



# NORFOLK PUBLIC SCHOOLS

Coleman Place Elementary **School**

## SCHOOL ACCOUNTABILITY PLAN

**Year: 2006 - 2007**

***Dr. Stephen C. Jones, Superintendent of Schools***

***Mr. Callie M. Richardson, Principal***

October 30, 2006

Dear Coleman Place Elementary School Family Members:

I would like to inform you that our school will be engaging in an ambitious school improvement planning process during this year which will focus on the School Board goal:

***“Improving the Quality of Teaching and Learning For ALL ... ALL Meaning ALL.”***

In many ways, our School Accountability Plan will serve as our road map for continued success. Our plan which is supported by research-based strategies will focus on ***the continuous growth of student achievement, ensuring a safe, secure, and disciplined learning environment, and demonstrating that parents, business, and community members are actively engaged in the educational process.*** Because your input and support are needed, I invite you to join us as we work to make Coleman Place Elementary School better.

Sincerely,

Principal

## SCHOOL ACCOUNTABILITY TEAM

### Committee Members/Representation

Individual	Position
Callie Richardson	A
Evelyn Orton	A
Verna Hyman	T
Jennifer Sawyer	T
Leslie Lippard	T
Cynthia Fedak	T
Sandra Rivers	T
Nancy Stinson	T
Brenda Dorman	T
Stacey Goode	T
Anthony Deberry	C
Glen Jones	P
Marilyn Early	P

Position codes are noted as follows: **A** = building administration; **B** = business partner; **C** = community member; **O** = other; **P** = parent; **PT** = parent of identified Title I service; **R** = related services and/or support staff; **S** = student; **T** = teacher.

### Committee Meetings

Date	Time	Location
Leadership Retreat 8/16-8/17/06	9:00 - 3:00	Airport Hilton, Norfolk, VA
Pre-Service Week 8/28-9/1/06	Various Times	Coleman Place Elementary
Leadership Team 10/6/06-6/8/07 Every Friday	1:00 - 3:00	Conference Room
Faculty Meetings- Monthly 10/6/06 - 6/8/07	3:45 - 4:45	Auditorium
Advisory Board- Quarterly	4:00 - 5:00	Media Center

Please note: This table includes initial dates for the full School Accountability Team. These meetings will be used to develop, refine, and monitor progress toward meeting the target indicators and implementation of instructional strategies outlined in the accountability plan. Sub-committee meetings and other occasions when the School Accountability Plan may be discussed are not included.

## **I. Needs Assessment**

Data for Tier 1 Indicators (division and state expectations) were compiled, reviewed and analyzed as part of our needs assessment process. This analysis included division and school level results. The Tier 1 Indicators noted below with an “X” were reviewed as part of our needs assessment process. Please note that an asterisk (\*) indicates information we viewed as most important in our needs assessment process. As a result of the team’s review of the data, analyses, and discussions, and keeping in mind Norfolk Public Schools’ long range plans, we were able to identify needs and to develop corresponding Tier 2 Indicators (selected by each school) and instructional strategies tied to each of our identified needs. The Tier 2, school-based indicators, represent classroom and building-level data that can be tracked on a monthly basis. Each school in our division **selects seven (7) Tier 2 Indicators** to focus on during the year. **Of these seven (7) Tier 2 Indicators, at least three (3) must support continuous growth of student academic achievement, at least one (1) must support a disciplined learning environment, and at least one (1) must support the active engagement of parents, business, and the community in the educational process. The other two indicators can support any of the three School Board objectives.**

**Tier 1 Indicators** (shading indicates areas in which data must be collected at the school level)

<b><u>Continuous Growth of Student Academic Achievement</u></b>	<input checked="" type="checkbox"/> Promotion/Retention Data	<input type="checkbox"/> Students Without Incidents of Possession of Firearms in School
<input checked="" type="checkbox"/> Standards of Learning Test Results	<input type="checkbox"/> PSAT Participation	<input checked="" type="checkbox"/> Students Without Incidents of Possession of Weapons Other than Firearms in School
<input type="checkbox"/> SAT Participation and Test Results	<input checked="" type="checkbox"/> Teachers Meeting State Licensure	<b><u>Active Engagement of Parents, Business, and Community in Educational Process</u></b>
<input type="checkbox"/> ACT Participation and Test Results	<input checked="" type="checkbox"/> Classes Taught by Certified Teachers	<input checked="" type="checkbox"/> Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
<input type="checkbox"/> Advanced Placement Exam Results and Enrollment	<input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement	<input checked="" type="checkbox"/> Total Volunteer Hours by Parents and Community Members in Schools
<input type="checkbox"/> Dual Enrollment Class Results and Enrollment	<b><u>Safe, Secure &amp; Disciplined Learning Environment</u></b>	<input checked="" type="checkbox"/> Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/> International Baccalaureate Results and Enrollment	<input checked="" type="checkbox"/> NQSI Survey Data	<input checked="" type="checkbox"/> Training Workshops Provided for Parents/Community
<input type="checkbox"/> Governor's School Results and Enrollment	<input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to School Climate and Student Discipline	<b><u>Other</u></b>
<input checked="" type="checkbox"/> STAR Test Results	<input checked="" type="checkbox"/> Incidents of Physical Violence	<input checked="" type="checkbox"/> State Report Card* (also gives demographic information)
<input type="checkbox"/> Gates-MacGinitie Test Results	<input checked="" type="checkbox"/> Incidents of Possession of Firearms in School	<input checked="" type="checkbox"/> Other (please specify): Results of Developmental Reading Assessment (DRA) Data
<input checked="" type="checkbox"/> PALS Test Results	<input checked="" type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School	<input type="checkbox"/> Stanford 10 Results
<input checked="" type="checkbox"/> Narrowing of the Achievement Gap	<input checked="" type="checkbox"/> Students Without Incidents of Physical Violence in School	
<input checked="" type="checkbox"/> Attendance Data for Students and Staff		
<input type="checkbox"/> Dropout Statistics		
<input type="checkbox"/> Graduation Rates		
<input type="checkbox"/> Stanford 9 Test Results		

## II. Objectives Linked to Needs and Tier 2 Indicators

For this objective, we identified needs and formulated at least three corresponding Tier 2 Indicators and instructional strategies.

### **Objective # 1: Continuous Growth of Student Academic Achievement for ALL**

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>
A.	<p>SOL Pass%- Eng: Gr.3 Gr.5 04 44% 79% 05 75% 73% 06 80% 85% Gr. 4 06 91%</p> <p>81.8% of Gr.3, 91% of Gr. 4, and 88.5% of Gr. 5 students scored proficient or better on Word Analysis Strategies.</p> <p>Area of Identified Need: 81% of Gr. 3, 90% of Gr.4, and 82% of Gr. 5 students scored proficient or better on Demonstrating Comp. of Printed Materials</p>	<p>Increase the percentage of students in Gr. 1-5 who score proficient or better on the following assessments:</p> <ul style="list-style-type: none"> <li>- PALs</li> <li>- DRA</li> <li>- Star Reading</li> <li>- Bi-Monthly Comprehension</li> <li>- Monthly Writing Assessments</li> <li>-Running Record on Leveled Text Harcourt Assessments</li> </ul>	<ul style="list-style-type: none"> <li>- Summarizing and Notetaking (PL#4)</li> <li>- Non-fiction Text Structures (PL#12)</li> <li>-QARs (PL#5)</li> <li>- Graphic Organizers to Make Inferences and Draw Conclusions (PL#14)</li> </ul>	<ul style="list-style-type: none"> <li>- QARs and Summarizing Instructional Strategy Inservice</li> <li>- Non-fiction Text Structures Inservice</li> <li>- "Thinking Maps"</li> <li>- Technology Training Using Reading Smart Board Components</li> <li>- Book Study on "Classroom Instruction That Works" by Marzano</li> <li>- Data Team Meetings</li> <li>- "Building Knowledge " Article</li> <li>- Word Analysis Strategies</li> </ul>	<ul style="list-style-type: none"> <li>-Inservice agendas and Training Logs with Follow up</li> <li>-Internal and External Walk Throughs</li> <li>- Continuous Review of Lesson Plans</li> <li>-Internal and External Walk Throughs</li> <li>-Monthly Review Of Data Driven Notebooks and Data Driven Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>-Students in Gr. 3-5 will score 85% or better on the Math SOL Assessments</li> <li>- 85% of Gr. 3, 90% of Gr.4 and 85% of Gr. 5 students will score proficient or better on the Demonstrating Comprehension of Printed Materials Strand</li> <li>-Graph Percentage Of Students Scoring Proficient Or Better On The Bi-Monthly Reading Comprehension Assessment Charts</li> </ul>

<p>B.</p>	<p>SOL Pass % - Math</p> <table border="1"> <tr> <td>Gr.3</td> <td>Gr.5</td> </tr> <tr> <td>04 74%</td> <td>72%</td> </tr> <tr> <td>05 87%</td> <td>74%</td> </tr> <tr> <td>06 85%</td> <td>80%</td> </tr> <tr> <td>Gr.4</td> <td></td> </tr> <tr> <td>06 60%</td> <td></td> </tr> </table> <p>Area of Identified Need:</p> <p>Gr. 3 - 75.5% of students scored proficient or better on the Patterns, Functions &amp; Algebra strand</p> <p>Gr. 4 - 42.3% of students scored proficient or better on the Measurement and Geometry Strand.</p> <p>Gr. 5 - 66.3% of students scored proficient or better in the Patterns, Functions &amp; Algebra strand</p>	Gr.3	Gr.5	04 74%	72%	05 87%	74%	06 85%	80%	Gr.4		06 60%		<p>- Increase the percentage of students in Gr. 3-5 scoring proficient or better on monthly and quarterly math assessments.</p>	<p>- "Everyday Counts" Math Kit - (PL# - 12)</p> <p>- Data to Identify Small Groups and one-on-one instruction (PL#5, 12, G)</p> <p>- Marzano's Instructional Strategies, Specifically Non-Linguistic Representations and Manipulatives (PL#7)</p> <p>- Math Journals / Real Life Connections (PL#2, O)</p> <p>- Alternative Approaches to Problem Solving (Exemplars, Math Menus) (PL#10)</p> <p>-Interactive Math Word Wall (PL#12)</p> <p>- Cooperative Learning Experiences (PL#2, O, G)</p> <p>- Daily Math Reviews (PL#12)</p>	<p>- Non-Linguistic Representations</p> <p>- Collaboratively Scoring Exemplars</p> <p>- Math Interactive Notebooks</p> <p>- Data Team Meetings</p> <p>- Technology Training Using Smart Board Components, United Streaming, Study Island, SOL Pass, SOL To Go</p> <p>-Faculty Book Talk "Classroom Instruction That Works"</p> <p>- Math Inservices by LCD Representative</p> <p>- Interactive Content Area Word Walls</p>	<p>-Inservice Agendas and Attendance Training Logs with Follow Up</p> <p>- Formal and Informal Observations</p> <p>- On going Review Of Lesson Plans</p> <p>- Math Daily Review</p> <p>- External / Internal Walk Throughs (In-House, District , and School Partners)</p>	<p>- Students in Gr. 3-5 will score 80% or better on the SOL Math Assessment</p> <p>-Graph Of Percentage Of Students Scoring Proficient Or Better On The Monthly Problem Solving Assessments</p> <p>- Gr. 3 - 80% Or More Of Grade 3 Students Will Score Proficient Or Better On The Patterns, Functions, &amp; Algebra Strand.</p> <p>- Gr. 4 - 75% Or More Of Grade 4 Students Will Score Proficient Or Better On The Measurement and Geometry Strand.</p> <p>- Gr. 5 - 75% Or More Of Gr. 5 Students Will Score Proficient Or Better On The Patterns, Functions &amp; Algebra Strand</p>
Gr.3	Gr.5																	
04 74%	72%																	
05 87%	74%																	
06 85%	80%																	
Gr.4																		
06 60%																		

<p>C.</p>	<p>SOL Pass % - Science:</p> <table border="1"> <tr> <td>Gr. 3</td> <td>Gr. 5</td> </tr> <tr> <td>04 72%</td> <td>78%</td> </tr> <tr> <td>05 80%</td> <td>56%</td> </tr> <tr> <td>06 90%</td> <td>67%</td> </tr> </table> <p>84.5% of Gr. 3 Students scored Proficient Or Better on the Earth/Space Systems And Cycles Strand.</p> <p>73.1% of Gr. 5 students scored proficient or better on the Scientific Investigation Strand.</p> <p>Identified Areas of Need:</p> <p>74.5% of Gr. 3 students scored proficient or better on the Scientific Investigation Strand.</p> <p>63.5% of Gr. 5 students scored proficient or better on the Life Processes and Living Systems Strand.</p>	Gr. 3	Gr. 5	04 72%	78%	05 80%	56%	06 90%	67%	<p>- Increase the percentage of students scoring proficient or better on common monthly science assessments and the science quarterly tests.</p>	<p>- Bi-Monthly Hands-On Scientific Investigations (PL# 2, 8, 9, O, G)</p> <p>-Engage in The Scientific Process and Record/ Analyze Data (PL# 4, 7, 10, G)</p> <p>- Interactive Notebooks (PL#3)</p> <p>- Daily Use of Science Word Walls (PL#6)</p> <p>-Use Of Expository Text Structures With Use of Graphic Organizers To Increase Reading Comprehension (PL#4)</p> <p>- Marzano's Best Practice Strategies (PL#4, 9)</p>	<p>-Writing Across The Curriculum</p> <p>- Virginia Air And Space Museum Modeling The Scientific Investigative Process</p> <p>- Data-Driven Driven Making Training</p> <p>- Nauticus Partnership</p> <p>- Nonfiction Text Structures</p> <p>- Interactive Notebooks</p> <p>- Interactive Vocabulary Word Wall</p> <p>- Workstation Activities / Make-It - Take-It</p>	<p>- Inservice Agendas and Attendance Logs With Follow Up</p> <p>- Formal and Informal Observations</p> <p>- Continuous Review Of Lesson Plans</p> <p>-Internal/External Walk throughs (In-House, District, and School Partners)</p>	<p>- Students in Gr. 3 &amp; 5 will score 80% or better on the Science SOL Assessment</p> <p>-Graphs of the percentage of students scoring proficient or better on the monthly science assessments after intervention</p> <p>-75% of Gr. 5 students will score proficient or better on the Life Processes and Living Systems</p> <p>-80% of Gr. 3 students will score proficient or better on the Scientific Investigation Strand</p>
Gr. 3	Gr. 5													
04 72%	78%													
05 80%	56%													
06 90%	67%													

D.	<p>SOL Pass % History and Social Science:</p> <table border="1"> <tr> <td>Gr. 3</td> <td>Gr. 5</td> </tr> <tr> <td>04 74%</td> <td>73%</td> </tr> <tr> <td>05 78%</td> <td>71%</td> </tr> <tr> <td>06 87%</td> <td>67%</td> </tr> </table> <p>90% of Gr.3 students scored proficient or better on SS Geography Strand</p> <p>81% of Gr.5 students scored proficient or better on SS Civics</p> <p>Identified Areas of Need: 84% of Gr. 3 and 60% of Gr. 5 students scored proficient or better on SS Economics Strand</p>	Gr. 3	Gr. 5	04 74%	73%	05 78%	71%	06 87%	67%	<p>Increase the percentage of students scoring proficient or better on common monthly assessments and quarterly tests.</p>	<ul style="list-style-type: none"> <li>- Graphic organizers (thinking maps) and reflective questions during social studies instruction. (PL# 4, 6)</li> <li>- Daily Use of Social Studies Word Wall (PL# 6, 7)</li> <li>- Interactive Notebooks (PL# 4)</li> <li>-Expository Text Structures (Pl#4)</li> </ul>	<ul style="list-style-type: none"> <li>-Writing Across The Curriculum Inservice</li> <li>- Data-Driven Making Training</li> <li>- Interactive Notebooks</li> <li>Walk Through Feedback/ Coaching</li> <li>- Use of Technology in the Classroom: United Streaming SOL Pass Smart Board Components</li> <li>- Interactive Vocabulary Word Walls</li> </ul>	<ul style="list-style-type: none"> <li>- InserviceAgendas and Attendance Training Logs</li> <li>- Formal and Informal Observations</li> <li>- On going Review Of Lesson Plans</li> <li>- Daily Review</li> <li>- Internal/External Walk Throughs (In-House, District, and School Partners)</li> </ul>	<ul style="list-style-type: none"> <li>- Students in Gr. 3 &amp;5 will score 80% or better on the History and Social Science SOL Assessment</li> <li>-Graphs of the percentage of students scoring proficient or better on the monthly SS assessments</li> <li>-90% of Gr. 3 students will score proficient or better on the SS Economics Strand</li> <li>-75% of Gr. 5 students will score proficient or better on the SS Economics Strand</li> </ul>
Gr. 3	Gr. 5													
04 74%	73%													
05 78%	71%													
06 87%	67%													

## II. Objectives Linked to Needs and Tier 2 Indicators

For this objective, we identified needs and formulated at least one corresponding Tier 2 Indicator and accompanying strategies.

### **Objective # 2: Safe, Secure, and Disciplined Learning Environment**

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>
A.	Star Base Report: Infractions Referrals 04 210 05 151 06 182  Closing the discipline gap between African American Males and White Males with specific areas of Harassment, Disruptions, and physical violations	Reduce the number of infraction referrals indicated by monthly Star Base entries	<ul style="list-style-type: none"> <li>- Discipline Assemblies (Fall/Spring)</li> <li>- Classroom Guidance Lessons on Character Development</li> <li>- Project Ride Strategies</li> <li>- "Caught You Being Good"</li> <li>- Voluntary Teacher/Student Mentor Program</li> <li>- After-School Detention</li> <li>- Gr. 5 Gentlemen and Ladies Club</li> <li>- Small Guidance Groups and 1:1 Intervention</li> </ul>	<ul style="list-style-type: none"> <li>- TAT Guidelines</li> <li>- Classroom management</li> <li>- Project Ride Programs</li> <li>- Bullying Prevention</li> <li>- Kagan Win-Win Discipline</li> <li>- Teacher/ Principal Conferences</li> </ul>	<ul style="list-style-type: none"> <li>- "Caught you Being Good" cougars classroom door display</li> <li>- Discipline Folders</li> <li>- Observations</li> <li>- Monthly/ Yearly Star Base entries</li> <li>- Gentleman/ Ladies Club Logs</li> <li>- Mentoring Log</li> </ul>	<ul style="list-style-type: none"> <li>- Star Base; Decreased number of infraction referrals</li> <li>- Star Base: Closing the discipline gap between African American and white males</li> </ul>

**II. Objectives Linked to Needs and Tier 2 Indicators**

For each this objective, we identified needs and formulated at least one corresponding Tier 2 Indicator and accompanying strategies.

**Objective # 3: Active Engagement of Parents, Business, and Community in the Educational Process**

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Monitor Implementation?</i>	<i>What Will We Look for as Student Results?</i>
A.	Less than 20% of the parents assist in the classrooms during the school year.	Increase the number of volunteer hours dedicated to support student achievement	<p>Hold parent training workshops</p> <p>Increase number of parents attending the "Chew and Chat" sessions with the principal</p> <p>Identify the needs and interests of parents</p> <p>Hold Grandparents Luncheon</p> <p>Inform parents with monthly newsletter sent by Parent Liason</p> <p>Maintain an open door (school) policy for communication</p> <p>Food, Family, and Fundamentals Night</p>	<p>Parent University</p> <p>Develop parent ambassadors</p> <p>Volunteer tutorial training</p> <p>Agendas and logs</p> <p>Work with parent liaison on coaching parents</p> <p>Training on effective ways to communicate with parents</p>	<p>Surveys</p> <p>Attendance logs</p> <p>Record number of PTA memberships</p> <p>Parent workshop calendar</p>	<p>Parent Liason will monitor as evidenced by attendance sheets and quarterly reports</p> <p>Increase in PTA memberships and attendance</p>

### **III. Plan Development and Dissemination Process**

We used a multistage process in developing our accountability plan and involved many individuals in order to ensure that it addressed the needs of all our students. Below you will find a very brief summary of how we ensured that many individuals (beyond the members of our planning team) were involved in the development of our plan. Also, we are outlining how we will present our plan and our school's performance to our stakeholders. Information included in both of these areas will be useful when writing the school's Tier 3 Narrative which helps paint a picture of our school's progress and tells the "story behind the numbers".

#### **How Individuals Beyond School Improvement Team Members Were Involved in Developing Our Plan**

Administrators, Leadership Team members, and staff representatives attended meetings held in August to review the 2005-06 Accountability Plan. During these meetings, team members offered suggestions for improvement in the 2006-2007 Accountability Plan. The Leadership Team met again in September to draft the 2006-07 Accountability Plan. In October, Administration, The Leadership Team, and representatives from central office met to finalize the 2006-07 Accountability Plan for Coleman Place Elementary.

#### **Methods Used to Communicate Our Plan**

The 2006-07 Accountability Plan was shared with the faculty and staff, Central Office Personnel, Parents and community members. PTA Meetings, Advisory Board Meetings, Faculty Meetings, Parent/ Teacher Conferences, and the Coleman Place Website are methods that we have implemented to communicate our accountability plan to various stakeholders. Our statement to stakeholders is that this plan affirms our commitment that we have towards effective teaching and learning for the staff and students at Coleman Place Elementary.

#### IV. Needs Assessment: School-wide Staff Development Focus

Based on our staff development needs assessment survey results, along with team member discussions, the following staff development opportunities will be provided. They are linked directly to our Tier 1 needs and Tier 2 Indicators and corresponding strategies. This information also will be useful for the Tier 3 Narrative and school-generated Tier 1 data concerning staff development opportunities and involvement.

<b>Staff Development</b>			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Marzano Strategies "Instruction That Works"	On going throughout 2006-07	Classroom teachers, special education teachers, resource teachers, and paraprofessionals	Staff development attendance logs, Agendas, Participation certificates
Reading Strategies in the Content Areas (QARs, Nonfiction Text Structures)	On going throughout 2006-07	Classroom teachers, special education teachers, resource teachers, and paraprofessionals	Staff development attendance logs, Agendas, Participation certificates
Math Strategies for Problem Solving, geometry/measurement activities, and Collaborative scoring of Exemplars	On going throughout 2006-07	Classroom teachers, special education teachers, resource teachers, and paraprofessionals	Staff development attendance logs, Agendas, Participation certificates
Make it Take it workstations for Content Areas (Reading, Science, Social Studies)	Early Release Days throughout 2006-07	Classroom teachers, special education teachers, resource teachers, and paraprofessionals	Staff development attendance logs, Agendas, Participation certificates
Data Driven Decision Making "Raising Achievement and Closing the Gap"	Monthly Data Meetings	Classroom teachers, special education teachers, resource teachers, and paraprofessionals	Staff development attendance logs, Agendas, Participation certificates
Technology Training (Smart Board, Instructional Software Programs)	On going through out 2006-07	Classroom teachers, special education teachers, resource teachers, and paraprofessionals	Staff development attendance logs, Agendas, Participation certificates

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>
D.	<p>SOL Pass % History and Social Science: Achievement Gap (African Amer./Caucasian)</p> <p>Gr.3</p> <p>03-04 23.2%</p> <p>04-05 19.2%</p> <p>05-06 5.2%</p> <p>Gr.4</p> <p>03-04 NA</p> <p>04-05 NA</p> <p>05-06 NA</p> <p>Gr. 5</p> <p>03-04 2.7%</p> <p>04-05 6.1%</p> <p>05-06 39.3%</p>					<p>Gr. 3 Achievement Gap Will Close By 2 Percentage Points</p> <p>Gr. 5 Achievement Gap Will Close By 10 Percentage Points</p>

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>
B.	SOL Pass % Math: Achievement Gap (African Amer./ Caucasian)  Gr.3 03-04 9.6% 04-05 19.4% 05-06 16.5%  Gr.4 03-04 NA 04-05 NA 05-06 2.1%  Gr. 5 03-04 0.4% 04-05 19.0% 05-06 11.4%					Gr. 3 Achievement Gap Will Close By 4 Percentage Points  Gr. 4 Achievement Gap Will Close By 1 Percentage Point  Gr. 5 Achievement Gap Will Close By 5 Percentage Points

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>
C.	<p>SOL Pass % Science: Achievement Gap (African Amer./ Caucasian)</p> <p>Gr.3 03-04 32.9% 04-05 9.3% 05-06 24.1%</p> <p>Gr.4 03-04 NA 04-05 NA 05-06 NA</p> <p>Gr. 5 03-04 1.9% 04-05 22.5% 05-06 38.2%</p>					<p>Gr. 3 Achievement Gap Will Close By 4 Percentage Points</p> <p>Gr. 5 Achievement Gap Will Close By 10 Percentage Points</p>

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>
A.	SOL Pass % Eng: Achievement Gap (African Amer./ Caucasian) Gr.3 03-04 14.3% 04-05 1.8% 05-06 16.8%  Gr.4 03-04 NA 04-05 NA 05-06 12.2%  Gr. 5 03-04 0.1% 04-05 34.4% 05-06 21.3%					Gr. 3 Achievement Gap Will Close By 5 Percentage Points  Gr. 4 Achievement Gap Will Close By 3 Percentage Points  Gr. 5 Achievement Gap Will Close By 5 Percentage Points

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>
A.	Star Base Discipline Report 05-06:  Disruptions - 33 Harassment - 58 Physical Violations - 30					Decrease the amount of incidents in classroom disruptions, harassment, and physical violations as evidenced by the Star Base report