



NORFOLK PUBLIC SCHOOLS

CROSSROADS ELEMENTARY SCHOOL

SCHOOL ACCOUNTABILITY PLAN

Year: 2006 – 2007

Dr. Stephen Jones, Superintendent of Schools

Mary K. Beers, Principal

A Message from the Principal...

October 23, 2006

Dear Crossroads 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. We have met all AYP and SOL benchmarks for three years. 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 Crossroads Elementary School world class.

Sincerely,

Mary K. Beers
Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Mrs. Mary K. Beers	A
Mr. Lawrence C. Taylor	A
Mrs. Linda Edwards	R
Mrs. Kathryn Anhalt	P
Mrs. Jill Scott	R
Ms. Kathy Hardik	R
Ms. Sharon Caskey	T
Ms. Robin Blatner	T
Mrs. Heather Phillips	PT
Mrs. Nadine Torres	R
Mrs. Donna Koch	T
Ms. Susan Davis	T
Ms. Sandra Bethea	PT/C
Mrs. Renee Taylor	T
Mrs. Amy Moore	T
Mrs. Margaret Adams	R
Ms. Toya Williams	T
Mrs. Pam Saks	PT
Ms. Fonda Fairweather	PT
Ms. Donya Hollowell	R
Mrs. Denise Ralston	R
Mrs. Joan Boshart	R
Ms. Lisa Nicolace	R
Ms. Michelle Sessoms	PR

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
Instructional Team: Mary K. Beers Lawrence Taylor Linda Edwards Jill Scott Joan Boshart Kathy Hardik Donya Hollowell Margaret Adams Denise Ralston	1:30 p.m. each Friday	Crossroads Elementary School
Leadership Team	Every 3 rd Tuesday – 8:00 a.m.	Crossroads Elementary School
Accountability / Data Team	Every 1 st Tuesday	Crossroads Elementary School
Parent Advisory Council	TBA	

Please note: This table includes initial dates for the full School Accountability Improvement Planning 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 Improvement 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, 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 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)				
	<u>Continuous Growth of Student Academic Achievement</u>	X	Promotion/Retention Data	Students Without Incidents of Possession of Firearms in School
X	Standards of Learning Test Results		PSAT Participation	Students Without Incidents of Possession of Weapons Other than Firearms in School
	SAT Participation and Test Results	X	Teachers Meeting State Licensure	<u>Active Engagement of Parents and Community in Education Process</u>
	ACT Participation and Test Results	X	Classes Taught by Certified Teachers	X Opportunities for Parent and Community Members to Assist Improving Reading and Mathematics Proficiency
	Advanced Placement Exam Results and Enrollment	X	Professional Development Hours and Involvement Related to Academic Achievement	X Opportunities for Parents and Community Members To Serve As Ambassadors for the Division
	Dual Enrollment Class Results and Enrollment		<u>Safe, Secure & Disciplined Learning Environment</u>	X Opportunities for All to Become Involved with School Division Goal, Objectives, and Expectations
	International Baccalaureate Results and Enrollment	X	NQSI Survey Data	X Interactive Parent Contacts Involving Student Achievement
	Governor’s School Results and Enrollment		Professional Development Hours and Involvement Related to School Climate and Student Discipline	<u>Other</u>
X	DIBELS	X	Incidents of Physical Violence	X State Report Card* (also gives demographic information)
X	STAR Test Results	X	Incidents of Possession of Firearms in School	
X	Gates-MacGinitie Test Results	X	Incidents of Possession of Weapons Other than Firearms in School	Other (<i>please specify</i>)
X	PALS Test Results	X	Students Without Incidents of Physical Violence in School	X Volunteer Log
X	Narrowing of the Achievement Gap		Discipline Gap	X Adequate Yearly Progress (AYP)
	Attendance Data for Students and Staff	X		
	Dropout Statistics			
	Graduation Rates			
X	Stanford 10 Test Results			
X	DRA Test Results			

II. School Board Objectives Linked to Needs and Tier 2 Indicators

For this School Board 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>79% of all grade 3 students demonstrated proficiency on the 3rd grade English SOL test with an achievement gap of 62.9% for special education students. (S), (G)</p> <p>Special Ed. Gap 2004 44.2% 2005 43.1% 2006 62.9%</p> <p>82% of all grade 5 students demonstrated proficiency on the 5th grade English SOL test with an achievement gap of 42.6% for special education students. (S), (G)</p> <p>Special Ed. Gap 2004 36.4% 2005 35.1% 2006 42.6%</p>	<p>83% of grade 3 students will score proficient or higher on the quarterly tests and common monthly tests, SOL-formatted reading/ assessments and decrease the special education achievement gap by 15%. (S), (G)</p> <p>85% of grade 5 students will score proficient or higher on the quarterly tests and common monthly tests, SOL-formatted reading/ assessments and decrease the special education achievement gap by 10%. (S), (G)</p>	<p>-During shared reading teachers will model</p> <ul style="list-style-type: none"> • Before reading strategies • During reading strategies • After reading strategies • Fluency strategies • Think Alouds • Retelling • Summarization <p>(PL) (S) (G)</p> <p>-Teachers will hold reading conferences with students (PL), (S), (G)</p> <p>-Teachers will model the use of notetaking (PL), (G)</p> <p>- Teachers will use the Compass Learning reading component to meet the students' needs (G)</p> <p>-Teachers will utilize a variety of graphic organizers to enhance retelling and examine similarities and differences in various genres to support comprehension (PL) (G)</p> <p>- Double dosing for all special education students. (PL) (G)</p> <p>Continued.</p>	<p>-Shared, guided and interactive reading strategies (PL), (G)</p> <p>-Workshops on strategies for closing the achievement gap for special education students (G)</p> <p>- Reading First training (PL), (G), (S)</p> <p>- Workshops on</p> <ul style="list-style-type: none"> • Comprehension • Reading strategies • Think alouds • Retellings <p>(PL), (G)</p> <p>SQR3 Training (PL) (G)</p> <p>-Half day planning with emphasis on</p> <p>-Marzano's strategy of summarizing and notetaking</p> <p>-Powerful literacy strategy of managing complex information by analyzing, synthesizing, and evaluating (PL), (G), (O)</p> <p>-Compass Learning training</p>	<p>-Workshop agendas, attendance logs, and feedback forms</p> <p>-Formal and informal observations</p> <p>-Periodic review of lesson plans</p> <p>-Reading portfolio assessment</p> <p>-Data team meetings and notes</p> <p>-Walkthroughs</p> <p>-Reading First professional development log</p> <p>-Staff development log</p> <p>-Compass Learning reports</p>	<p>85% of all Grade 3 students will demonstrate proficiency on the English SOL test with an achievement gap of less than 30%. (G), (S)</p> <p>85% of all Grade 5 students will demonstrate proficiency on the English SOL test with an achievement gap of less than 30%. (G), (S)</p>

	<i>Identified Need</i>	Tier 2 Indicator	<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.			-Teachers will model the use of SQR3 to enhance comprehension -Teachers will use Kagan Structures in cooperative learning situations (S) (G)			

	Identified Need	Tier 2 Indicator	Instructional Strategies	Related Professional Development	How Will We Assess Implementation?	What Will We Look for as Student Results?
B.	<p>95% of all Grade 5 students demonstrated proficiency on the 5th grade SOL writing test with a special ed. achievement gap of 36.7%. (S), (G)</p> <p>Special Education Gap</p> <p>2004 - 28.8%</p> <p>2005 - 24.7%</p> <p>2006 - 36.8%</p>	<p>80%of students will score proficient or higher on the quarterly tests and common monthly, SOL formatted communication skills assessments and decrease the special education achievement gap by 15%. (G), (S)</p>	<p>-Teachers will integrate word study into all writing instruction (PL) (S) (G)</p> <p>-Teachers will utilize a variety of graphic organizers (PL) (G)</p> <p>-Teacher will conduct one on one and small group conferences utilizing the NPS writing composition evaluation sheet. (PL) (S) (G)</p> <p>-Teacher will model good writing through</p> <ul style="list-style-type: none"> • Mini-lessons • Literature • Think alouds <p>(G) (S) (PL)</p> <p>-Teachers will use the Compass Learning writing component to meet the students' needs (G) (S)</p> <p>-Teachers will utilize technology to strengthen writing mechanics (S) (G)</p> <p>- Double dosing for all special education students. (PL) (G)</p>	<p>-Half day planning with emphasis on:</p> <ul style="list-style-type: none"> • summarizing and notetaking • identifying similarities and differences (PL) • powerful literacy strategy of using Standard English effectively in speaking and writing to inform, persuade, describe, and entertain. (PL), (G) (S) (O) <p>-Workshops that focus on best practices in educating special education students (such as William and Mary's TTAC) (G), (PL)</p> <p>-Compass Learning writing software (S) (G)</p> <p>-Discussion on materials and conferences associated with William and Mary's TTAC</p>	<p>-Workshop agendas, attendance logs, and feedback forms</p> <p>-Formal and informal observations</p> <p>-Periodic review of lesson plans</p> <p>-Data team meetings and notes</p> <p>-Walkthroughs</p> <p>-Writing portfolio assessments</p> <p>-Staff development calendar</p> <p>-Compass Learning reports</p>	<p>95% of all Grade 5 students will demonstrate proficiency on the Writing SOL tests with an achievement gap of less than 20%. (G), (S)</p>

	Identified Need	Tier 2 Indicator	Instructional Strategies	Related Professional Development	How Will We Assess Implementation?	What Will We Look for as Student Results?
C.	<p>77% of all K-2 students met or exceeded independent reading levels on DRA assessments. (S), (G), (PL)</p> <p>2005 K - 10% 1 - 57% 2 - 76%</p> <p>2006 K - 73% 1 - 71% 2 - 86%</p>	<p>85% of students will score proficient or higher on the common monthly reading assessments and the quarterly DRA. (S), (PL), (G)</p>	<p>-Implement differentiated literacy work stations (PL), (G)</p> <p>-Effective use of Breakthrough to Literacy reports and K-2 portfolio data to differentiate instruction (S), (G)</p> <p>-Provide daily time for students to read on their independent level (PL)</p> <p>-Use graphic organizers to enhance retellings and to support comprehension (PL)</p> <p>-During shared reading teachers will model</p> <ul style="list-style-type: none"> • Before reading strategies • During reading strategies • After reading strategies • Fluency strategies • Think Alouds • Retelling • Summarization <p>(PL) (S)</p>	<p>-Effective instructional strategies for teaching</p> <ul style="list-style-type: none"> • Fluency • Vocabulary • Independent reading (PL), (S), (G) <p>-Interactive notebooks</p> <p>-SQR3</p> <p>- Workshops on</p> <ul style="list-style-type: none"> • Comprehension • Reading strategies • Think alouds • Retellings <p>(PL), (G)</p>	<p>-Formal and informal reading observations</p> <p>-Periodic review of lesson plans</p> <p>-Data team meetings and notes</p> <p>-Walkthroughs</p> <p>-Reading First coaching feedback forms</p> <p>-Staff development calendar</p>	<p>90% of all K-2 students will meet or exceed independent grade level reading results on the 4th quarter DRA assessments. (S), (PL), (G)</p>

	Identified Need	Tier 2 Indicator	Instructional Strategies	Related Professional Development	How Will We Assess Implementation?	What Will We Look for as Student Results?
D.	<p>64% of all 4th grade students demonstrated proficiency on the Math SOL test with a Black/White achievement gap of 22.6%. (G), (S)</p> <p>89% of all 5th grade students demonstrated proficiency on the Math SOL test with a special education achievement gap of 30.3%. (G), (S)</p> <p>Special Education Gap</p> <p>2004 23.2% 2005 49.8% 2006 30.4%</p>	<p>75% of the grade 4 students will score proficient or higher on the quarterly tests and common monthly SOL-formatted assessments that are based on daily math review and decrease the achievement gap between Black and White students by 50%. (S), (PL), (G)</p> <p>75% of the grade 5 students will score proficient or higher on the quarterly tests and common monthly SOL-formatted assessments and decrease the special education achievement gap by 10% (S), (PL), (G)</p>	<p>- Teachers will set objectives and provide specific feedback in small groups (PL), (S), (G)</p> <p>-Teachers will utilize Marzano's strategy of compare and contrast through the Frayar model of example and non-example models (G), (S)</p> <p>-Teachers will implement the usage of Kagan Structures for students to justify their answers in peer teaching scenarios (PL)</p> <p>-Teachers will increase the frequency of math exemplars based on units</p> <p>-Fourth grade teachers will utilize math journals for developing vocabulary</p> <p>-Teachers will focus instruction on intensive conceptual learning over skill/procedural learning</p> <p>-Teachers will use manipulatives to model and monitor student understanding</p> <p>-Teachers will use the Compass Learning math component to meet the students' needs (G) (S)</p> <p>-Teachers will use Marzano's strategy of providing specific and timely feedback (PL)</p>	<p>-Needs-based training on the use of manipulatives to enhance instruction (S) (G)</p> <p>- Analyze data from quarterly assessments during half day planning to identify needs and create activities to close the achievement gap (G) (S)</p> <p>-Training on the implementation of researched based strategies (G)</p>	<p>-Workshop agendas, attendance logs, and feedback forms</p> <p>-Formal and informal observations</p> <p>-Periodic review of lesson plans</p> <p>-Data team meetings and notes</p> <p>-Walkthroughs</p> <p>-Monthly assessments</p> <p>-Professional development calendar</p> <p>-Compass Learning reports</p>	<p>80% of all Grade 4 students will demonstrate proficiency on the math SOL test with an achievement gap of less than 10%. (S), (G)</p> <p>90% of all Grade 5 students will demonstrate proficiency on the math SOL test with an achievement gap of less than 10%. (S), (G)</p>

	Identified Need	Tier 2 Indicator	Instructional Strategies	Related Professional Development	How Will We Assess Implementation?	What Will We Look for as Student Results?
E.	<p>85% of all 5th grade students demonstrated proficiency on the science SOL test with a Black/White achievement gap of 21.9% (S)</p> <p>Black/White Gap</p> <p>2004 - 13.4% 2005 - 19.6% 2006 - 21.9%</p>	<p>75% of students will score proficient or higher on the quarterly tests and common monthly, SOL-formatted science assessments and decrease the achievement gap between Black and White students by 50%. (S), (G)</p>	<p>-Teachers will implement interactive notebooks -Teacher will increase utilization of technology in the classroom -Teachers will continue implementation of the science lab -Teachers will utilize a variety of graphic organizers -Teachers will utilize Marzano's strategy of summarizing and note-taking -Teachers will utilize science exemplars -Teachers will implement the usage of Kagan Structures for students to orally or in writing justify their answers in peer teaching scenarios (PL)</p>	<p>-Half -day planning for each grade level with emphasis on Marzano's strategies:</p> <ul style="list-style-type: none"> identifying similarities and differences generating and testing hypotheses powerful literacy strategy of managing complex information by analyzing, synthesizing, and evaluating (PL), (S), (G) <p>-Computers on Wheels (COW) Training to implement technology -Follow-up training on interactive notebooks -Study Island training -Science exemplars training</p>	<p>-Workshop agendas, attendance logs, and feedback forms -Formal and informal observations -Periodic review of lesson plans -Data team meetings and notes -Feedback from the walkthrough process -Student responses in interactive notebooks -Staff development calendar</p>	<p>92% of Grades 5 students will demonstrate proficiency on the SOL science test and decrease the gap by 10% (S), (G)</p>

II. School Board Objectives Linked to Needs and Tier 2 Indicators

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

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

	<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>
	<p>There were 129 student referrals related to disruption, insubordination, and harassment with a gap of 53 % between African American and White males.</p> <p>Disruption Incidents 2005 - 21 2006 - 30 Afr. Am./White Gap 2005 - 57% 2006 - 50%</p> <p>Insubordination Incidents 2005 - 22 2006 - 27 Afr. Am./White Gap 2005 - 77% 2006 - 63%</p> <p>Harassment Incidents 2005 - 53 2006 - 72</p> <p>Afr. Am/White Gap 2005 - 59% 2006 - 46%</p>	<p>-Decrease the number of monthly incidents for insubordination, harassment, and fighting while decreasing the Black/White gap by 10%.</p>	<p>-The discipline committee will analyze monthly data to determine areas of concern to share with the faculty (G)</p> <p>-Behavior Assistance Team (BAT) will assist in the creation of behavior intervention plans (O), (G)</p> <p>- Safety patrols (O)</p> <p>-Develop additional student clubs based on discipline data</p> <ul style="list-style-type: none"> • Art • Media • Music • CHROME <p>(S)</p> <p>-Guidance counselor will continue the student mentorship program (G) (O)</p>	<p>-Increase visibility of the Bullying Program (G)</p> <p>-Discipline assembly</p> <p>-New teacher mentoring</p> <p>-Information on outside resources</p> <p>-Parent workshops addressing safety and discipline</p> <p>-Workshops addressing discipline gap (G)</p> <p>-Mentor training</p>	<p>-Discipline data</p> <p>-Student, parent and teacher surveys</p>	<p>-Decrease the number of student referrals related to disruption, insubordination, and harassment while decreasing the Black/White gap by 30%. (G)</p>

II. School Board Objectives Linked to Needs and Tier 2 Indicators

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

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

	<i>Identified Need</i>	Tier 2 Indicator	<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>
	Volunteers and partners in education averaged 159 volunteer hours per month with a range from 173 - 274 hours per month.	-Increase the number of volunteer hours monthly by recruiting more community partners in education and parents.	<p>-The Parent Advisory Committee and Partners in Education will meet quarterly to increase communication between the school and the community. (O)</p> <p>-Crossroads' website will be advertised in the quarterly parent newsletter.</p> <p>-The Parent Liaison will survey parents concerning workshop topics. (O), (G)</p> <p>-Volunteer jobs and information will be posted on Crossroads' website</p> <p>-Separate volunteer sign-in sheets in each classroom</p> <p>-Parentlink</p> <p>-Parent eSembler</p> <p>-Guidance Counselors Mentor Program</p> <p>-Contact Norview High for "Big Buddies"</p> <p>-Special luncheons for mothers, fathers, and grandparents</p> <p>Continued.</p>	<p>-Volunteer orientation and training for tutoring (G)</p> <p>-Workshops based on surveys (O)</p> <p>-Room guardian training</p>	<p>-Agendas</p> <p>-Sign-in sheets</p> <p>-Monitor website</p> <p>-Volunteer log</p> <p>-Volunteer bulletin board</p> <p>-Parent University sign in sheets</p>	-To have a minimum of 250 volunteer hours per month for volunteers and partners in education

	<i>Identified Need</i>	Tier 2 Indicator	<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>
			<p>-Parent Liaison will recruit volunteers from the military, sororities/fraternities, police officers, and firefighters</p> <p>-Effectively utilize room guardians</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

The entire staff reviewed the Accountability Plan during pre-service week and at the September Faculty Meeting, the grade level chairs shared the revised plan with all grade level team members. The instructional team and the Data/ Accountability Committee made additional revisions. The plan was shared at the Volunteer Orientation with parents and with the PTA Board. Parents were asked for additional suggestions and revisions. In-put was also requested from Leadership and Capacity Development (LCD) staff, during staff development.

Methods Used to Communicate Our Plan

- Faculty Meetings
- Parent Teacher Association (PTA)
- Grade Level Chairs
- Data/Accountability Committees
- Instructional Team Meetings
- Parent Advisory Committee (PAC)

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.

STAFF DEVELOPMENT			
Topic	Timeline	Participants	Documentation such as Attendance Logs, Agendas, etc.
Compass Learning	2006-2007 School Year	All Teachers	Attendance Logs, Professional Development Log, Schedules, and Hand-Outs
<i>Strategic Reading</i>	2006-2007 School Year	All Teachers	Schedules, Handouts, Professional Development Log and Grade Level Notebooks
<i>Study Island</i>	2006-2007 School Year	3-5 teachers	Attendance Logs, Agendas, Schedules, and Grade Level Notebooks, Hand-Outs, Review of Portfolios
Science Exemplars	2006-2007 School Year	All teachers	Professional Development Logs, Graphs, Agendas, Schedules, and Grade Level Notebooks, Hand-outs, Formal and Informal Observation Reports
Volunteer Workshops	October, 2006; January, 2007	Volunteers and parents	Logs, Sign-in Sheets
Anti-Bullying Program <i>Kagan</i>	2006-2007 School Year	All teacher and paraprofessionals	Attendance Logs, Sign-in Logs, Discipline Reports
<i>SQR3</i>	2006-2007 School Year	3-5 Teachers	Hand Outs, Professional Development Logs, Grade Level Notebooks
Daily Math Review (Using the results to drive instruction)	2006-2007 School Year	K – 5	Hand-Outs, Monthly Assessment, Professional Development Log, and Attendance Logs
Student Perceptions	2006 – 2007 School Year	Pre-K-5	Student Survey, Mentorship Program