

ELEPHANT'S FORK ELEMENTARY IMPLEMENTS AHA! PROCESS STRATEGIES AND SEES RISE IN STUDENT SUCCESS

BOOK STUDY AND RELATIONSHIP BUILDING RAISE SCORES

▶▶ **Elephant's Fork Elementary**, in Suffolk, Virginia, serves 335 students, pre-kindergarten through fifth grade. In 2008 the school did a book study using the book *Under-Resourced Learners: 8 Strategies to Boost Student Achievement* and began implementing the strategies in the classroom. They saw tremendous success and gains in student achievement after just one year of implementing the strategies.

Highlights from the data include:

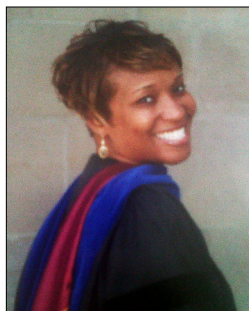
- ♦ Overall achievement in the school increased in all tested areas: English, math, writing, history, and science (see tables below).
- ♦ In third grade there were increases in all areas and subgroups. Economically disadvantaged students achieved increases in proficiency of 24% in science (44% to 68%), 24% in English/reading (44% to 68%), 27% in math (56% to 83%), and 29% in history/social studies (66% to 95%).
- ♦ Fifth-grade students also increased proficiency across the board. African-American students in the fifth grade achieved increases in proficiency of 11% in English/reading (81% to 92%), 11% in English/writing (78% to 89%), 18% in math (79% to 97%), 9% in science (73% to 82%), and 23% in history (58% to 81%).

Economically Disadvantaged Third-Grade Students

	2008-09 Proficiency	2009-10 Proficiency	Gain
Science	44%	68%	24%
English/Reading	44%	68%	24%
Math	56%	83%	27%
History/Social Studies	66%	95%	29%

African-American Fifth-Grade Students

	2008-09 Proficiency	2009-10 Proficiency	Gain
English/Reading	81%	92%	11%
English/Writing	78%	89%	11%
Math	79%	97%	18%
U.S. History to 1877	58%	81%	23%



Last year our school community completed a book talk utilizing Under-Resourced Learners: 8 Strategies to Boost Student Achievement. We completed community visits to homes and gave caregivers a bag of chips with a label ('Thanks for chipping in to help your child WIN at education'). We also included age-appropriate tips for the parents to use to encourage learning at home. More than 100 homes were visited by my staff. The feedback was very positive. Equally, teachers are charged with making at least five positive contacts per week with students, whether it is a note home, call home, or lunch with the teacher. We have also implemented instructional strategies to increase student engagement such as nonlinguistic representations to connect meaning to vocabulary.

—Dr. Veleka Gatling
Principal