

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Mrs. Sharon Smith

Official School Name: Abb's Valley-Boissevain Elementary School

School Mailing Address:
7030 Abb's Valley Road
P.O. Box 69
Boissevain, VA 24606-0069

County: Tazewell State School Code Number*: 092-1020

Telephone: (276) 945-5969 Fax: (276) 945-5969

Web site/URL: <http://tazewell.k12.va.us/schools/aves/> E-mail: ssmith@tazewell.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 to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Brenda Lawson

District Name: Tazewell County Public Schools Tel: (276) 988-8303

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Michael Dennis

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.

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 9 | Elementary schools |
| 3 | Middle schools |
| 0 | Junior high schools |
| 3 | High schools |
| 1 | Other |
| 16 | TOTAL |

2. District Per Pupil Expenditure: 1812

Average State Per Pupil Expenditure: 4965

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural

4. 7 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	7	11	18	7			0
K	12	15	27	8			0
1	7	17	24	9			0
2	7	18	25	10			0
3	14	12	26	11			0
4	11	14	25	12			0
5	12	11	23	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							168

6. Racial/ethnic composition of the school:
- | |
|---|
| 0 % American Indian or Alaska Native |
| 0 % Asian |
| 1 % Black or African American |
| 0 % Hispanic or Latino |
| 0 % Native Hawaiian or Other Pacific Islander |
| 97 % White |
| 2 % 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 past year: 17 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	28
(4)	Total number of students in the school as of October 1.	168
(5)	Total transferred students in row (3) divided by total students in row (4).	0.167
(6)	Amount in row (5) multiplied by 100.	16.667

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 68 %

Total number students who qualify: 114

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-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %

Total Number of Students Served: 25

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>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>10</u>	<u>1</u>
Special resource teachers/specialists	<u>3</u>	<u>5</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>7</u>	<u>1</u>
Total number	<u>25</u>	<u>8</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 the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	94%	95%	95%	95%
Daily teacher attendance	95%	97%	96%	93%	95%
Teacher turnover rate	0%	18%	0%	0%	0%

Please provide all explanations below.

Daily student attendance (2006-07): School had a severe outbreak of chicken pox

Daily teacher attendance (2004-05): Deferred Retirement - 5th grade teacher

Teacher turnover rate (2006-07): 1 teacher transferred out and 1 teacher moved to the Reading First Coach position within the school - 2 new teachers hired.

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

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Abb's Valley-Boissevain Elementary School is located in rural Southwestern Virginia. Nestled in the southern Appalachian Mountains at a latitude that provides beautiful scenery year-round, the school proudly serves the communities of Abb's Valley, Boissevain, and Pocahontas.

The existing building was dedicated in 1963 and an addition was built in 1980 that included a gymnasium and four additional classrooms. Cosmetic changes have been made over the years and some technology upgrades, but no major renovations have taken place in the past quarter of a century. However, facilities are pristine and cared for with pride. This, accompanied by a warm and inviting atmosphere, makes the school the heart of the community.

The community itself has a low tax-base, very few business opportunities, and limited outside resources. At one time, the area was a booming coal town, but those days have long passed. Population is rapidly decreasing and the school's population has been affected as well. In 2007-2008, Abb's Valley-Boissevain Elementary School had a poverty rate of 68%. This is an increase of 7% since the 2005-2006 school year. Geographically isolated from the rest of Tazewell County on winding mountain roads, students must travel a minimum of 25 miles to visit the nearest public library, grocery store, or engage in recreational activities. Despite these barriers, the school makes a valuable contribution to the community and offers a strong instructional program for all its students.

With the present student enrollment at one hundred sixty-eight, the school's staffing has also declined, especially over the past five years. PreK, fourth, and fifth grades have only one teacher each and grades K, 2 and 3 have two teachers assigned per grade. First grade has an assignment of 1.5 teachers, with one of these teachers serving as a part-time librarian. One L.D. Resource teacher and a part-time Speech Pathologist serve the special education population for the school (15%). One additional teacher serves the Title I population. Because of the low numbers of students at each grade level, the Abb's Valley-Boissevain Elementary administration, faculty, and staff truly understand and work extremely hard to make sure that No Child is Left Behind. The dedication and expertise of the instructional staff is very evident in soaring test scores. High expectations are matched with a high level of support between faculty and students. Teachers often tutor children during their planning times or after school for no additional pay. Within the grades that are tested on the Virginia Standards of Learning (SOLs), one student failure represents a decrease of more than four percentage points in scores. As a result, there is no room for excuses, but only exemplary commitment to high student achievement. The school's curriculum is closely monitored and aligned with the mandated SOLs. The school's mission remains the "heartbeat" of the school and states: "Abb's Valley-Boissevain Elementary School endeavors to broaden the educational experiences of all its students. We strive to ensure success through a variety of teaching methods that reflect the changing times, the changing student, and our changing world."

Although Abb's Valley-Boissevain Elementary School has not been a previous recipient of this particular recognition, they have received the Title I Distinguished School Award three times by the state of Virginia. Last year, they were one of 89 schools to earn the newly founded Governor's Award for Educational Excellence, the highest honor given to schools in the state of Virginia. This year, they are one of 162 schools to receive this honor. The school has also achieved full accreditation since the 2000-01 school year and has met AYP every year since its inception.

Abb's Valley-Boissevain Elementary School is a truly committed organization that is worthy to receive the Blue Ribbon School status.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Beginning in 1997-1998, Virginia began a statewide assessment program called the Virginia Standards of Learning (SOLs). The Standards of Learning for Virginia Public Schools describe the commonwealth's expectations for student learning and achievement. The state uses these results for accreditation purposes. Testing on the elementary level takes place in grades 3, 4, and 5. These tests measure the content knowledge, skills, and understandings taught in English (reading and writing), mathematics, history, and science.

State assessment results are reported on a scale of 0 – 600. Pass/Proficient scores are 400 – 499 and anything above 500 is considered Pass/Advanced. State SOL scores are reviewed to determine Adequate Yearly Progress (AYP) under the No Child Left Behind (NCLB) Act. Abb's Valley- Boissevain Elementary has met, and most years far exceeded accreditation standards and consistently met all 35 indicators, achieving AYP since its inception.

Exceeding state standards has been targeted as Abb's Valley-Boissevain Elementary's primary goal. Every teacher meets individually with administration at the beginning of each school year to determine and set goals for the upcoming year based on data analysis from the previous year. Goals include SOL results from the previous student population, as well as the results of the incoming students within each grade level. Goals are then set to optimize resources to ensure individual student success. In recent years, these goals have concentrated on the number of students scoring Pass/Advanced. Students at Abb's Valley-Boissevain Elementary have far exceeded expectations for the past five years, increasing the percentage of students achieving Pass/Advanced annually.

In 2004, the third grade English pass rate was 91.3%. It dropped to 69.57 in 2005 and jumped to 92 % in 2006. It has remained steady at 96% and 95.65% for the past two years. During the past two years the 4% that did not pass represents one student. Math scores for third grade are equally as impressive. In 2004 and 2006, the pass rate for third grade math was 95.83%. In every other year it has been 100%. As with reading, the 4% that did not pass represents one student. There is not a discernable difference between the scores for the subgroups and the overall scores. These results are attributed to the increased emphasis placed on the individual student at Abb's Valley-Boissevain Elementary.

In 2006 and 2008, the fourth grade English pass rate was 100%. In 2007, it was 95.83%. Again, the 4% that did not pass represents one student. Math pass rates have grown steadily over the past three years. In 2006, the pass rate was 82.61%. It increased to 95.83% in 2007 and 100% in 2008. Growth was attained in math by an increased amount of instructional time and continued reevaluation of student progress. As with third grade, there are no discernable differences between the overall scores and the subgroup scores.

Fifth grade scores have also made rapid gains. Scores in English for 2004 were 87.5%. They dropped to 64.71% in 2005, but rose to 94.45% in 2006. In each subsequent year, they have maintained a 100% pass rate. Math scores followed the same pattern. The pass rate in 2004 was 68.42 and dropped to 48.15 in 2005. In 2006, the pass rate jumped to 90% and has remained at 100% for the past two years. Scores from 2005 were closely evaluated and adjustments were made in curriculum and instruction. The success of these changes is evident by increased student achievement in 2006.

Abb's Valley-Boissevain Elementary is proud of the upward trend of the Pass/Advanced category. In 2004, the percentage of Pass/Advanced Students in fifth grade English was 16.67%. In 2008, it was 73.91%. All other grade levels have seen similar gains in the area of Pass/Advanced. Faculty, staff, and students continue to strive for excellence each and every year.

<http://www.doe.virginia.gov/> - State website
<https://plpe.doe.virginia.gov/reportcard/> - School report cards

2. Using Assessment Results:

Abb's Valley-Boissevain Elementary is committed to data-driven instruction. When SOL testing results arrive, especially Student Performance by Question Summary Reports, the faculty begins disaggregating to guide the focus for the upcoming year. In addition, data from the previous year is gathered and matched to the new class lists. This allows teachers to begin the school year with a good perspective of which students in their class are on or above grade level and who needs additional or substantial intervention. The information is invaluable when planning whole group, small group, and targeted instruction.

The school's professional development plan is designed based on assessed areas of need. Strengths and weaknesses are identified for all subject areas. Celebrations and concerns are shared in faculty meetings. The leadership team establishes school-wide, grade-level, and subject-area goals. In addition, individual teachers choose two curriculum areas as a focus for which they strive to demonstrate measurable improvement each year.

Throughout the year, there is continued reassessment and reevaluation of student needs with the goal of improving both teacher instruction and student learning. Beyond the state required Standards of Learning Tests, several additional assessments are administered that provide an opportunity to compare and contrast student performance, while looking for trends within the data that support student gains or pinpoint areas of need. These assessments include: Stanford 10, Harcourt Computer-Based Testing, SOLAR county-level benchmarks, STAR Reading, STAR Math, STAR Early Literacy Assessments, PALS Screenings, DIBELS, and school-level assessments. "Data Days" are set up by grade level at the beginning, middle, and end of the year in order to analyze new data, compare it to the previous data, and readjust to meet the changing needs of students. Intervention planning is systematically set up on a three-week cycle.

3. Communicating Assessment Results:

Abb's Valley-Boissevain Elementary believes in building strong lines of communication between faculty, parents, students, and community stakeholders. Not only are assessment results shared, but there are ongoing goals for achievement. Both parents and students are included in gatherings to celebrate when goals are met. Maintaining high expectations for student achievement is a cornerstone of the school's educational philosophy. Parents, students, and community stakeholders are also an integral part of the School Improvement process.

The Standards of Learning state assessment results are compiled in The Annual School Report Card. Results are posted in local newspapers and on the internet. Information about student performance at the school, division, and state level, as well as accreditation and AYP, are reported. An individual student report is mailed to each parent giving a detailed snapshot of their child's progress in each core SOL testing area for that year.

The instructional staff works together in grade-level meetings, data days, professional learning communities, Response to Intervention (RTI) meetings, committee assignments and faculty meetings. Communicating openly about assessment results leads to brainstorming for effective instructional approaches. There is a shared sense of responsibility for ensuring student success.

Parents and students are well-informed concerning student progress. Every student is provided with an academic planner in which assignments are kept. This further serves as a home/school communication log. Following beginning, mid-year, and end-of-the-year assessments, results are shared concerning areas needing continued review or reinforcement. Individual progress monitoring reports are sent home. Subject-area progress reports are generated at three-week intervals for struggling students and report cards go home every six weeks. Teachers give timely and corrective feedback. Following reporting periods, or as needed, parent-teacher conferences and/or RTI meetings are held to address the needs of struggling students.

4. Sharing Success:

Student learning and achievement is the number one priority that drives Abb's Valley-Boissevain Elementary to continuously grow and share knowledge with other professionals. Due to the strong performance of students on state tests, teachers from across the district visit the school to observe best practices. Primary teachers from across the district visit to watch literacy stations in action. Middle school teachers have visited the fourth and fifth grades to learn about the 'two a day' math program, which they adopted as part of their curriculum. In addition, the third grade teachers were invited to a state conference in Richmond to showcase their methods of providing success for all. Last year, 95% passed reading, 100% passed math, 95% passed science, and 100% passed social science on the third grade Virginia SOL tests. At the beginning of this school year, PreK and Kindergarten teachers demonstrated literacy stations during county-wide inservice days. Walkthroughs by central office personnel are conducted regularly to share observed teaching practices with all county administrators.

Abb's Valley-Boissevain Elementary welcomes teacher interns. These college students are able to observe and learn teaching strategies from highly qualified staff members. These students represent area colleges and universities, as well as colleges and universities from other states. The school delights in contributing to the development of future educators.

Recognitions and honors are noted on the school's marquee, published in local newspapers, the AVBES newsletter, and on the school and county websites. Banners are flown and plaques are displayed throughout the campus showcasing accomplishments which include: Distinguished Title I School for Virginia (2005, 2006, 2007) and Governor's Award for Educational Excellence (2008, 2009).

As a Blue Ribbon School, Abb's Valley-Boissevain Elementary will continue to share with others through collaborative peer interaction, sharing of information and on-going staff development.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Abb's Valley-Boissevain Elementary School follows established curriculum and pacing guides based on the Virginia Standards of Learning. These county-wide guides are essentially living documents. Teachers have participated in the planning of these guides from their inception. In addition, teachers are asked to record their recommendations throughout the year for any changes needed to best align their instructional time and allow for sufficient exposure to each standard. Each year, teachers set measurable goals related to furthering individual teacher growth and promoting classroom achievement. They participate in "data days" throughout the year to review a variety of curriculum assessments. Grade levels meet to adjust flexible groups, brainstorm intervention options, and establish plans to monitor at-risk students.

The Harcourt Trophies Reading Series is used, which is a scientifically-based reading program. The school schedule reflects a ninety-minute block for uninterrupted reading instruction that supports the five *Reading First* core components: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Whole group instruction ensures that every student is appropriately introduced to grade level material and skills are also reintroduced throughout the series and across grade levels using a 'spiraling' technique. Small groups allow for differentiation through guided reading at the students' instructional level, through skills-based lessons determined by either formal or informal data gathered routinely throughout the year. In addition to reading instruction; language, spelling, and writing are taught, giving grades K-3 a total of three hours dedicated to the language arts program.

The math series, also developed by Harcourt, is a scientifically-based program. It is divided into four domains: explicit instruction, building conceptual understanding, assessment aligned with intervention, and assessment aligned to state standards. Each chapter includes a pre-assessment component with 'diagnosed' interventions to help students meet prerequisite skills. Each lesson builds upon this prior knowledge, with explicit instruction by the teacher and guided practice for the students. Concepts, skills, and strategies are reinforced using hands-on lessons. All assessments offer follow-up intervention, extra practice, and enrichment opportunities to meet the needs of all students.

In science, the emphasis is placed on not only gaining knowledge, but applying the skill. More than 85% of the instructional staff has been trained in the ASSET model of instruction provided through a grant of the National Science Foundation. This method targets inquiry-based learning. ASSET kits, or modules, are used to provide a 'hands-on' source for experimentation. Module themes align with the Virginia Standards of Learning and the materials within these kits are replenished each year. Skill development within the school's science program emphasizes observation, inquiry, higher-level thinking and questioning strategies, developing hypotheses, analyzing data, and writing reports. Fourth and fifth grade students are also given the chance to join an after-school Science Club that provides additional opportunities to grapple with realistic and structured problems that require higher-level thinking.

Social studies is a knowledge-based sequential curriculum where main ideas and concepts are expanded with the use of multi-media. The Virginia Standards are taught not only within the textbook, but by combining additional reading materials and instruction through cross-curricular activities. Trade books and reading passages used in the reading block often address the social studies (and science) objectives. Videos, DVD's, *United Streaming* and other web-based/computer activities, Smart Boards, individual research, *Interactive Note Taking*, teacher-prepared study guides, and projects all enhance the learning experiences for students.

Students in all grades (PreK-5) receive one thirty-minute block per week for both art instruction and choral music. Both of these programs support content areas within the Standards of Learning.

Abb's Valley-Boissevain Elementary School has a strong commitment to the curriculum and providing its students with the best opportunities and strategies for success.

2a. (Elementary Schools) Reading:

The reading curriculum is based on the five core components of reading instruction: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The Harcourt Trophies Reading Series was chosen because it utilizes scientifically-based reading strategies to support reading instruction. It provides for the integration of reading, writing, speaking, and listening skills. The Harcourt series affords us a variety of multi-leveled readers, big books, listening materials, and phonics supplies. Harcourt offers the following types of assessment: inventories, screenings, diagnostics & holistic assessments, fluency checks, as well as weekly and theme-skills tests. There is a component for computer-based practice and assessment that allows for individual and class progress monitoring reports. Core series data is used along with a wealth of other data to drive the instructional program.

The scope and sequence of the K-5 reading program is built on the concept of explicit instruction, modeling, multiple opportunities for practice, and then application. The Harcourt series provides teacher resources for practice, reinforcement, assessment, and re-teaching. The skills and strategies necessary to build strong reading comprehension spiral repeatedly throughout each grade. They are then reintroduced across successive grade levels, being assessed periodically to ensure retention. This systematic spiraling approach fosters success.

In addition to using a scientifically-based approach, Abb's Valley-Boissevain Elementary school has committed a two-hour block of uninterrupted time to fully implement a program that supports these five core areas daily. Teachers have sufficient time to incorporate whole group instruction, small group instruction, and targeted skills-based intervention. Students participate in learning stations for practice and review while others are involved in small group sessions, allowing for varied levels of differentiation. These multiple instructional settings have helped to increase both student engagement and comprehension levels. This is evidenced by the STAR Early Literacy and STAR Reading tests which indicate more students on and above grade level and the fact that fewer students qualify each year for PALS intervention.

3. Additional Curriculum Area:

Abb's Valley-Boissevain Elementary takes pride in the SOL math scores. For the 2007–2008 school year, 100% of students in grades three through five passed the state test. As previously mentioned in Part III of the Summary, the school's mission states that "Abb's Valley-Boissevain Elementary School endeavors to broaden the educational experiences of all its students." Rigorous state standards, county curriculum pacing guides and students' needs drive the math instruction. Strands include: numbers and number sense, computation and estimation, measurement and geometry, probability and statistics, and patterns, functions, and algebra.

Students participate in hands-on learning activities to build a concrete foundation that will allow them to move forward in applying their learning. Math manipulatives are used at all grade levels. There is a strong emphasis on problem-solving and using higher-level thinking skills. Math is taught in sixty-minute blocks per day in grades K-3 and ninety-minute blocks in grades 4 and 5. Lessons at all grade levels provide opportunities for direct instruction, guided and independent practice, and problem solving within large and small group instruction. Students are assessed regularly to provide corrective feedback, gauge progress and set new goals.

The *Calendar Counts* math program is used daily in Kindergarten through fifth grade. Essential math skills are converted into "calendar time" and students are exposed to critical math objectives daily. The program creates a natural way for students to grasp difficult concepts. Students are actively involved and move from basic computation skills to higher-order thinking skills.

In grades four and five, teachers use a 'two-a-day' math block schedule. Every day, two complete math lessons are taught. The blocks are used both to introduce new material and practice previously learned concepts. This approach much resembles the 'spiraling' technique used in the reading curriculum.

4. Instructional Methods:

Best-practice instructional methods are in place at Abb's Valley-Boissevain Elementary. Teachers use several different methods of differentiated instruction, including: Gardner's Multiple Intelligences, Debbie Diller's Literacy Stations & Differentiation for Small Group Instruction, and Marzano's Classroom Instruction that Works. These methods are utilized with amazing success. Each teacher strives to ensure that every student will not only meet, but exceed, all local, state, and national benchmarks. Due to the enrollment at Abb's Valley Boissevain Elementary, instruction is focused on the needs of the individual student, therefore addressing the needs of each subgroup.

Abb's Valley Boissevain Elementary uses Response to Intervention (RTI) meetings to intercede when a student is struggling in any content area. Teachers and parents meet weekly to discuss strategies for improvement and any modifications that need to be made for that student's success. Sample modifications may include: directions given in another mode, modified or shortened assignments divided into smaller tasks, and the use of kinesthetic materials.

Several different methods of differentiation take place in the classroom to ensure student learning and achievement. Flexible grouping based on data analysis, the use of several different teaching modalities, and reading stations in grades K-5 allow for both small group instruction and focused intervention. Intervention techniques include: targeted skill remediation, spiraling instruction in all areas, and the use of leveled books in reading. Grades K-3 are on a three-week cycle of intervention and progress monitoring to continually reevaluate student needs. Students are encouraged to read books within their Zone of Proximal Development (ZPD) in order to increase their reading level. Due to the success of these strategies, there has been a decrease in the number of students qualifying for programs such as PALS, Title I, and the number of Special Education referrals.

5. Professional Development:

Tazewell County has a strong commitment to providing high-quality professional development. Recognized leaders in the educational industry have been brought to the division in the interest of providing an accurate picture of their research. Trainings and workshops are held to ensure all teachers are up-to-date on technological advances and the use of any new programs or materials. New teacher training is held yearly, and all novice teachers have mentors to lend support. Each school receives books on the most current educational issues and conducts book studies during staff development. The goal is to build an extensive knowledge base from which teachers will be able to meet the needs of students.

Many renowned presenters have provided professional development including: John Antonetti- Student Engagement, Robert Marzano & Associates- Classroom Instruction that Works, Building Background Knowledge & Vocabulary Development, Debbie Diller- Literacy Stations & Differentiation for Small Group Instruction, Susan Zimmerman- 7 Keys to Comprehension & Mosaic of Thought, Timothy Rasinski- Building Fluency, Dr. Jean- Totally Reading (Phonemic Awareness Songs & Activities), Bruce Campbell-Differentiation, and Dan Mulligan- Maximizing Student Achievement. Another important aspect of professional development includes attendance at conferences, workshops, and institutes at the state and national level. The principal, reading specialist, and teachers are often called upon to attend such events and return to share new strategies with others.

Professional development has had a significant impact. Student engagement is at an all time high. Students enjoy the new techniques and strategies that have been implemented. Participation in discussions and hands-on

activities has led to deeper understanding of concepts; thus, promoting desired higher-level thinking skills. Intervention is focused on assessed needs, so less time is wasted and students are more productive.

6. School Leadership:

The principal at Abb's Valley-Boissevain Elementary has worked hard to establish trust within the school community. As a result of this trust, the leadership structure of the school is a shared role. There is a high level of expectation from the principal that is consistent and clear to students, parents, teachers, faculty, and staff; not only in the area of academics, but also discipline. All members of the school community are valued and made to feel an important part of the decision-making process. They comfortably engage in conversations relative to school matters and work together to establish priorities and set goals for the school. The Abb's Valley-Boissevain Elementary PTO is a very strong one.

The principal is primarily the instructional leader. This responsibility brings with it the task of making sure that valuable instructional time is protected and numerous opportunities are provided for all students to achieve. There has been a strong commitment by the principal to bring research-based professional development to the instructional staff, lead book studies, and have teachers attend conferences throughout the state and present information from those conferences to their peers. Evidence of these strategies and techniques within the classroom is substantiated as the principal conducts walkthroughs and formal evaluations and participates in nearly 100% of all IEP (Individual Educational Plan) and RTI (Response to Intervention) meetings. By demonstrating support of these efforts, teachers continue to look for ways to reflect upon their own instructional practices and enhance their effectiveness across the grades as they take active roles in PLC (Professional Learning Community) meetings.

The principal also helps with the planning of special events and numerous opportunities to recognize achievements. These range from school assemblies to large community celebrations. "Showcasing" to honor efforts has had a positive impact and is priceless in consistent achievement and building trust.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Virginia Standards of Learning

Edition/Publication Year: 2003-04; 2004-05; 2005-06; 2006-07; 2007-08

Publisher: Harcourt / Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	96	100	96
% Advanced	95	76	83	70	75
Number of students tested	22	25	24	23	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			2		
Percent of students alternatively assessed			8		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	100	91	100	93
% Advanced	94	81	73	73	79
Number of students tested	17	16	11	15	16
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): White					
% Proficient plus % Advanced	100	100	96	100	95
% Advanced	95	76	83	70	82
Number of students tested	22	25	24	23	24
4. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3

Test: Virginia Standards of Learning

Edition/Publication Year: 2003-04; 2004-05;
2005-06; 2006-07; 2007-08

Publisher: Harcourt / Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	96	96	92	70	91
% Advanced	43	64	60	13	30
Number of students tested	23	25	25	23	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			2		
Percent of students alternatively assessed			8		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	94	100	83	53	92
% Advanced	41	69	50	7	38
Number of students tested	17	16	12	15	16
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): White					
% Proficient plus % Advanced	96	96	92	70	90
% Advanced	43	64	60	13	33
Number of students tested	23	25	25	23	24
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: Virginia Standards of Learning

Edition/Publication Year: 2003-04; 2004-05; 2005-06;

Publisher: Harcourt / Pearson

2006-07; 2007-08

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May		
SCHOOL SCORES					
% Proficient plus % Advanced	100	96	83		
% Advanced	55	54	39		
Number of students tested	22	24	24		
Percent of total students tested	100	100	100		
Number of students alternatively assessed		2			
Percent of students alternatively assessed		100			
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	100	77		
% Advanced	54	47	31		
Number of students tested	13	15	13		
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	100	96	83		
% Advanced	55	54	39		
Number of students tested	22	24	24		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Virginia did not begin administering the Virginia Standards of Learning test in mathematics until the 2005-06 school year.

Subject: Reading

Grade: 4 Test: Virginia Standards of Learning

Edition/Publication Year: 2005-06; 2006-07; 2007-08

Publisher: Harcourt / Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May		
SCHOOL SCORES					
% Proficient plus % Advanced	100	96	100		
% Advanced	77	71	39		
Number of students tested	22	24	24		
Percent of total students tested	100	100	100		
Number of students alternatively assessed		2			
Percent of students alternatively assessed		8			
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	69	73	31		
Number of students tested	13	15	13		
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	100	96	100		
% Advanced	77	71	39		
Number of students tested	22	24	24		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Virginia did not begin administering the Virginia Standards of Learning test in reading until the 2005-06 school year.

Subject: Reading

Grade: 4 Test: Virginia Standards of Learning

Edition/Publication Year: 2005-06; 2006-07; 2007-08

Publisher: Harcourt / Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	96	100		
% Advanced	77	71	39		
Number of students tested	22	24	24		
Percent of total students tested	100	100	100		
Number of students alternatively assessed		2			
Percent of students alternatively assessed		100			
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	69	73	31		
Number of students tested	13	15	13		
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	100	96	100		
% Advanced	77	71	39		
Number of students tested	22	24	24		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Virginia did not administer grade 4 reading Standards of Learning tests in 2004-05 and 2003-04. The zeros were entered because I could not continue until data was entered.

Subject: Mathematics

Grade: 5 Test: Virginia Standards of Learning

Edition/Publication Year: 2003-04; 2004-05;

Publisher: Harcourt / Pearson

2005-06; 2006-07; 2007-08

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	96	86	50	71
% Advanced	52	75	41	6	21
Number of students tested	23	24	23	34	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	100	90	48	68
% Advanced	63	77	50	7	21
Number of students tested	16	13	10	27	20
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): White					
% Proficient plus % Advanced	100	96	85	50	71
% Advanced	52	75	40	6	21
Number of students tested	23	24	21	34	25
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 5 Test: Virginia Standards of Learning

Edition/Publication Year: 2003-04; 2004-05; 2005-06;

Publisher: Harcourt / Pearson

2006-07; 2007-08

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	95	65	88
% Advanced	74	38	50	3	17
Number of students tested	23	24	23	34	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	70	84
% Advanced	75	31	50	4	11
Number of students tested	16	13	10	27	20
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): White					
% Proficient plus % Advanced	100	100	95	65	88
% Advanced	74	38	55	3	17
Number of students tested	23	24	21	34	25
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: