation. The county Parks Department, Sheriff's Office, Ferrum College, and Booker T. Washington National Park provide personnel to bring this period of history to life, with students as active participants.

The collaboration between Snow Creek and Ferrum College provides students with additional tutoring, one-on-one help in the classroom, and positive role models through student interns and student teachers. The results of these relationships are evident in last year's increased scores for economically disadvantaged students in most areas of the Virginia Standards of Learning assessments.

3. Professional Development

A. G. Bell stated, "Preparation is the key to success". In order for teachers to instruct students to the best of their ability, they are encouraged to attend conferences and classes that will help prepare them to deliver engaging and research-based instruction. Conferences are chosen which align with the school improvement plan or which will help a particular teacher grow. Afterwards, they are expected to present at faculty meetings, sharing the new strategies or insights with the rest of the faculty. This sustained commitment to ongoing professional development keeps Snow Creek teachers skilled in best practices.

The implementation of the reading curriculum was a crucial piece to Snow Creek's success. Putting the program into place required specific professional development, not only for the reading instruction element, but also for classroom set-up and management. The instructional coach provided on-going, embedded support as the school moved from mechanical implementation to full and refined implementation. Each teacher progressed at a different rate and needed differentiated support. Some needed only encouragement and feedback, while others needed the coach to model implementation. Meetings between the instructional coach, principal, and the company's point coach identify areas that can be refined, and annual improvement plans are developed.

Professional development at the district and school level has been focused on student engagement, and the alignment of questioning and performance tasks with the cognitive expectations of Virginia Standards of Learning. Using a math evaluation tool, the faculty spent time discussing and defining what student engagement is and what evidence in the classroom would be. They then used the tool to evaluate two teachers on an educational video and developed a common understanding of student engagement. The tool is now used by the principal for walk-throughs.

Faculty and staff engaged in a book study of Essential Questions by McTighe and Wiggins. Walk-through data and quarterly meetings with the principal and instructional coach serve as support and a means of gathering feedback as teachers plan, design and reflect on lessons intended to engage students, and to construct open-ended questions and meaningful tasks.

Snow Creek School routinely has a free and reduced lunch rate of 63-69%. Recognizing that students from high-poverty areas have specific needs, plans were made for all teachers to attend a Ruby Payne workshop to help them identify and address these special needs.

The principal has developed a teachers-only website to provide the opportunity for staff to read and comment on relevant professional articles.

4. School Leadership

There could be many titles that would exemplify the school's leadership philosophy -- teammate, head coach, and cheerleader! The overarching goal for the principal is that school should be a learning environment where students and teachers want to be. Together with the leadership team, which consists of the instructional coach, and a lead teacher, he sets processes in place that create an inviting and safe place to teach and learn.

The principal recognizes that teachers, not unlike students, need to have clear expectations and feel supported. Not only does he conduct a daily walkthrough, he frequently teaches or co-teaches lessons. This allows teachers to see that the principal understands the challenges that classroom teachers face daily. Positive relationships and trust must be established so they can work together as a team. Neither of these outcomes can happen in an environment that is toxic.

The instructional coach assists teachers in planning lessons, providing resources and modeling best practices. As an example, after the principal provided feedback and guidance to a struggling teacher, he had the instructional coach invest time with that teacher. The leadership team values growing and developing teachers, not just students.

The structure within the school sets the roadmap for the instructional direction based on student performance data. The lead teacher is the chair of the school improvement committee, which includes a teacher from each grade level and which guides the school's efforts for improvement. The lead teacher attends district and state level meetings, gaining information and insight which she puts into action at school. For instance, she attended a conference at which the state superintendent stressed the need for performance tasks in math. Recognizing the value of this practice, she worked with the principal to develop a plan to implement performance tasks at all grade levels.

This leadership team collaborates effectively to identify the needs of the school and to develop plans to address them. The selection of the reading program is an ideal example of this. Formal and informal observation of struggling students revealed a possible issue with reading comprehension. This was confirmed in WIN interactions and conferencing with parents, as well as in the disaggregated data. The leadership team researched possibilities and presented reading programs that matched the school's needs. After examining the program requirements and reviewing student results in other schools using the program, the full-faculty decision was unanimous. Student achievement confirms the choice and validates the process as well.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Standard of Learning</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	83	67	79	100	89
Advanced	7	27	0	69	59
Number of students tested	30	34	26	35	37
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	80	58	73	100	86
Advanced	4	17	0	69	38
Number of students tested	25	25	17	26	21
2. Students receiving Special Education					
Proficient and above	55	40	17	100	63
Advanced	11	0	0	45	0
Number of students tested	9	10	6	11	8
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	67	0	67	100	100
Advanced	0	0	0	50	33
Number of students tested	3	3	3	6	3
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	92	75	80	100	90
Advanced	8	32	0	70	62
Number of students tested	24	29	20	27	29
10. Two or More Races identified Students					
Proficient and above	33	0	0	100	0
Advanced	0	0	0	100	0
Number of students tested	3	1	2	1	0
11. Other 1: Gap Group 1					
Proficient and above	80	58	61		
Advanced	4	15	0		
Number of students tested	25	26	18		
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The Math Standards of Learning were revised in 2011-2012. The revision resulted in a more rigorous test. Snow Creek did see a slight decrease in our pass rates the first and second year of the new test. Teachers have participated in professional development designed to help them increase the rigor of their instruction so students' knowledge would improve. Our scores for 2013-2014 reflect an improvement as a result.

Gap Group 1 is listed as the other subgroup. This group includes an unduplicated count of students with disabilities, English Language Learners, and economically disadvantaged students.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Standards of Learning</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	97	100	91	98	92
Advanced	49	46	26	73	50
Number of students tested	37	28	35	41	36
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	4	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	96	100	89	95	91
Advanced	39	41	18	59	39
Number of students tested	28	18	28	22	23
2. Students receiving Special Education					
Proficient and above	92	100	83	89	73
Advanced	40	20	8	22	0
Number of students tested	12	6	13	9	11
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	100	100	100	100	100
Advanced	0	50	0	60	17
Number of students tested	3	4	3	5	6
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	97	100	90	97	90
Advanced	60	48	31	77	57
Number of students tested	33	23	29	31	30
10. Two or More Races identified Students					
Proficient and above	100	100	100	100	
Advanced	0	0	0	0	
Number of students tested	1	1	2	1	
11. Other 1: Gap Group 1					
Proficient and above	97	100	90		
Advanced	38	25	20		
Number of students tested	29	28	30		
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The Math Standards of Learning Tests were revised in 2011-2012. The revision resulted in a more rigorous test. Snow Creek did see a slight decrease in our pass rates the first and second year of the new test. Teachers have participated in professional development designed to help them increase the rigor of their instruction so students' knowledge would improve. Our scores for 2013-2014 reflect an improvement as a result.

Gap Group 1 is listed as the other subgroup. This group includes an unduplicated count of students with disabilities, English Language Learners, and economically disadvantaged students.

In 2012-2013, Snow Creek had one student to participate in the Virginia Alternate Assessment Program (VAAP). This student met the strict eligibility requirements. Because the number of students in the grade is small, the calculation results in a number greater than 2%; however, when considered with all the students in testing grades the percentage is less than 1% for the school.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Standards of Learning</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	83	82	90	88	100
Advanced	21	13	33	53	45
Number of students tested	30	40	39	32	22
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	75	81	86	84	100
Advanced	13	13	19	37	38
Number of students tested	18	33	21	19	13
2. Students receiving Special Education					
Proficient and above	50	62	60	50	100
Advanced	0	8	0	17	0
Number of students tested	6	13	5	6	2
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	100	100	80	100	100
Advanced	0	0	20	0	67
Number of students tested	3	3	5	3	6
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	83	81	93	86	100
Advanced	22	13	33	57	38
Number of students tested	25	35	29	28	16
10. Two or More Races identified Students					
Proficient and above	50	50	100	100	
Advanced	50	50	67	100	
Number of students tested	2	2	3	1	
11. Other 1: Gap Group 1					
Proficient and above	68	74	82		
Advanced	16	12	18		
Number of students tested	19	34	22		
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The Math Standards of Learning Tests were revised in 2011-2012. The revision resulted in a more rigorous test. Snow Creek did see a slight decrease in our pass rates the second and third year of the new test. Teachers have participated in professional development designed to help them increase the rigor of their instruction so students' knowledge would improve.

Gap Group 1 is listed as the other subgroup. This group includes an unduplicated count of students with disabilities, English Language Learners, and economically disadvantaged students.

In 2013-2014, Snow Creek had one student to participate in the Virginia Alternate Assessment Program (VAAP). This student met the strict eligibility requirements. Because the number of students in the grade is small, the calculation results in a number greater than 2%; however, when considered with all the students in testing grades, the percentage is less than 1% for the school.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Standards of Learning</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	97	85	96	94	81
Advanced	17	26	62	51	57
Number of students tested	30	35	27	35	37
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	96	80	94	92	71
Advanced	8	24	53	46	43
Number of students tested	25	26	18	26	21
2. Students receiving Special Education					
Proficient and above	88	60	67	82	25
Advanced	0	0	17	18	25
Number of students tested	9	10	6	11	8
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	100	50	75	83	66
Advanced	0	0	50	33	33
Number of students tested	3	4	4	6	3
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	96	90	100	96	86
Advanced	17	31	65	56	62
Number of students tested	25	29	20	27	29
10. Two or More Races identified Students					
Proficient and above	100	100	50	100	
Advanced	33	0	50	0	
Number of students tested	3	1	2	1	
11. Other 1: Gap Group 1					
Proficient and above	96	81	89		
Advanced	8	26	47		
Number of students tested	25	26	19		
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The Reading Standards of Learning Tests were revised in 2012-2013. The revision resulted in a more rigorous test. Snow Creek did see a slight decrease in our pass rates the first year of the new test. Snow Creek implemented a new reading program which embeds professional development for teachers. The improvement in instruction is evident in 2013-2014 scores. Gap Group 1 is listed as the other subgroup. This group includes an unduplicated count of students with disabilities, English Language Learners, and economically disadvantaged students.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Standards of Learning</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	100	93	97	88	88
Advanced	22	50	51	54	56
Number of students tested	37	28	35	41	34
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	4	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	100	88	96	86	81
Advanced	19	33	46	32	43
Number of students tested	28	18	28	22	21
2. Students receiving Special Education					
Proficient and above	100	88	96	86	81
Advanced	0	33	8	11	22
Number of students tested	12	6	13	9	9
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	100	100	100	60	100
Advanced	0	25	33	40	50
Number of students tested	3	4	3	5	4
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	100	91	97	94	87
Advanced	27	52	55	58	57
Number of students tested	33	23	29	31	30
10. Two or More Races identified Students					
Proficient and above	100	100	100	0	
Advanced	0	100	0	0	
Number of students tested	1	1	2	1	
11. Other 1: Gap Group 1					
Proficient and above	100	84	97		
Advanced	17	32	47		
Number of students tested	29	19	30		
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The Reading Standards of Learning Tests were revised in 2012-2013. The revision resulted in a more rigorous test. Snow Creek did see a slight decrease in our pass rates the first year of the new test. Snow Creek implemented a new reading program which embeds professional development for teachers. The improvement in instruction is evident in 2013-2014 scores.

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	97	76	100	84	96
Advanced	33	11	53	28	61
Number of students tested	30	40	40	32	23
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	94	77	100	79	93
Advanced	18	10	35	16	64
Number of students tested	18	33	22	19	14
2. Students receiving Special Education					
Proficient and above	83	42	100	50	100
Advanced	17	0	0	0	67
Number of students tested	6	13	6	6	3
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	100	100	100	100	100
Advanced	25	0	40	0	29
Number of students tested	4	3	5	3	7
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	100	74	100	86	94
Advanced	38	13	54	32	75
Number of students tested	24	35	29	28	16
10. Two or More Races identified Students					
Proficient and above	50	50	100	100	
Advanced	50	0	67	0	
Number of students tested	2	2	3	1	
11. Other 1: Gap Group 1					
Proficient and above	95	68	100		
Advanced	21	9	35		
Number of students tested	19	34	23		
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

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