

***2006-2007 No Child Left Behind - Blue Ribbon Schools Program***

***U.S. Department of Education***

Type of School: Elementary PreK-5

Name of Principal: Miss Mary Ann Bowen

Official School Name: W. H. Taylor Elementary School

School Mailing Address: 1122 West Princess Anne Road  
Norfolk, Virginia 23507-1261

State School Code Number: 0150

Telephone: (757) 628-2525 Fax: (757) 628-2531

WebsiteURL: <http://ww2.nps.k12.va.us/education/school/school.php?sectiondetailid=536>

E-mail: mabowen@npsk12.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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent: Dr. Stephen C. Jones

District Name: Norfolk Public Schools Tel. (757) 628-3830

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board Chairperson: Mr. Barry Bishop

I 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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. 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**

1. Number of schools in the district:      35 Elementary schools  
    9 Middle schools  
    0 Junior high schools  
    5 High schools  
    12 Other  
    61 **TOTAL**

2. District Per Pupil Expenditure:      \$9,132.00

Average State Per Pupil Expenditure: \$9,202.00

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

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

<b>Grade</b>	<b># of Males</b>	<b># of Females</b>	<b>Grade Total</b>	<b>Grade</b>	<b># of Males</b>	<b># of Females</b>	<b>Grade Total</b>
<b>PreK</b>	<b>10</b>	<b>6</b>	<b>16</b>	<b>7</b>			
<b>K</b>	<b>39</b>	<b>38</b>	<b>77</b>	<b>8</b>			
<b>1</b>	<b>45</b>	<b>36</b>	<b>81</b>	<b>9</b>			
<b>2</b>	<b>31</b>	<b>37</b>	<b>68</b>	<b>10</b>			
<b>3</b>	<b>32</b>	<b>29</b>	<b>61</b>	<b>11</b>			
<b>4</b>	<b>35</b>	<b>35</b>	<b>70</b>	<b>12</b>			
<b>5</b>	<b>33</b>	<b>28</b>	<b>61</b>	<b>Other</b>			
<b>6</b>							
			<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>				<b>434</b>

6. Racial/ethnic composition of the school:
- 42 % White
  - 50 % Black or African American
  - 4 % Hispanic or Latino
  - 3 % Asian/Pacific Islander
  - 1 % American Indian/Alaskan Native
  - 100 % Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 15% (2005/06)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	33
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	29
(3)	Total of all transferred students [sum of rows (1) and (2)]	62
(4)	Total number of students in the school as of October 1	411
(5)	Total transferred students in row (3) divided by total students in row (4)	.151
(6)	Amount in row (5) multiplied by 100	15%

8. Limited English Proficient students in the school: 1 % (2006/07)

6 Total Number Limited English Proficient

Number of languages represented: 3

Specify languages: Spanish, Arabic, Japanese

9. Students eligible for free/reduced-priced meals: 33 %  
Total number students who qualify: 142

10. Students receiving special education services: 7%

30 Total Number of Students Served

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>        </u> Autism	<u>        </u> Orthopedic Impairment
<u>        </u> Deafness	<u>    1    </u> Other Health Impaired
<u>        </u> Deaf-Blindness	<u>   18   </u> Specific Learning Disability
<u>        </u> Emotional Disturbance	<u>   11   </u> Speech or Language Impairment
<u>        </u> Hearing Impairment	<u>        </u> Traumatic Brain Injury
<u>        </u> Mental Retardation	<u>        </u> Visual Impairment Including Blindness
<u>        </u> Multiple Disabilities	

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>   22   </u>	<u>    0    </u>
Special resource teachers/specialists	<u>   10   </u>	<u>    3    </u>
Paraprofessionals	<u>    5    </u>	<u>    0    </u>
Support staff	<u>    6    </u>	<u>    2    </u>
Total number	<u>   44   </u>	<u>    5    </u>

Average school student-classroom teacher ratio: 20:1

13. Show the attendance patterns of teachers and students as a percentage

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	96%	95%	96%	96%
Daily teacher attendance	97%	96%	97%	96%	96%
Teacher turnover rate	8%	7%	0%	0%	6%
Student dropout rate (middle/high)	N/A %	N/A%	N/A%	N/A%	N/A%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

## **PART III - SUMMARY**

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W. H. Taylor Elementary is an urban school located in the West Ghent section of Norfolk. The original, historic school opened its doors in 1917. The new facility opened in 1999. It is a highly advanced technological school; however, components of the old school have been incorporated into the new building to preserve the historic presence in a pleasing way.

Prior to the state mandated Standards of Learning (SOL) tests and before President Bush's "No Child Left Behind" legislation, Norfolk Public Schools was committed to providing every child with a quality education. It is the philosophy and belief of Norfolk Public Schools that a quality education is one that will prepare students to become life-long learners, and will focus on skills that will enable them to adjust to the ever-changing world. As part of Norfolk Public Schools, Taylor educators are committed to providing "world class" learning opportunities. We embrace the intellectual and social/emotional characteristics of powerful literacy.

W. H. Taylor is a school where parents, staff, students and other stakeholders work together through the school improvement process. Parents and staff, as a part of a school-based management strategic planning process, wrote the present mission statement. It reflects the specific values of Taylor School and common goals and priorities of Norfolk Public Schools – the driving force behind all educational services and opportunities offered at Taylor. We are a school committed to excellence in a nurturing environment that provides the foundation for lifelong learning. We believe that children can achieve their potential through partnerships among home, school, and community. With high academic standards and respect for others and ourselves, we promote enthusiastic learning and responsibility, and give our children the opportunity to advance in a technological world.

The student population is rich with cultural and racial diversity. One third of the students are eligible for the Free or Reduced Lunch program. The Special Education program is the inclusion model, a collaborative effort in planning and instruction with regular and special education teachers working with challenged students in the regular classroom. The gifted students learn in flexible groups in the regular classroom setting with a gifted cluster teacher. A gifted resource teacher plans with the classroom teachers on a regular basis to deliver exciting learning experiences for identified students. Twenty-two classroom teachers serve pre-kindergarten through grade five. Other full time resource teachers serve the areas of communication skills, literacy, math, media, special education, guidance and health and physical education. Part-time resource teachers serve technology, art, music, chorus and strings. All teachers and support staff are highly qualified and competent in the content areas they teach and have the ability to relate this content to the students' learning experiences. Teachers utilize effective classroom management and teaching strategies to ensure learning at high levels for ALL students. Various ongoing assessments are used to determine students' understanding and to plan classroom instruction.

In 2003, The National PTA certified W. H. Taylor as a Parent Involvement School of Excellence through 2006. This is an unprecedented distinction that is well deserved because of the involvement of all stakeholders past and present. Other Taylor volunteers contribute their time in the Student Mentorship Program assisting at-risk students in attaining academic success, improving attitudes toward school and enhancing self-esteem. Recent outcome measurements show tremendous academic and behavioral successes among the mentorship program participants. Our success in the past has come from the teamwork of dedicated families collaborating with highly trained educators to offer their best to our students.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

The Virginia Standards of Learning (SOL) for public schools set high expectations for student learning and achievement on a statewide basis and then measure student progress in meeting those standards through regular testing. The SOL program consists of state developed, criterion-referenced tests designed to measure student mastery. At W. H. Taylor Elementary the core areas of English (reading and writing), mathematics, science and history/social science (including geography, economics, and civics) and technology are tested in grades 3, 4 and 5 in the spring of each school year. These tests measure content knowledge, scientific and mathematical processes and reasoning.

Assessment results are reported on a scale of 0-600. Scores of 400-499 are considered pass/proficient and scores 500 or above rank as pass/advanced. Beginning in the school year 2003-2004, Virginia's public schools must achieve pass rates of 75 percent in English in grades 3 and in grade 5, and 70 percent in all applicable core academic areas to become Fully Accredited. W. H. Taylor remains fully accredited since the 2001-2002 school year. State SOL scores are reviewed to determine Adequate Yearly Progress (AYP) described in the No Child Left Behind Act. Tying school accreditation to student achievement year to year ensures accountability.

It has been our goal all along that progress would increase in a "stair step" approach where eventually, all students would meet the respective SOL pass rates in all four content areas. Along with yearly improvement pass rates, there were two other significant goals that were approached with laser-like focus; narrowing the achievement gap in disaggregated data by ethnicity and improving student performance to an advanced proficiency level for more students each year. Taylor's teachers aligned the curriculum with each SOL, restructured daily class schedules and devoted more time to students with academic weaknesses. Professional development was dedicated to improving areas of weakness. This focus remained essential in remedial actions that would help each student achieve success.

To this end, the pass rate in all core content areas has increased, and the achievement gap in disaggregated data by ethnicity has narrowed with all groups achieving success at W. H. Taylor Elementary. SOL scores at the end of the 2004-2005 academic year clearly indicate Taylor's third and fifth grade students have attained significant progress. Grade 5 pass/proficient English scores for African American and economically disadvantaged students rose from 57 percent to 100 percent. The achievement gap in disaggregated data by ethnicity was closed. The pass/proficient rate for African Americans in third grade English increased steadily from 74 to 86 and 90 percent from 2003 through 2006. Additionally, the advanced/pass rate increased at least 18 percent for both subgroups in grade 3 and as high as 19 percent for the economically disadvantaged in grade 5. For three consecutive years, the pass/proficient rate for White students was 100 percent in fifth grade English and in third grade mathematics.

While the pass/proficient rate for third grade mathematics has remained consistently high in all subgroups, grade 5 students have shown significant improvement. Scores at the end of the 2003-2004 school year were 48 percent and 38 percent for Grade 5 African American students and economically disadvantaged students respectively. In 2005, Grade 5 student scores in the economically disadvantaged subgroup soared to 100 percent. Grade 5 African American students' math scores reached 93 percent in 2006, and the advanced passing scores for economically disadvantaged students leaped from 5 percent to 44 percent. All stakeholders have worked together as a committed workforce focusing on quality teaching and learning for all.

## **2. Using Assessment Results:**

Teachers and administrators of Norfolk Public Schools use student performance data, reported by the Virginia Standards of Learning (SOL) testing, to evaluate student learning and retention. Reporting categories and test item analyses are reviewed with curriculum documents to increase understanding of student thinking. SOL results, in conjunction with data from other assessments, assist teachers in making valid conclusions regarding the effectiveness of their instructions and students' needs for instructional remediation.

Norfolk Public Schools maintains a comprehensive warehouse of electronic data on student, school and division performance. The data is easily accessible using an electronic software program. Teachers and administrators can gather, sort, graph and print information from a variety of assessment documents. Patterns in either success or failure are discovered in the disaggregated data. This computer assisted analysis helps teachers find ways to assist struggling groups of students quickly and precisely.

W. H. Taylor Elementary teachers and staff examine SOL data and other district assessments to identify areas of strength and specific areas of need for each student. Teachers decide what instructional strategies led to success and develop remedial strategies that will effectively improve student performance. Additional professional development, small group instruction, collaborative lessons, and increased parental involvement are examples of best practices used by Taylor's teachers to improve student achievement for all students.

The principal and the school improvement team prepare a yearly School Accountability Plan listing the needs assessments of students based on the data reported by the Virginia Department of Education and the Norfolk Public Schools quarterly assessments. Specific needs are identified and instructional strategies, professional development, implementation and indicators are mapped out to ensure successful student results. The School Accountability Plan serves as an instructional compass and timeline for Taylor teachers and staff.

## **3. Communicating Assessment Results**

W. H. Taylor Elementary communicates student performance and evaluation using informal progress reports and quarterly report cards. Informal progress reports are sent home during the fourth week of every nine-week grading period. Parents and guardians are also informed of student's progress in each subject at the end of each nine weeks or quarterly grading period. Student work habits and behavior are included in the evaluations. Teachers use an electronic grade book to record, calculate and submit grades. Parents and guardians may view their student's grades online using a password-protected account.

Classroom teachers encourage parent conferences, and a system-wide parent teacher conference day is conducted at least once a year for all students in Norfolk Public Schools. Monthly PTA meetings are forums for discussing and celebrating school success stories. Taylor's parents have been particularly committed to academic improvement by their involvement in such activities as Accelerated Reader, Junior Great Books, and cultural arts. Student success is also recognized on Taylor's WHOO TV news broadcast daily from the media center. Classroom bulletin boards and hallways are decorated with student products and works of art.

Individual state assessment results are mailed to parents, and school/division results are reported to the public in newspapers. The Commonwealth of Virginia also provides an Annual School Report Card to the community. This report contains school, division and state performance results including accreditation and adequate yearly progress (AYP) status.

#### **4. Sharing Success**

Taylor Elementary shares its school and student successes in a variety of media exchanges. Principals, library media specialists, communications and math resource teachers and staff members meet monthly to share and celebrate success. A weekly electronic newsletter is published on the Norfolk Public Schools website highlighting the accomplishments and special events happening at different school sites across the city. A key communicator from each school site is responsible for sending school news published in the weekly newsletter.

The school division website reports special events, student achievements and awards. Our elementary school website is linked within the school division web page and provides information specific to our building site. Teachers and staff maintain classroom web pages and contact information offering opportunities to share with parents, other colleagues and the school community. A calendar of school events and announcements is a popular link notifying the public about news in a timely manner. A school electronic bulletin board advertises both school and student celebrations throughout the year.

Another successful strategy used to share successes is the walkthrough process to encourage dialogue between teachers in our school system. Following a walkthrough protocol, teachers and administrators engage in meaningful dialogues sharing experiences and perspectives. A walkthrough stimulates collegial and peer based sharing about teaching and learning while providing qualitative information about best instructional methods and student achievement. It is a format to link private successful practices and successes with public knowledge.

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. Curriculum:**

W.H. Taylor Elementary School’s curriculum is based on the Virginia Standards of Learning, which outlines learning goals and expectations for students in the Commonwealth. For all grade levels, there are learning objectives in each of the core content areas of reading, math, science, and social studies. In addition, Taylor provides students with experiences that enable ALL students to move beyond functional literacy and basic competency to achieve Norfolk Public Schools’ goal of “Powerful Literacy” in all content areas. A powerfully literate student is able to use a wide variety of materials to make connections between learning and life; to analyze, synthesize, and evaluate information to develop ideas and opinions; to move beyond mastery of curriculum content to create personal meaning; and to accept the challenge of being responsible for learning and growing as part of the community. The core curriculum is the foundation for enabling students to develop their talents and interests beyond the basic SOLs. At Taylor, we work to help all students become academically accomplished, well-informed, responsible, fulfilled individuals.

Norfolk Public Schools provide teachers with a comprehensive, carefully paced curriculum guide that aligns the Virginia Standards of Learning with the Powerful Literacy characteristics for each core content area. The guide includes lists of supplemental resource materials to assist teachers in their goal of providing all students with learning experiences that challenge them at an appropriate level.

The elementary language arts curriculum integrates reading, writing, speaking, and listening activities. It emphasizes literature and research, word analysis strategies (phonetic/structural), understanding a variety of print resource materials, elements of literature and vocabulary building. Writing includes planning, composing, and revising paragraphs, stories, letters and reports. Students edit for grammar, capitalization, punctuation and spelling.

Mathematics focuses on mastery of number and number sense, computation and estimation, measurement and geometry, probability and statistics, as well as patterns, functions, and algebra. Students learn how mathematics is used in problem-solving situations, and they learn fundamental concepts, using math manipulatives and real-life applications, to help them further their study of mathematics.

History and social science emphasize history, geography, economics, and civics. The curriculum helps students develop an appreciation for self and others as they learn about their neighborhoods, city, state, nation, and world cultures. Because Taylor is fortunate to be located near many historically significant locations, students enjoy frequent field trips as well as visits from outreach programs such as the Jamestown-Yorktown Foundation Outreach Program.

Science learning emphasizes on hands-on activities. The core curriculum focuses on force, motion, energy and matter, life processes and living systems, as well as Earth/space systems and cycle.

Technology is integrated into all core curriculum areas of learning. Students learn to use technology as a tool for gathering information, exploring content areas, and producing finished work products.

Music and art play a vital role in the curriculum at Taylor. Music lessons are coordinated with SOLs and provide all students with an appreciation of music as part of culture. The outstanding chorus has been invited to perform at many special events throughout the city. Students learn artistic skills that can be incorporated into activities related to the core curriculum, such as story illustrations, mapmaking, and scientific drawings. Under the guidance of the art teacher, several Taylor students have won art awards

and have had work published in the *Virginian Pilot* newspaper.

Because of the high level of parental support, the PTA has funded many arts programs such as Young Audiences, a visit from the conductor of the Virginia Symphony, and music composition workshops with professional songwriters. Through these programs, students are able to apply their understanding of the core curriculum in very personal ways by creating original stories, poetry, songs, illustrations, and other creative expressions.

## **2a. Reading:**

The W. H. Taylor Elementary School Language Arts curriculum supports the building of powerful literacy through the instruction of text comprehension, phonemic awareness, phonics instruction, fluency, and vocabulary in the elementary grades. As a member of the Norfolk Public School Division, we incorporate the division's balanced literacy framework through the use of read-alouds, shared reading, guided reading, independent reading, literacy work stations, systematic word study, writer's workshop, and guided writing.

Ongoing assessment of student achievement and evaluation of data are essential to our program data driven instruction. The Developmental Reading Assessment is the diagnostic tool used to assess reading growth for students in grades K-2. The Breakthrough to Literacy program for kindergarten is a software program designed to help children discover the relationship between speech and written text through interactive stories. In grades 3-5, the computer-generated STAR test is administered in September, January, and May to assess growth with self-extending and advanced readers. Guided reading groups within each classroom provide for differentiated instruction and facilitate student growth and potential.

Our school has initiated several programs to assist with students' needs and encourage reading practice. The Plato eduTest program is a computer-based program with a test-question-bank for each of the core curriculum subject areas. Test items are aligned with the Standards of Learning (SOLs) set by the state. Students are assessed initially to determine mastery of objectives. Differentiation and small group instruction is guided by the mastery level of the class. Post-tests on the eduTest program ensure mastery of all objectives by all students. The Accelerated Reader program is a computer-based reading incentive program. Each year a cross-curriculum theme is chosen to encourage reading interests and accumulation of reading points. This year our theme, *Rediscovering Jamestown*, coincides with 400<sup>th</sup> Anniversary of the Founding of Jamestown. With the successful completion of computerized reading comprehension quizzes, students accumulate points which allow them to travel as the colonists would from the departure from London in 1609 to the establishment of the Royal Colony in 1624.

## **3. Mathematics:**

Mathematics instruction at W. H. Taylor Elementary School uses a balanced approach to mathematical literacy. This requires explicit, systematic instruction focusing on linking conceptual knowledge and procedural understanding. The mathematics program at W. H. Taylor creates an environment where skills are taught in a meaningful context through real-life expectations. This environment requires critical thinking and reasoning. Students are expected to justify and defend solutions (orally and in writing). Instruction focuses on a network of ideas. Students construct and make connections in which they apply math to real-life situations, connect branches of mathematics and other disciplines, relate recurrent themes in mathematics, and describe and relate math as a science of patterns.

Assessment is used as an on-going process that involves planning, collecting data, interpreting results, and making instruction decisions. Concrete materials, computers and calculators are used as tools for investigation and verification. Students are actively engaged in solving mathematical problems and

thinking critically about their approaches.

In addition to 1-1 ½ hours of direct instruction in mathematics each day, there are required daily components of supplementary daily math instruction. The purpose of the required daily components is to provide a daily opportunity for students and their teachers to use current data from the calendar, review problems and engage in mental math to investigate mathematical concepts and relationships. These activities involve a high level of student interaction and reflect the mathematical relationships central to the curriculum at each grade level.

#### **4. Instructional Methods:**

Instruction at Taylor is designed to ensure that all students achieve and surpass the SOL targets. Various assessments are used to monitor progress so that instruction can be adjusted to meet individual needs. K-2 students are regularly assessed using DRA and PALS testing, and 3-5 students take the Norfolk Public Schools Quarterly Tests for Higher Standards, which monitor progress towards SOL goals.

During weekly grade level planning sessions, teachers develop lessons that move students towards the SOL targets while challenging them to use their intelligence and creativity in communication, reasoning, and problem solving to go beyond those targets.

Curriculum at Taylor includes a High Scope Preschool curriculum, departmentalized instruction in grades four and five, and inclusion model classrooms for gifted and special education services. Some of the current best teaching practices include differentiated instruction, flexible grouping, literacy centers, guided reading, running records, and technology integration. Large uninterrupted blocks of time are devoted to literacy training and practice on all grade levels.

Collaboration among classroom teachers, resource teachers, and administration to help students achieve the learning goals is one of the distinguishing aspects of instruction at Taylor. The administration at Taylor supports teachers and students by providing instructional leadership and promoting a positive, safe environment that facilitates teaching and learning.

Resource teachers in the areas of communication skills, literacy, math, media, and special and gifted education work with classroom teachers to provide classroom materials and lessons to supplement and expand on the basic curriculum. The media and technology specialists are vital in providing access to learning materials. They regularly work directly with students and assist teachers in utilizing books as well as technology tools to find the best information for learning. The gifted resource teacher assists all teachers with high ability students, whether or not they are identified as gifted, to challenge these groups at an appropriate level.

Students who need additional help work in small groups or individually with resource teachers who design lessons tailored to help them with whatever SOLs are challenging them. To meet the needs of all students, new efforts have been made to provide state funded tutorial programs.

#### **5. Professional Development:**

Norfolk Public Schools develops the capacity of its employees to facilitate powerful teaching and learning opportunities that support the mission of Norfolk Public Schools. This commitment to high quality teaching and learning ensures the success of each student in a safe, stimulating and challenging environment. Professional development opportunities are available to teachers and staff at district and school sites throughout the year.

Taylor educators participate in three district professional development programs. The Teacher Induction

Program provides support, encouragement, and development for teachers new to Norfolk Public Schools. Other programs and services include New Teacher Orientation, Beginning Educator Support Team, Classroom Organization and Management Program, Teacher Expectations and Student Achievement, the Teacher Mentoring Program, District Visitation Coaching Support, and E-Mentoring. Data and General Support to schools provide on-site and district-wide professional development opportunities.

At Taylor Elementary, the principal, library media specialist and the Instructional Technology Resource Teacher plan and deliver professional development opportunities at the school level. Staff development opportunities are provided and linked directly with corresponding teaching strategies that produce successful student achievement. Site based decisions are derived from staff development needs and assessment survey results along with team member discussions. The intended purpose of the professional development is to align and connect the *Virginia Standards of Learning* with the cognitive domain of *Bloom's Taxonomy* and the features of *Understanding by Design*. Also provided are the research-based strategies from Marzano's *Classroom Instruction That Works* as well as performance assessments in connection with Bloom's and *Habits of the Mind* (Costa & Kallick). These instructional experiences provide teachers with the opportunity to become powerfully literate.

W. H. Taylor Elementary is fortunate to have plenty of available technology to enhance the curriculum. Teachers and staff are trained in using this technology, and in developing high quality lesson plans that focus on the use of visual, nonlinguistic representations to improve learning outcomes. Steadily climbing SOL results are indicators of the benefits from using technologies such as wireless laptops, Smart Boards, multimedia projectors, digital and video photography and online reference resources. Continuous updates in emerging technologies are available to teachers as are ongoing professional development opportunities in all areas of instruction.

# **PART VII - ASSESSMENT RESULTS**

## **FORMAT FOR STATE CRITERION-REFERENCED TESTS**

Subject: **English** Grade: **5** Test: **English-Reading, Literature Research**  
 Edition/Publication Year: **2003-2005** Publisher: **Harcourt**

<b>This is data this is reported on the Website for SOL Report Cards for Virginia's schools.</b>	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>
Testing month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
% Pass/Proficient	98	98	80
% Advanced	41	41	34
Number of students tested	62	63	64
Percent of total students tested	99	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
<b>1. Black/African American</b>			
% Pass/Proficient	96	100	57
% Advanced	22	23	9
Number of students tested	30	30	23
<b>2. Economically Disadvantaged</b>			
% Pass/Proficient	94	100	57
% Advanced	19	17	0
Number of students tested	20	21	22
<b>3. White</b>			
% Pass/Proficient	100	100	100
% Advanced	61	67	56
Number of students tested	30	24	25

Source: <https://p1pe.doe.virginia.gov/reportcard/>

**FORMAT FOR STATE CRITERION-REFERENCED TESTS**

Subject: **Mathematics**  
Edition/Publication Year: **2003-2005**

Grade: **5**  
Publisher:

Test: **Mathematics**  
**Harcourt**

<b>This is data this is reported on the Website for SOL Report Cards for Virginia's schools.</b>	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>
Testing month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES*</b>			
% Pass/Proficient	97	93	74
% Advanced	62	39	26
Number of students tested	63	62	63
Percent of total students tested	100	99	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
<b>1. Black/African American</b>			
% Pass/Proficient	93	90	48
% Advanced	44	10	13
Number of students tested	30	30	23
<b>2. Economically Disadvantaged</b>			
% Pass/Proficient	88	100	38
% Advanced	44	8	5
Number of students tested	21	20	22
<b>3. White</b>			
% Pass/Proficient	100	100	96
% Advanced	75	71	36
Number of students tested	30	24	25

Source: <https://p1pe.doe.virginia.gov/reportcard/>

**FORMAT FOR STATE CRITERION-REFERENCED TESTS**

Subject: **English**                      Grade: **3**    Test: **English-Reading, Literature Research**  
 Edition/Publication Year: **2003-2005**                      Publisher: **Harcourt**

<b>This is data this is reported on the Website for SOL Report Cards for Virginia's schools.</b>	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>
Testing month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
% Pass/Proficient	94	92	79
% Advanced	46	33	19
Number of students tested	73	67	67
Percent of total students tested	99	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
<b>1. Black/African American</b>			
% Pass/Proficient	90	86	74
% Advanced	31	28	13
Number of students tested	32	29	26
<b>2. Economically Disadvantaged</b>			
% Pass/Proficient	87	95	80
% Advanced	35	20	10
Number of students tested	24	22	23
<b>3. White</b>			
% Pass/Proficient	100	97	91
% Advanced	58	37	27
Number of students tested	37	30	23

Source: <https://p1pe.doe.virginia.gov/reportcard/>

**FORMAT FOR STATE CRITERION-REFERENCED TESTS**

Subject: **Mathematics**  
Edition/Publication Year: **2003-2005**

Grade: **3**  
Publisher:

Test: **Mathematics**  
**Harcourt**

<b>This is data this is reported on the Website for SOL Report Cards for Virginia's schools.</b>	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>
Testing month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES*</b>			
% Pass/Proficient	97	94	93
% Advanced	65	68	63
Number of students tested	74	66	67
Percent of total students tested	100	99	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
<b>1. Black/African American</b>			
% Pass/Proficient	93	86	91
% Advanced	45	52	50
Number of students tested	32	29	26
<b>2. Economically Disadvantaged</b>			
% Pass/Proficient	91	85	100
% Advanced	52	45	30
Number of students tested	24	22	23
<b>4. White</b>			
% Pass/Proficient	100	100	100
% Advanced	78	80	82
Number of students tested	37	30	23

Source: <https://p1pe.doe.virginia.gov/reportcard/>