U.S. Department of Education   November 2002

2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet

Name of Principal   Mr. Dennis Young

Official School Name   Meadowland Elementary School

School Mailing Address   729 Sugarland Run Drive

City   Sterling   State Va   Zip   20164-1199   Code+4 (9 digits total)

Tel. (703-444-7430)   Fax (703-444-7435)

Website/URL www.loudoun.k12.va.us/schools/meadowland   Email Dyoung63@aol .com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.
Date_____
(Principal's Signature)

Name of Superintendent _____

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)
District Name   Tel. (   )
I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.
Date_____ (Superintendent's Signature)
Name of School Board

President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)
I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.
Date_____
(School Board President's/Chairperson's Signature)

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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.

2. The school has been in existence for five full years.

3. 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.

4. 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.

5. 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.

6. 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

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

1. Number of schools in the district:
   - 38   Elementary schools
   - 8   Middle schools
   - 1   Junior high schools
   - 7   High schools

   54 TOTAL

2. District Per Pupil Expenditure: $8,117

   Average State Per Pupil Expenditure: $7,657

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
   [X]   Suburban
   [ ]   Small city or town in a rural area
   [ ]   Rural

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

   23 years

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

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	39	33	**72**		**7**			
1	38	33	**71**		**8**			
2	32	43	**75**		**9**			
3	37	39	**76**		**10**			
4	44	39	**83**		**11**			
5	27	40	**69**		**12**			
6					Other	7	5	12
			TOTAL STUDENTS IN THE APPLYING SCHOOL					458

6. Racial/ethnic composition of   65.8%   White
    the students in the school: 7.68%   Black or African American
                                            16.23%   Hispanic or Latino
                                            10.09%   Asian/Pacific Islander
                                                .2%   American Indian/Alaskan Native

                              100% Total

7. Student turnover, or mobility rate, during the past year: 12.12%

    (This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	26
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	30
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	56
(4)	Total number of students in the school as of October 1	462
(5)	Subtotal in row (3) divided by total in row (4)	.12
(6)	Amount in row (5) multiplied by 100	12.12

8. Limited English Proficient students in the school: 19%
                                                  88   Total Number Limited English Proficient
    Number of languages represented: 7
    Specify languages: Spanish, Korean, German, Tangrina, French, Farsi, Russian

9. Students eligible for free/reduced-priced meals: 12%

                                         56   Total Number Students Who Qualify

10. Students receiving special education services: 9%

                                         44   Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

4	Autism	1	Orthopedic Impairment
___	Deafness	6	Other Health Impaired
___	Deaf-Blindness	7	Specific Learning Disability
___	Hearing Impairment	20	Speech or Language Impairment
2	Mental Retardation	___	Traumatic Brain Injury
2	Multiple Disabilities	___	Visual Impairment Including Blindness
2	Emotionally Disturbed		

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

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	2	
Classroom teachers	22	
Special resource teachers/specialists	12	4
Paraprofessionals	9	
Support staff	7	2
Total number	52	6

12. Student-"classroom teacher" ratio: 21-1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97.2	96.16	96.07	96.25	96.46
Daily teacher attendance	93.6	90.3	92.8	93	92.5
Teacher turnover rate	8	11	11	14	9
Student dropout rate	N/A				
Student drop-off rate	N/A				

PART III - SUMMARY

Meadowland School, Sterling, Virginia, has had the same motto since it was founded in 1979, **"High Standards with a Touch of Love"**. A snapshot of our school would reveal that our school is known for an emphasis in two areas. The first is our use of programs that incorporate goal setting. The second is our achievement in mathematics.

To make our motto a reality, we have designed programs that encourage participation. These programs are built around two themes.

"The child who is not required to do what he cannot do, never does what he can do."

"Children will become achievers only if they learn to function in competition in a positive and productive manner."

All schools realize the importance of developing self-esteem. The hallmark of our school is that we believe that self-esteem doesn't produce enhanced achievement but achievement produces enhanced self-esteem. Therefore, we try to create an atmosphere where children develop self-esteem by being involved in meeting goals in a variety of programs. We have developed nine programs that include pre-set goals and a reward system when the goal is achieved. Some say that students should not be rewarded for schoolwork, however, we believe that just as in the adult world, students like to be rewarded and recognized for their efforts. Salesmen receive bonuses for attaining pre-set goals; soldiers earn medals for achievements. We constantly tinker with the programs and rewards to maintain a high level of participation.

Our Poetry Master program is an example of a program that was created to allow success for all students. It also provides opportunities for students to exceed the minimum level. Students in all grades, k-5, are given a specific grade appropriate poem of the month to memorize. For students who want to go beyond this level we have identified additional poems or speeches that are slightly more challenging. Some choices that can be memorized are Chief Joseph's speech, "I Will Fight No More Forever" and Patrick Henry's speech, "Give Me Liberty or Give Me Death."

*Each student that recites the poem for the month is recognized by having his/her picture taken. The pictures are arranged and displayed in the foyer.

*When a child memorizes his fourth poem he/she earns a Poetry Master ribbon.

*When a child memorizes all nine of the monthly poems, he/she is declared a Poetry Master and is given a special certificate at the end of the year.

*If a child memorizes one additional poem/speech, she/he will be declared a Grand Poetry Master and is recognized at the awards program at the end of the year.

*If a child memorizes two additional poem/speeches, he/she will be declared a member of the Royal Order of the Mustang and will be given a pin at the awards program at the end of the year.

In a school with a population of 450, we will have 325 monthly Poetry Masters and at the end of the year, we will have 120 students join the Royal Order of the Mustang.

As the student population has become more diversified over the years, these participation programs have become more important. In 1979 a close look at one first grade class's scores would reveal that 46% of the students scored at or above the 90% on a Metropolitan Achievement Test. Only one student scored below the 50% and that child scored 42%. There was one minority child in this class. By 1996, of 78 kindergarten students taking the "Ohio Word Test" 38 students scored in the lowest three stanines. Of this year's 69 kindergarten students, 57% are white and 43% are minority.

Our population has changed, but what has remained steadfast is our belief that "excellence is not a matter of chance, but a matter of choice" and for our students we want that choice to be achievement.

Another area that represents Meadowland is our achievement in the area of math. Although our math curriculum will be discussed on a later page, we are quite proud that on recent state testing 96% of our students passed and 70% of the third grade students and 37% of the fifth grade students had an advanced proficient score. On the most recent standardized test, our scores at grades 3,4 and 5 were 82%, 88% and 88%.

Part IV Indicators of Academic Success #1

Grade 3 and 5 Mathematics and Reading   Virginia Standards of Learning Assessments

Edition: 2001-2002   Harcourt Educational Measurement

What groups were excluded from testing? Why and how were they assessed?

"Limited English Proficient" (LEP) students in grades 3 and 5 may exercise a one-time exemption from SOL assessments. Every year "English as a Second Language" (ESL) students are assessed with the "IDEA Proficiency Test (IPT).

Students with a 504 plan or an Individualize Educational Plan (IEP) plan must participate in the Standards of Learning Assessments in at least one of the four content areas (English, Mathematics, History and Science) Students who do not participate in the Standards of Learning Assessment are evaluated with a locally selected criterion reference measure.

For the state and school, results from the SOL tests are expressed as Scaled Scores ranging from 0-600. Scores below 400 are classified as "Fail", 400-499 are classified as "Pass, Proficient" and scores from 500-600 are classified as "Pass, Advanced." The cut scores were adopted by the *Virginia Board of Education*. The cut scores define the skills and knowledge that separates the students who are proficient in a particular content area from those who do not meet the content standards.

The state is looking at a score of 70% passing to meet basic requirements. On the most recent SOL test, our school results were:

3rd Grade Math	Pass, Proficient	Pass Advanced	Total Passing
Meadowland	24%	73%	97%
State	40%	40%	80%

5th Grade Math			
Meadowland	57%	38%	95%
State	55%	16%	71%

3rd Grade Reading			
Meadowland	57%	34%	91%
State	55%	16%	71%

5th Grade Reading			
Meadowland	64%	29%	93%
State	61%	17%	78%

We are proud not only of the percentage of students passing, but the percentage of students who received a "Pass, Advanced" score.

Meadowland Elementary School

Loudoun County Public Schools

Standards of Learning Test Results

Grade 3 Math	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Testing month: May					
SCHOOL SCORES					
TOTAL					
At or above Proficient	66	75	71	66	77
At Advanced	41	37	49	44	58
Number of students tested	80	79	77	71	79
Percent of students excluded	3.6%	7.1%	3.8%	7.8%	3.7%
Number of students excluded	3	6	3	6	3
SUBGROUP SCORES					
1. Asian Students					
At or above Proficient	5	6	6	7	5
At Advanced	4	2	3	3	4
2. Black Students					
At or above Proficient	8	8	7	11	6
At Advanced	3	2	2	5	2
3. Hispanic Students					
At or above Proficient	7	2	6	9	10
At Advanced	3	0	4	7	7
4. White Students					
At or above Proficient	46	59	52	39	56
At Advanced	31	33	40	29	45
STATE SCORES					
TOTAL					
Percent at or above Proficient	63%	68%	71%	77%	80%

Meadowland Elementary School
Loudoun County Public Schools
Standards of Learning Test Results

Grade 5 Math	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Testing month: May					
SCHOOL SCORES					
TOTAL					
At or above Proficient	70	57	76	72	72
At Advanced	20	13	20	31	29
Number of students tested	96	76	83	82	76
Percent of students excluded	0.0%	1.3%	4.6%	3.5%	5.0%
Number of students excluded	0	1	4	3	4
SUBGROUP SCORES					
1. Asian Students					
At or above Proficient	6	7	8	6	6
At Advanced	1	1	3	3	4
2. Black Students					
At or above Proficient	3	3	10	10	5
At Advanced	1	0	0	2	0
3. Hispanic Students					
At or above Proficient	4	2	8	4	12
At Advanced	0	0	1	0	3
4. White Students					
At or above Proficient	57	45	50	52	49
At Advanced	18	12	16	26	22
STATE SCORES					
TOTAL					
Percent at or above Proficient	47%	51%	63%	67%	71%

			Grade 3 Reading	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Meadowland Elementary School								
Loudoun County Public Schools								
Standards of Learning Test Results								
			Grade 3 Reading	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Testing month: May								
SCHOOL SCORES								
	TOTAL							
		At or above Proficient		61	60	62	58	72
		At Advanced		20	11	20	24	27
	Number of students tested			80	79	77	71	79
	Percent of students excluded			3.6%	7.1%	3.8%	7.8%	3.7%
	Number of students excluded			3	6	3	6	3
	SUBGROUP SCORES							
	1. Asian Students							
		At or above Proficient		5	4	5	7	5
		At Advanced		3	1	1	3	0
	2. Black Students							
		At or above Proficient		6	7	5	9	5
		At Advanced		1	1	1	1	1
	3. Hispanic Students							
		At or above Proficient		6	2	6	7	9
		At Advanced		2	0	0	5	0
	4. White Students							
		At or above Proficient		44	47	46	35	53
		At Advanced		14	9	18	15	26
STATE SCORES								
	TOTAL							
		Percent at or above Proficient		55%	61%	61%	65%	72%

Meadowland Elementary School						
Loudoun County Public Schools						
Standards of Learning Test Results						
Grade 5 Reading		1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Testing month: May						
SCHOOL SCORES						
	TOTAL					
		At or above Proficient	76	64	67	72	70
		At Advanced	17	21	16	24	22
	Number of students tested		96	76	83	82	75
	Percent of students excluded		0.0%	1.3%	4.6%	3.5%	6.3%
	Number of students excluded		0	1	4	3	5
	SUBGROUP SCORES						
	1. Asian Students						
		At or above Proficient	7	6	7	6	6
		At Advanced	1	2	4	3	2
	2. Black Students						
		At or above Proficient	4	4	7	10	4
		At Advanced	0	1	0	4	0
	3. Hispanic Students						
		At or above Proficient	4	3	6	3	13
		At Advanced	0	0	1	0	2
	4. White Students						
		At or above Proficient	61	51	47	53	47
		At Advanced	16	18	11	17	18
STATE SCORES						
	TOTAL					
		Percent at or above Proficient	68%	69%	68%	73%	78%

Part IV   Indicators of Academic Success   #2

    We use a variety of assessment data to monitor and improve student achievement.
Results of Phonological Awareness Literacy Screening tests   (grades K-3)
*Used by teacher to plan instruction.
*Used to determine which students will participate in <u>Reading Recovery</u>.
*Used to identify which students will receive additional instruction by a paraprofessional.
*Used to identify students who will attend an <u>Early Back</u> program in the summer.
*Used to identify which students will receive additional reading support by the reading specialist.
*Used to place students in classrooms to receive effective support from the reading specialist.

Results of the **<u>Standards of Learning</u>** and **<u>Stanford</u>** tests (grades 4 and 5)
*Used by the teacher to plan instruction.
*Used to identify which students will receive after-school math and reading remediation instruction.
*Used to place students in classrooms to receive effective support from reading specialist.
*Teachers have access to item analysis from the <u>Standards of Learning</u> test to plan instruction.
*Results are evaluated to create the School Improvement Plan (3-year cycle).
*Results are used to determine placement in gifted and talented programs.
*Results are used to plan for differentiated instruction in math.

Other assessments

*"End of level" reading tests (4-6 per year) allow teachers to assess progress. The principal and reading specialist also monitors the results. These scores are used to determine which students will receive additional support by the reading specialist.
*In math our teachers in grades 3-5 have access to data generated from CCC Math (Computer Curriculum Corporation) to help plan instruction.

Part IV   Indicators of Academic Success   #3

A variety of ways are used to communicate student performance to parents, students and community.
Onsite programs:
- Announcements are made over the intercom giving the names of students who have had success in one of our academic programs.
- Names are included in our bimonthly newsletter of students who have had success in our academic programs
- Displays (pictures and names) are maintained in our school foyer for recent results of each of our academic programs.

Virginia Standards of Learning Test:
- The results are listed in the local newspaper by school.
- The state mails home a "school report card" sharing the results of these tests.
- The results are included on our school web page
- The results are sent home in our school newsletter.
- The results are presented and discussed at our Parent/Teacher Organization meeting.

    Stanford Achievement Test:

- The results are listed in the local newspaper by school.
- The results are included on our school's web page.
- The results are sent home in our school newsletter.
- The results are presented and discussed at our Parent/Teacher Organization meeting.

Part IV Indicators of Academic Success #4

We would be able to share our success by:
- Allowing staff from other schools to visit our building to discuss our instructional methods.
- Allowing the teaching staff to do presentations at other school sites to discuss our instructional methods.
- Allowing the administrative staff to do presentations at other school sites to discuss our programs.
- Allowing the teaching staff to attend workshops and conferences to present and share ideas that we use.
- Allowing the administrative staff to attend workshops and conferences to discuss our programs.

Part V   Curriculum and Instruction   #1

Beginning with half-day kindergarten, our curriculum emphasizes strong basic skills in reading, language arts, mathematics, social studies, and science and includes art, music, health, and physical education. We also have the services of a guidance counselor, reading specialists, technology specialists, and a librarian.   Special education services are also provided to students who have disabilities.

In addition to the basic curriculum, we have a FLES (Foreign Language in Elementary School) curriculum. This curriculum is based on the concept that children acquire their native language naturally and can readily acquire a second language at the same time if the environment for the second language is similar to that of the native language environment. Students in grades K-2 participate in this program that reflects several of the goals of the National Standards' Five Cs for Foreign Learning- Communication, Cultures, Connections, Comparisons, and Communities.

Students also participate in our SEARCH program. SEARCH is an enrichment program provided for all children in grades K through 3. The SEARCH curriculum is problem-solving based and founded in gifted education research. The curriculum spirals developmentally through five components: reasoning, perceiving, connecting, evaluating, and creating. Each grade level learns about each component at increasingly more complex and abstract levels.

Identified students in grades four and five continue their gifted and talented education in a one day per week pull out program called FUTURA. This program seeks to develop the intellect of the students through an inquiry and investigative process which asks them to make informed decisions, to exhibit sound judgements, to think critically, to solve problems rationally and to exhibit creativity, often through authentic applications or "real world" situations.

Computer/Technology skills are essential components of every student's education. Our technology curriculum identifies technology skills for improving student learning through the integration of technology across the curriculum. Mastery of these skills results in students who are both computer literate and competent in the application of technology tools to support their learning needs. All students have access to four classroom computers as well as a computer lab. The resources and trained professional staff encourages student achievement through the use of technology.

We support our basic curriculum with programs that encourage all students to be engaged in activities that connect to the curriculum. We have a variety of programs that the students take part in.

Mustang Book Club	Mustang Math Club	Continental Math League
Wordmaster	Poetry Masters	Accelerated Reading Program
Mustang Math Stars	Math 24 Competition	Computer Generated Math Results
Running with Math	Spelling Competitions	Geography Competitions

Part V Curriculum and Instruction   #2

Meadowland uses a balanced literacy approach to reading.   We have chosen this approach because students must see the reason for becoming literate if they are to become competent in literacy performance and develop skills that allow them to use this knowledge. A balanced program enables the teacher to make instructional decisions that can make a difference to the outcomes for students of all levels.   This allows the teacher to "stand in the gap" for those students who did not have the privilege of starting the acquisition process of reading in the home prior to coming to school.

Reading instruction is provided by each classroom teacher using a basal series as a foundation of instruction. Our school uses "Treasury of Literature" by Harcourt Brace. In addition, teachers use a variety of strategies to allow students to become proficient. This includes:

- reading aloud to students
- shared reading with the teacher modeling reading strategies
- interactive reading where the teacher and students share the reading and the teacher encourages the student to read when able
- guided reading where the student does the reading and the teacher acts as a guide
- independent reading where the student selects the text and practices reading at his/her independent level

Materials for reading include: charts, environmental print, basal textbook, leveled books, trade books, student made books, computer software, and news magazines

Reading specialists and Title 1 teachers provide extra support with assessment and instruction. This instruction is delivered both in and out of the classroom during and after school.

Reading Recovery instruction is available to first grade students who are reading in the lowest quartile of the class.

A strong component of our reading program is that we create schedules where resource teachers work directly in the regular classroom along with the child's teacher to provides a unified approach to the instruction. This allows us to increase collaboration and increase student "time-on-task."

Part V Curriculum and Instruction   #3

Over the years, our achievement in the area of math has been a source of pride for our school. Our math plan has several components that are like cinder blocks in a wall. Taken separately, none are that unusual, but together they give us a mosaic that allows us to surround our students in a variety of math activities.

At the core of our math program is our "math map." We have raised the expectation for all our students by designing a curriculum that allows most of our students to master the skills of the next grade level. For students who find math not an area of strength, the expectation is for them to complete grade level work. Our "math maps" are designed not to allow students to work below grade level.

The next step in our math philosophy is the use of review. We believe that mastery and long term retention require that concepts be practiced over a long period of time. We believe that math is not difficult, it is just different. Time is the elixir that turns things that are different into things that are familiar.

We believe that mastery of math facts is a basic tool. We have established the "Mustang Math Club" which requires students at first and second to master addition and subtraction facts, while third grade students master their multiplication facts. Students joining the club are given special pencils and have their names announced during morning announcements.

Students in grades 3-5 participate in monthly problem solving contests called the "Continental Math League." Scores and results are recorded and posted. Awards are given out at the end of the year based on overall scores. Each grade level has two divisions based on difficulty to level the competitive playing field.

Students play a math game called "Math 24" in their rooms on a weekly basis. On a monthly basis, all students are brought together in a large group to play. This creates a climate of excitement.

Students have the option of participating in an at-home math program we call "Running with Math." These students receive a math sheet each week to work on at home. Parents are required to check the solutions and discuss the problems with their child.   Papers are returned on Friday and the child receives two "plastic feet" to add to their collection. Other incentives are awarded at different stages. We have 45% of our students volunteer to participate in this program.

Our students work on a program called "CCC Math" (Computer Corporation Curriculum) each week. Incentives are given out as they make quarterly grade level progress. These incentives are highlighted when they earn the opportunity to wear a "Mustang Math Star" T- shirt for the day.

Finally, teachers are asked to give math homework on a regular basis.

All of these components have helped us to achieve:

Stanford Test- 3rd grade total math-82%   4th grade total math - 88%   5th grade total math- 88%
Virginia State Standards of Learning -   96% pass rate   (half of the students received an advanced proficiency score)

Part V   Curriculum and Instruction   #4

   In the area of math we have designed a program (grades 3,4 and 5) to improve student learning. Teachers created "curriculum math maps" to design our program. Students are provided math instruction using one of three "math maps." This allows for about 80% of our students to be doing some type of enrichment work in math.

- Instruction provided using skills and an extension of those skills identified for the next grade level (i.e. third grade students master and expand skills from the fourth grade curriculum.)
- Instruction provided combining skills identified for the present grade level and the next grade level (i.e. third grade students master the skills from the third and fourth grade curriculum)
- Instruction provided using skills identified for the present grade level. (i.e. third grade students work on a third grade curriculum) The student count in this class would be smaller than the first two groups.

  In reading, students in grades 1,2 and 3 needing additional help receive support through an administrative schedule:

- Students are assigned to two of the four classrooms. This allows the reading specialist to join the teacher in the room during reading instruction in the morning. This allows the instruction to be more effective and increase time-on-task for these students.
- In the afternoon these students are regrouped using the reading specialist to provide additional reading instruction. Those on or above grade level work in content areas in a larger group with one teacher. Another small group works with a teacher to reinforce content learning using reading strategies. The third group works with the reading specialist to improve reading skills.

   Students in grade four who need additional support in reading meet as a group with the reading resource teacher to read and discuss novels.

   EMPOWER is the name of our program for students in grade five who need additional support in reading. They meet three times a week with the technology resource teacher. They work on activities that are based on literacy-rich, authentic problem-solving, and technology integration. Students use the internet, word processing, databases and other programs to take on various roles such as detectives and toy developers.

 After-school programs have been designed to allow some students in grades 3, 4 and 5, the opportunity to work on technology projects. Specific students are invited to provide us with a group that represents a mix of academic, language proficiency and confidence levels. The projects include such activities as creating time capsules and documentaries on local heroes.

Part V   Curriculum and Instruction   #5

As part of our "School Improvement Plan," our school has identified three primary instructional goals.
- The academic area of reading with an emphasis on vocabulary development.
- Minority achievement in the area of reading
- The effective use of technology in the classroom

Most of our staff development has been designed to help us reach these three goals. At that county level we are fortunate to have a wide variety of opportunities for teachers to expand their skills.
- 250 workshops offered on the staff development day
- 30 courses and 73 workshops offered during the summer
- 30 courses and 53 workshops offered during the fall
- 39 courses and 57 workshops offered during the spring

    At the local level we have:

- Provided workshops on improving reading fluency
- Provided a workshop on "Explicit Comprehension Instruction for Teachers- Thinking Aloud."
- Provided a workshop on "Questioning Strategies- Using Student Responses to Drive Instruction for Teachers."
- Provided a program of "peer support" in reading instruction for teachers in their first year in the classroom.
- Sent teachers to conferences that directly support our School Improvement Plan. The following conferences were attended by staff members this year:
  Teacher Source for Balanced Literacy   Strengthening Your Reading and Writing
  Turn Your Students into Real Readers   Skills and Content Learning of Your ESL Students
  Inclusion: Showcase for Success
- Provided assistance and workshops by our technology resource staff to teachers in one-on-one, small group, grade level and whole staff settings. These are designed to support technology integration into the classroom.
- Our technology staff model lessons that introduce new concepts to teachers and students.
- Our technology resource staff collaborates with teachers to develop units, projects and activities directly related to instruction

   All of our efforts are directed at refocusing the teacher's attention back to student achievement and to making the adjustments necessary for us to get the results we want. Much of our discussions focus on the students who are not making the progress desired and what the teacher needs to do to provide the student with the tools to succeed.