

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Mrs. Sheila Holas

Official School Name: Oakwood Elementary School

School Mailing Address:  
900 Ashbury Avenue  
Norfolk, VA 23513

County: United States State School Code Number\*: 0540

Telephone: (757) 852-4570 Fax: (757) 852-4573

Web site/URL: http://ww2.nps.k12.va.us/education/school/school.php?sectiondetailid=392 E-mail:  
sholas@npsk12.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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 City Public Schools Tel: (757) 852-4570

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

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

Name of School Board President/Chairperson: Mr. Barry Bishop

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

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

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |           |                     |
|-----------|---------------------|
| 35        | Elementary schools  |
| 9         | Middle schools      |
| 0         | Junior high schools |
| 5         | High schools        |
| 12        | Other               |
| <b>61</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 9086

Average State Per Pupil Expenditure: 10584

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

     If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	63	60	123	7			0
K	22	30	52	8			0
1	27	21	48	9			0
2	19	15	34	10			0
3	25	22	47	11			0
4	17	17	34	12			0
5	12	18	30	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							368

6. Racial/ethnic composition of the school:
- |              |   |
|--------------|---|
| 0 %          | American Indian or Alaska Native          |
| 6 %          | Asian                                     |
| 60 %         | Black or African American                 |
| 6 %          | Hispanic or Latino                        |
| 0 %          | Native Hawaiian or Other Pacific Islander |
| 18 %         | White                                     |
| 10 %         | Two or more races                         |
| <b>100 %</b> | <b>Total</b>                              |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 25 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	34
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	32
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)].	66
<b>(4)</b>	Total number of students in the school as of October 1.	263
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4).	0.251
<b>(6)</b>	Amount in row (5) multiplied by 100.	25.095

8. Limited English proficient students in the school: 4 %

Total number limited English proficient 15

Number of languages represented: 3

Specify languages:

Spanish, Tagalog, and Nigerian

9. Students eligible for free/reduced-priced meals: 65 %

Total number students who qualify: 238

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14 %

Total Number of Students Served: 52

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>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>20</u> Developmentally Delayed

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>25</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>6</u>
Paraprofessionals	<u>15</u>	<u>0</u>
Support staff	<u>10</u>	<u>6</u>
Total number	<u>57</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	96%	95%	96%
Daily teacher attendance	95%	96%	95%	95%	95%
Teacher turnover rate	28%	39%	6%	13%	13%

Please provide all explanations below.

Teacher turnover rates for the 2006 and 2007 school year were contributed to the following reasons: teacher promotions, retirement, professional growth, collapse of self-contained special education classrooms, redistribution of teachers based on September 30 student enrollment count, teacher relocation out of city and state, transfers within district.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<b><u>100</u></b>	<b>%</b>

## PART III - SUMMARY

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Oakwood Elementary is a small, Title I school located in the heart of Norfolk's central business industrial park. During the late 1800's, there were three one-room structures in the Tanner's Creek district that served the Negro children of that area. A group of administrators foresaw numerous advantages to consolidating the three buildings into one. In 1953, an annex was added so that the school would be able to educate students through twelfth-grade. Presently we serve 362 Pre-K through fifth-grade students in the original, brick building, situated on 14 acres of land.

Oakwood focuses on building positive relationships -- striving to cultivate the potential in all who enter the "Wise Owl Halls." Teachers recognize that each child brings a different set of rules and values to school, and as educators, we respect each child's home family as we teach them how to meet their Oakwood family's expectations through positive discipline. Thus, Oakwood was recognized in 2007-2008 in Virginia's top ten percent of schools having an excellent school climate. We teach by example, and Oakwood's staff models positive behavior and respect, daily. This positive climate helps keep suspensions at less than one percent and supports our significant level of academic success.

Oakwood's student body is a rich amalgamation of African American, White, Hispanic Asian and African children -- the majority of whom come from low socio-economic homes and predominantly speak two languages; sixty-five percent of our children receive either free or reduced lunch. We offer both ESL and gifted programs. The diversity of our population poses a significant challenge, because we persevere to vary our instruction to meet the individual needs of all students, fervently believing that all children can, and will, learn.

Oakwood is a unique school whose strengths and accomplishments make us worthy of designation as a Blue Ribbon School. Transformational leadership is shared, and operations are managed by three goal teams using a data-driven decision making model. We are forging to become a brain-based instructional facility where teachers educate with the brain in mind and where data-driven decisions govern all programs, from parent workshops to staff development to Standards Of Learning remediation.

In 2008, students earned scores 25 percent above the state's SOL benchmarks, in all content areas, to achieve AYP. We have consistently met and exceeded local, state and national standards. Oakwood was named a Title I Distinguished School in 2006-2007 and a VIP School of Excellence in 2007-2008.

We have many community partnerships, to include Frank Owens's State Farm Insurance and Walmart, who contributed monetary donations. The United States Navy provides assistance with special events. We also receive a significant contribution by our parent volunteers, who donated a total of 819 hours in 2007-08. Together, we are all what makes Oakwood a wonderful place to learn, grow, and prepare children for their futures. It is our mission to provide the highest quality education possible in a safe, positive and child-centered climate.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

In the state of Virginia, the Standards of Learning (SOL) assessments are administered to hold schools accountable for student learning and achievement, as well as to determine accreditation for individual schools. Each year, students in grades 3 and 5 are tested in English (reading and writing), math, science and social studies. Grade 4 is tested in reading and mathematics. The SOLs measure content knowledge, use of mathematical processes and reasoning, and scientific investigations.

State results are reported on a scale of 0 – 600. Scores of 400 – 499 is rated pass/proficient and 500 or above rank pass/advanced. Oakwood Elementary School has been fully accredited since 2004. We review state SOL scores to determine Adequate Yearly Progress (AYP) under No Child Left Behind. Oakwood has consistently met all 35 indicators and achieved AYP since 2004.

In 2004, the fifth grade pass rate on the state SOL reading test was 83 percent. 74 percent in math. In 2008, 95 percent of students passed in reading and 100 percent passed the math test. All white, African-American, and disadvantaged students were proficient in math; pass/advanced rates increased over 30 percent from 2004 to 2008. Among African-American students, the pass/advanced rate grew from 68 percent to 100 percent.

In 2004, Oakwood third graders struggled with the state tests with only 71 percent passing reading and 85 percent passing math. By 2008, third grade proficiency rates had climbed to 85 percent in reading and 97 percent in math. The achievement gap in math again has narrowed with 100 percent of white students, 95 percent of African-American and 95 percent of disadvantaged students passing the state math test. In reading, subgroup pass rates reveal a continuing, but narrowing achievement gap between African-American and white students. A strong focus remains on third grade reading as we strive to ensure reading proficiency for all Oakwood students.

Assessment results in grade 4 are equally impressive. In 2006, the first year that fourth graders were tested by the state, 97 percent of students were proficient in reading and 97 percent were proficient in math. In 2007, 92 percent of fourth grade students were proficient in reading and 88 percent were proficient in math. With reading pass rates for white students at 100 percent, and disadvantaged students at 94 percent, the achievement gap among these groups had remained constant. In math, results were similar with 86 percent of white, 87 percent of African-American scoring proficient.

In order to meet the needs of all students, teachers utilize common weekly, monthly, and quarterly assessments. The Instructional Specialist disaggregates the data these produce. Teachers have immediate access to data via computer to determine the next steps for planning instruction, tiering workstations, grouping students, and creating focused, objective mini assessments. Monthly and quarterly assessments are used to make mid-course corrections and to determine the instructional intervention needed. Consistent implementation of three power strategies (vocabulary study, SR3 strategies, and justifying answers) and using data to make decisions produced remarkable results in student achievement.

### 2. Using Assessment Results:

Teachers and administrators of Oakwood Elementary School use assessment data to understand and improve student performance. Data is collected from the Virginia Standards of Learning (SOL) testing department. In addition, Norfolk Public Schools mandates quarterly assessments for 3-5 students. Tests are administered to determine if students are meeting quarterly benchmarks in reading, writing, science, social studies and math.

This data is made available to the staff through the D2Sc information system. Teachers also assess students daily in the classroom setting.

Assessment results are used in a variety of ways. When the school receives data from testing, it is immediately disaggregated. Reporting categories and test items are analyzed with the help of curriculum documents to increase understanding of student thinking and to assist teachers in making valid conclusions regarding the effectiveness of their instructions and students' needs for instructional remediation.

Oakwood Elementary's Instructional Data Team examines data reported by the Virginia Department of Education and the Norfolk Public Schools quarterly assessments. Based on the data, the principal and the Instructional Data Team prepare a yearly School Accountability Plan which assesses the needs of students. Through collaboration with teachers, the Lead Data Team decides what instructional strategies led to success and develops remedial strategies that will effectively improve student performance.

The School Accountability Plan serves as an instructional compass and timeline for Oakwood teachers and staff. Specific needs are identified and instructional strategies and professional development opportunities are mapped out to ensure successful student results. Data is also used to determine avenues of referral for individual support and to target instruction for at-risk learners. Once identified, the targeted student populations are assigned to fluid groups with teachers, assistants, volunteers and paid tutors. Students receive concentrated instruction before, during and after school. Professional development, small group instruction, collaborative lessons, and parent workshops are examples of best practices used by Oakwood's staff to improve achievement for all students.

### **3. Communicating Assessment Results:**

The Oakwood staff makes a conscious effort to ensure that stakeholders are aware of how our students are performing and encourages everyone to participate in the process. We kick-off our school year with a "Meet and Greet" day, when students and families are invited to the schoolhouse to greet teachers and examine the framework for the upcoming school year. A few weeks later, "Open House" is designed to give parents a more in-depth look into the academic year, and to learn about the assessments that will be used at each grade level.

Throughout the year, numerous activities promote effective communication. At PTA meetings, the principal uses a Power Point presentation to display SOL and benchmark results. The data is designed to give parents a visual image of what can and needs to be done by teachers, students, and parents to support each student in reaching his highest level of achievement. The staff volunteers time and materials for SOL, Math, and Literacy nights to keep families informed of what is expected on the SOL assessments, and to support parents in their efforts to reinforce academic expectations at home.

Teachers meet quarterly with parents to discuss student performance on assessments, and require students to set monthly and quarterly goals. Our Instructional Technology Resource Teacher conducts parent workshops to educate parents about the e-Sembler system and about how to utilize this program to monitor children's achievement. We also use Parent Link and newsletters to alert parents of upcoming assessments, workshops and functions. When parents are unable to visit the schoolhouse, our Parent Liaison makes home visits to ensure that all families are informed and actively involved. Further, our school report card is available online at our school website and in our brochure, and we invite parents to visit our school at twice-yearly open house events.

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

In 2006, Oakwood Elementary adopted an average-performing school and served as its mentor. Once goals were developed, the instructional team worked collaboratively, sharing how to create common plans, assessments, and data notebooks to facilitate analysis of statistics, emphasizing the need to base instructional decisions upon quantitative data... As principal, I shared knowledge gained from my first year as an administrator, such as using

data to determine teacher needs to support them in superior performance, determining scheduling and staffing needs, and recognizing areas of concern in school culture and climate.

Next, the adopted school visited Oakwood's classrooms to observe instruction and converse with its teachers. Then Oakwood visited the adopted school to observe their implementation of selected best practices. Because of the relationship we had established, we were able to converse openly, motivating the teachers at the adopted school to make significant changes in planning and delivery of instruction.

At the end of the year, the average school's performance significantly improved, as evidenced by their earning scores of 100 percent on two of their SOL tests -- a testament to Norfolk's credo that "all," truly does mean all!

Further, Oakwood has an open-door policy encouraging visits by administrators and teachers from local schools and surrounding districts, as well as by marketing and consultant firms and reporters from other states seeking to replicate the practices at Oakwood in their own districts.

The Oakwood Instructional Leadership Team has presented at local, state, and national conferences on common lesson plans, power strategies, and using data-driven decision making to reach high levels of achievement. We welcome any and all future opportunities to share the strategies we have developed to ensure that all children, everywhere, experience success. We embrace all opportunities to mentor and collaborate with any school or district in need.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The Virginia Standards of Learning and curriculum guides provided by Norfolk Public Schools serve as the basis for curriculum and instruction at Oakwood Elementary School. The implementation of grade level standards and objectives is facilitated by the use of district pacing guides. The pacing guides are used to promote systematic units of instruction in the content areas of reading, math, science, and social studies. Grade levels meet weekly to plan and develop instructional activities that address state and local standards.

Once a month, grade levels and the instructional leadership team meet to analyze student data and develop strategies to increase student achievement. Using the A-frame model, we analyze, align, assess and adjust the curriculum to ensure that students are engaged in relevant and applicable learning tasks that allow students to make meaningful connections to the world around them. To ensure that intended learning outcomes are achieved, the alignment of curriculum, instruction, and assessment is continually monitored.

The language arts curriculum integrates reading, writing, speaking and listening activities. There is a strong emphasis on literature and research, word analysis strategies (phonetic/structural), understanding a variety of print resource materials, elements of literature and vocabulary building. Writing instruction consists of modeled writing, shared writing, interactive writing, guided writing and independent writing to aid students in the writing process which encompasses planning, composing, and revising paragraphs, stories, letters and reports. Feedback from peer and teacher conferences allow students edit for grammar, capitalization, punctuation and spelling.

The mathematics curriculum in grade kindergarten through fifth is organized around content strands – number and number sense, computation and estimation, measurement, geometry, probability and statistics, and patterns, functions, and algebra. The content at each grade level builds in complexity as students progress to the next grade level. The mathematics curriculum is reflective of the national mathematics standards which advocate for students to become mathematical problem solvers, to communicate mathematically, to reason mathematically, and make mathematical connections. We use Math Expressions, a National Science Foundation funded project to provide students with developmentally appropriate activities that build conceptual understanding of mathematics topics.

Science instruction at Oakwood Elementary emphasizes hands-on learning using scientific investigations. The core curriculum focuses on force, motion, energy and matter, life processes and living systems, as well as Earth/space systems and cycle. The science curriculum is based on the objectives set forth by the Virginia Standards of Learning (SOL) and the National Science Education Standards. From these objectives, our science curriculum integrates meaningful experiences and understanding of the scientific process in the Harcourt Science text, learning centers, and Adventures in Math and Science.

At Oakwood, we expect our students to become active, responsible citizens through our teaching of social studies. In grades kindergarten and one, students learn about themselves as individuals, as members of families, and as members of different communities. Grade two students learn about famous Americans, American Indian tribes, early European explorers, the ancient empire of Mali, and contemporary Mexico. Grade three students learn about the cultures of the ancient civilizations of Egypt, China, Greece, and Rome. They also study the biographies of significant Americans. Grade four and five students study the growth and development of the state of Virginia from 1607 to the present. Textbooks, trade books, primary resources, electronic and virtual resources, art and music activities, and field trips are used to engage students in learning at each grade level.

The comprehensive curricular systems and resources in use at Oakwood, together with thorough analysis of the data we glean from assessing their contributions to student learning, are a significant component of Oakwood's student success.

## **2a. (Elementary Schools) Reading:**

Oakwood seeks to ensure that every student reads at or above grade level at each school year's end. Further, we want to close all achievement gaps between sub-groups of our student population, and that our students apply reading skills they gained to understand the world around them.

To achieve our goals, we create lesson plans that reflect the alignment of our objectives with state and local curricula. Research-based practices, such as whole and small group instruction, differentiation, word study, and technology integration are used to instruct students in the critical areas of phonemic and phonological awareness, fluency, vocabulary, and comprehension. Material and technological resources include the Harcourt Trophies reading series, Breakthrough to Literacy, Accelerated Reader, Study Island and SOL Pass.

Ongoing assessments provide information about student progress toward mastery of the curriculum. Data from assessments such as the Phonological Awareness Literacy Screening (PALS), Developmental Reading Assessment, (DRA), and Developmental Spelling Assessment (DSA) is analyzed in weekly and monthly data meetings. Based upon results, adjustments are made to instruction, and resources are provided to facilitate student achievement.

Several programs are available to support student achievement in reading. Through the Acceleration program, the administrator, literacy specialist and instructional support team members provide students with small-group and in-class support, giving them multiple doses of instruction in targeted areas. In the after-school program, students receive assistance with homework and instruction in targeted SOL objectives identified as areas needing improvement.

School-wide implementation of the Accelerated Reader program motivates students to engage in reading a variety of books at increasing levels of difficulty. Students also have the opportunity to participate in the Word Masters Vocabulary building program, Junior Great Books, and the local Battle of the Books reading contest.

Finally, ongoing teacher training through on-site workshops and off-site conferences allow Oakwood teachers to stay on the cutting edge of best practices in reading.

## **3. Additional Curriculum Area:**

The use of technology is an integral part of the instructional program at Oakwood Elementary. Oakwood's teachers utilize a variety of technological resources to meet the needs of all students. Each classroom at Oakwood is equipped with a Smartboard which is used for direct instruction, guided practice and as interactive work stations. The Smartboard training that has taken place is evident by teacher proficiency in its daily use in all classrooms.

The Turning Point Personal Response system is currently being used at Oakwood as a tool to assess understanding in grades 3 - 5. Students and teachers using TurningPoint technology benefit from immediate feedback as they complete assessments such as VDOE SOL Released tests. Teachers can differentiate instruction to meet the specific needs of each student with Turning Point, and it is an important resource in facilitating our commitment to data driven instruction.

Technology also provides an important avenue for communication with parents and the surrounding community. Oakwood utilizes a voicemail system called ParentLink to alert parents and community members of upcoming school activities and events. Oakwood provides training for parents to ensure that they understand how to access their child's grades through Norfolk's Esembler program, and parents are also to receive specific training on keeping kids safe on the internet through netSmartz.

Finally, we use online instructional software to benefit our students. Students practice curriculum objectives on computer based instructional and assessment resources such as Study Island Education City, and Destination Math. This academic software is used to individualize lessons for struggling students. These resources provide remediation and enhance student learning.

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

Oakwood Elementary School provides continuous support for all students to achieve through the implementation of several steps. First, we identify individual student needs, strengths, and learning styles, and develop the appropriate instructional plan for their success in reading and mathematics. Next, our special education and general education teachers received extensive and ongoing training in using research-based power strategies while making modifications and accommodations to SOL objectives.

All students with disabilities in reading and/or mathematics receive small group and/or one-to-one instruction by members of the Instructional Team. For students who do not complete homework, they are encouraged to participate in the After School Homework Club. Last, all students with disabilities needing additional support participate in the SOL Remediation program during and after school. On a weekly basis, the Instructional Team and classroom teacher monitor and chart the progress of each student. Immediate feedback is given on lesson plans, delivery of instruction and unit assessments. The classroom teacher is given the opportunity to stop, review, and regroup at the end of each four-week period (mid-course correction) to develop plans for increasing student achievement.

Although an emphasis was placed on closing the achievement gap, we set high expectations for all of students. Therefore, a well-structured staff development plan was put in place to ensure that all teachers and paraprofessionals have the capacity to plan, implement, and monitor quality instruction for all students. Oakwood Elementary continues to deliver on its promise to provide academic rigor and student achievement for all students. At Oakwood, all truly means all!

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

School-based professional development is facilitated through the collective efforts of the Instructional Leadership Team. This team is comprised of the academic resource staff, including Grade Level Chairs, Media, Gifted, and Instructional Technology persons. With guidance from Mrs. Holas, this team is tasked with creating professional development opportunities based on identified areas of need in current student data and the historical data identified in the Accountability Plan.

Most professional development opportunities are provided during grade level Administration Meetings. These meetings take place during one teacher planning block each week to ensure open communication is coupled with laser-like focused professional development. One of these meetings per month is assigned as the Data Meeting, where teachers bring their classroom assessment data to evaluate and identify areas of improvement in their instructional and assessment design. These weekly meetings enable support staff to expedite their efforts with maximum accountability to the staff and students. At anytime, teachers can request more personalized assistance from one of many support staff and do so on a regular basis. Support staff devotes countless hours before and after school to ensure our teachers are equipped with the skills they need to meet the demands of our student population.

We encourage and nurture open communication among the Instructional Leadership Team and the teaching staff. Many professional development opportunities extend all the way into the classrooms in the form of model instructional lessons for both the benefit of the students and teachers. Monthly faculty meetings have gone beyond the traditional as each grade level presents their best practices and resources with their colleagues. Coupled with faculty celebrations, these meetings go beyond professional development and foster camaraderie

among the staff. These practices make Oakwood's school-based professional development program a boon to our students' success.

## **6. School Leadership:**

Mrs. Holas' visionary leadership style reflects an interpretation of Norfolk Public Schools' mission and vision to meet the unique needs of Oakwood's students and staff. Seizing every opportunity to share with stakeholders the school's mission and best practices to be employed, she leads us from vision to destiny.

Mrs. Holas serves as spiritual leader, contributing time and resources beyond the schoolhouse. Her love and passion for children is evident, advocating for children by constantly encouraging adults to remember their youth. One teacher stated, "[w]hen Mrs. Holas came to our school, we were touched by an angel."

A transformational leader, Mrs. Holas encourages us to move beyond comfort zones. Learning staff strengths provides her many opportunities to hone staff talents. Through creating the Accountability Plan, Holas cultivates development of teacher leaders among the faculty. By allowing teachers and staff input into its creation, she ensures that the Accountability Plan is a working document her staff uses to gauge and facilitate student achievement.

Furthermore, Mrs. Holas has crafted a system of professional accountability ensuring that teachers are trained to do their job with excellence. She spearheads weekly training, provides immediate feedback and expects personal accountability. She is often heard saying, "[s]tudents do not fail; we fail students." Holas' ability to inspire staff commitment toward a shared vision has catapulted our students' to tremendous success.

Mrs. Holas frequently demonstrates her role as instructional leader by teaching whole-class lessons -- delivering instruction directly to our neediest students. This communicates that no student is unreachable -- inspiring teachers to dig deeper to discover what works for each child. She maintains mutual respect between leadership and staff. Thus, Oakwood's students and staff have become more than a community of learners, but a family who shares the same goals and ideas in pursuit of excellence in education.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Mathematics

Edition/Publication Year: 2003/04, 2004/05, 2005/06,  
2006/07, 2007/08

Publisher: Harcourt

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	97	96	88	94	92
% Advanced	67	61	42	66	38
Number of students tested	33	28	37	35	32
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed	0	0	2	6	2
Percent of students alternatively assessed	0	0	100	75	100
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	95	100	88	94	90
% Advanced	67	57	42	67	36
Number of students tested	21	21	27	33	29
<b>2. Racial/Ethnic Group (specify subgroup): Black/ African American</b>					
% Proficient plus % Advanced	95	100	96	95	94
% Advanced	58	54	42	68	31
Number of students tested	19	13	27	22	21
<b>3. (specify subgroup): White</b>					
% Proficient plus % Advanced	94	100	86	63	83
% Advanced	43	67	57	50	67
Number of students tested	3	7	9	6	7
<b>4. (specify subgroup): Students with Disabilities</b>					
% Proficient plus % Advanced	86	89	63	89	60
% Proficient plus % Advanced	29	56	38	67	40
Number of students tested	7	9	9	9	7

Notes:

Subject: Reading

Grade: 3 Test: English: Reading, Literature, and Research

Edition/Publication Year: 2003/04, 2004/05,  
2005/06, and 2006/07

Publisher: Harcourt

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	85	82	94	91	75
% Advanced	39	32	33	20	25
Number of students tested	33	28	37	35	32
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed	0	0	2	6	2
Percent of students alternatively assessed	0	0	100	75	100
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	86	71	96	91	73
% Advanced	43	24	35	21	23
Number of students tested	21	19	24	34	35
<b>2. Racial/Ethnic Group (specify subgroup): Black/African American</b>					
% Proficient plus % Advanced	84	77	96	90	75
% Advanced	32	31	33	18	25
Number of students tested	19	13	27	22	21
<b>3. (specify subgroup): White</b>					
% Proficient plus % Advanced	100	71	88	83	71
% Advanced	67	14	25	33	14
Number of students tested	3	7	9	6	7
<b>4. (specify subgroup): Students with Disabilities</b>					
% Proficient plus % Advanced	71	67	75	78	60
% Proficient plus % Advanced	14	22	50	22	40
Number of students tested	7	9	9	9	7

Notes:

Subject: Mathematics

Grade: 4 Test: Mathematics

Edition/Publication Year: 2005/06, 2006/07, 2007/08

Publisher: Harcourt

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	96	90	94		
% Advanced	38	61	42		
Number of students tested	27	31	38		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	95	94		
% Advanced	27	60	38		
Number of students tested	16	22	33		
<b>2. Racial/Ethnic Group (specify subgroup): Black/ African American</b>					
% Proficient plus % Advanced	92	90	93		
% Advanced	31	65	37		
Number of students tested	14	20	28		
<b>3. (specify subgroup): White</b>					
% Proficient plus % Advanced	100	89	100		
% Advanced	50	56	67		
Number of students tested	6	9	7		
<b>4. (specify subgroup): Students with Disabilities</b>					
% Proficient plus % Advanced	88	75	92		
% Proficient plus % Advanced	38	67	33		
Number of students tested	8	12	12		

Notes:

2005 was the first year Virginia administered grade 4 SOL test

Subject: Reading

Grade: 4 Test: English: Reading, Literature, and Research

Edition/Publication Year: 2005/06, 2006/07,  
and 2007/08

Publisher: Harcourt

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	81	93	89		
% Advanced	30	58	57		
Number of students tested	27	31	38		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	7		
Percent of students alternatively assessed	0	0	100		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	88	95	88		
% Advanced	19	60	53		
Number of students tested	16	22	33		
<b>2. Racial/Ethnic Group (specify subgroup): Black/African American</b>					
% Proficient plus % Advanced	64	90	89		
% Advanced	36	55	48		
Number of students tested	14	20	28		
<b>3. (specify subgroup): White</b>					
% Proficient plus % Advanced	100	100	83		
% Advanced	33	67	83		
Number of students tested	6	9	7		
<b>4. (specify subgroup): Students with Disabilities</b>					
% Proficient plus % Advanced	62	83	75		
% Proficient plus % Advanced	13	75	33		
Number of students tested	8	12	12		

Notes:

The state of Virginia began SOL testing in grade 4 in 2005.

Subject: Mathematics

Grade: 5 Test: Mathematics

Edition/Publication Year: 2003/04, 2004/05, 2005/06,  
2006/07, 2007/08

Publisher: Harcourt

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	88	100	94	80
% Advanced	74	64	67	30	10
Number of students tested	19	33	25	30	40
Percent of total students tested	100	100	96	100	100
Number of students alternatively assessed	0	0	1	6	6
Percent of students alternatively assessed	0	0	100	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	85	100	93	77
% Advanced	73	58	68	30	12
Number of students tested	11	26	23	27	33
<b>2. Racial/Ethnic Group (specify subgroup): Black/African American</b>					
% Proficient plus % Advanced	100	84	100	95	74
% Advanced	77	63	71	16	9
Number of students tested	13	19	17	19	29
<b>3. (specify subgroup): White</b>					
% Proficient plus % Advanced	100	86	100	80	100
% Advanced	67	57	75	40	20
Number of students tested	3	7	4	5	8
<b>4. (specify subgroup): Students with Disabilities</b>					
% Proficient plus % Advanced	100	63	100	90	60
% Proficient plus % Advanced	100	13	67	40	30
Number of students tested	1	8	9	10	13

Notes:

Subject: Mathematics

Grade: 5 Test: Mathematics

Edition/Publication Year: 2003/04, 2004/05, 2005/06, 2006/07, 2007/08 Publisher: Harcourt

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	88	100	92	74
% Advanced	73	63	63	21	0
Number of students tested	19	32	19	24	35
Percent of total students tested	100	100	73	80	88
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	84	100	91	71
% Advanced	0	58	68	0	0
Number of students tested	11	25	17	22	31
<b>2. Racial/Ethnic Group (specify subgroup): Black/African American</b>					
% Proficient plus % Advanced	100	83	100	94	68
% Advanced	0	63	71	0	0
Number of students tested	0	58	68	0	0
<b>3. (specify subgroup): White</b>					
% Proficient plus % Advanced	100	86	100	67	86
% Advanced	0	0	0	0	0
Number of students tested	3	7	3	3	7
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: Test: English: Reading, Literature, and  
5 Research

Edition/Publication Year: 2003/04, 2004/05, 2005/06,  
2006/07, and 2007/08

Publisher: Harcourt

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	82	92	84	90
% Advanced	56	15	42	26	27
Number of students tested	19	33	25	31	40
Percent of total students tested	100	100	96	100	100
Number of students alternatively assessed	0	0	1	8	6
Percent of students alternatively assessed	0	0	100	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	77	91	81	88
% Advanced	55	12	45	26	23
Number of students tested	11	26	23	27	33
<b>2. Racial/Ethnic Group (specify subgroup): Black/African American</b>					
% Proficient plus % Advanced	100	84	94	84	87
% Advanced	54	21	47	16	17
Number of students tested	13	19	17	19	29
<b>3. (specify subgroup): White</b>					
% Proficient plus % Advanced	100	71	100	80	100
% Advanced	33	14	50	40	80
Number of students tested	3	7	4	5	8
<b>4. (specify subgroup): Students with Disabilities</b>					
% Proficient plus % Advanced	100	74	89	80	80
% Proficient plus % Advanced	100	13	56	40	40
Number of students tested	1	8	9	10	13

Notes: