

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12VA3

School Type (Public Schools):
(Check all that apply, if any)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Mrs. Sonya Beasley

Official School Name: Norfolk Highlands Primary School

School Mailing Address: 1115 Myrtle Avenue
Chesapeake, VA 23325-2938

County: Chesapeake City State School Code Number*: 136-0160

Telephone: (757) 578-7092 E-mail: Sonya.Beasley@cpschools.com

Fax: (757) 578-7096 Web site/URL: http://www.edline.net/pages/Norfolk_Highlands_Primary

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.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. James Roberts Superintendent e-mail: Jim.Roberts@cpschools.com

District Name: Chesapeake City Public Schools District Phone: (757) 547-0153

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Harry Murphy

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.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12VA3

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12VA3

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 28 Elementary schools (includes K-8)
 (per district designation): 10 Middle/Junior high schools
7 High schools
0 K-12 schools
45 Total schools in district
2. District per-pupil expenditure: 10459

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	13	6	19		6	0	0	0
K	42	38	80		7	0	0	0
1	55	43	98		8	0	0	0
2	37	27	64		9	0	0	0
3	37	44	81		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								342

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
32 % Black or African American
8 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
48 % White
11 % Two or more races
100 % Total

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 2010-2011 school year: 27%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	42
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	47
(3)	Total of all transferred students [sum of rows (1) and (2)].	89
(4)	Total number of students in the school as of October 1, 2010	333
(5)	Total transferred students in row (3) divided by total students in row (4).	0.27
(6)	Amount in row (5) multiplied by 100.	27

8. Percent of English Language Learners in the school: 4%

Total number of ELL students in the school: 14

Number of non-English languages represented: 7

Specify non-English languages:

Spanish, Ghana, Arabic, Yoruba, Creole, Tagalog, and Portuguese

9. Percent of students eligible for free/reduced-priced meals: 54%

Total number of students who qualify: 146

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 25%

Total number of students served: 85

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>19</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>13</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>2</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>3</u>
Paraprofessionals	<u>17</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>13</u>	<u>0</u>
Total number	<u>59</u>	<u>5</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: 19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

A significant number of strengths and accomplishments characterize Norfolk Highlands Primary School (NHPS). These strengths, along with the accomplishments, make NHPS a high quality learning environment which supports student learning. They are as follows:

- From the moment one walks into the school building, the extremely welcoming and nurturing environment communicates the positive message of “school community”.
- All classrooms have atmospheres which are warm, positive, and focus on student learning.
- Together, teachers and students build mutual rapport and are partners as they actively engage in the learning process.
- Support and resources are provided to students in order to target specific individual academic needs.
- Communication is facilitated through the use of monthly parent newsletters, grade level newsletters, handbooks, the school website and the outside marquee.
- The well-being and safety of all students, every day, are top priorities.
- There is a very strong, supportive connection between NHPS and its community. This connection continues to foster the school’s vision of high quality academic excellence.
- The administrative team provides a caring and nurturing atmosphere to all stakeholders. In order to answer questions, address concerns, and provide support, there is always an “open door policy” extended to all stakeholders.
- A true commitment and belief that all children at NHPS can and will succeed is demonstrated each and every day. The children know they are valued and that the school community believes in them.
- NHPS has received the Virginia Governor’s VIP School of Excellence Award for the past four years.

NHPS is worthy of Blue Ribbon status. Recently, our PTA President perfectly put into words why our school is worthy of this status. She stated, “Norfolk Highlands Primary School is successful because we see children not for who they are but who they can be! The heart is where we start; from the inside out.” Building relationships is a key to our success. The following responses from our faculty/staff illustrate this point:

- “I think we’re a Blue Ribbon School because every person – students, faculty, staff, and parents – is viewed as an integral part of one family, with each person supporting the others in their pursuit of excellence.”
- “I believe Norfolk Highlands Primary School is a Blue Ribbon School because as a parent and staff member, I see the true value that the faculty and staff have in our children. They go above

and beyond anything imaginable to ensure our “Little Braves” have the resources, support and knowledge they need to succeed.”

- “A landsman of mine, Hermann Gmeiner (the founder of SOS Children’s Villages) once said: “Everything big in this world has only been done because someone did more than they had to do.”

Our mission statement is also based upon relationship. The mission of NHPS, in partnership with students, families, and community, is to create a solid academic foundation for all students while inspiring individual creativity within our diverse community by providing a challenging curriculum in a nurturing environment that encourages educational, social, emotional, and physical development.

NHPS began its relationship with the surrounding community many years ago. On September 14, 1913, The Virginian-Pilot announced that a new brick school called NHPS would open for the fall term as a part of the Norfolk County School System. It was a four room structure at that time. In 1938, NHPS was remodeled and boasted the addition of an auditorium and a cafeteria. Fourteen years later, in 1952, additional classroom space was provided. In 1963, NHPS became a part of the newly formed Chesapeake Public Schools as the result of the merger of the City of South Norfolk and Norfolk County. During the sixties and seventies, the school housed a variety of different grade levels and a student population of over 500 children as the NHPS’s community completed its buildup. The design of the school remained the same until the building was vacated in December of 1996, for a major renovation to double its size. The student body was temporarily housed at the Truitt School Building in South Norfolk until June, 1998. On September 8, 1998, NHPS opened its doors again with the style of the architecture preserved. The theme of the school’s rebirth, “Old Foundations, New Beginnings” signals NHPS’s mission for the millennium. Today, NHPS remains a child centered school as it started in 1913.

NHPS serves a very diverse, solid blue-collar community. Many young parents return to the Norfolk Highlands community so their children can experience the same neighborhood-school family-oriented education that they enjoyed themselves as children. NHPS houses students in kindergarten through third grade. Additionally, our school is one of several special education sites for Chesapeake Public Schools, which brings our student enrollment for the 2011-2012 school year to 342.

1. Assessment Results:

A. The Commonwealth of Virginia sets rigorous academic standards, known as the Standards of Learning (SOL), and measures achievement through annual SOL tests and alternative assessments, beginning in Grade 3. The system provides schools, school divisions, and the Virginia Department of Education with critical data to inform the development and implementation of effective instructional strategies and best practices.

Norfolk Highlands Primary School participates in the Virginia Standards of Learning (SOL) Assessments for Grade 3. These criterion-referenced assessments are designed to measure student achievement in the areas of reading, mathematics, science, and history. In third grade, the assessments measure achievement in the standards taught in grades K – 3. The performance levels measured by the Virginia Standards of Learning for reading and mathematics are pass advanced, pass proficient, fail basic, and fail below basic. The performance standards are defined as follows:

- Pass/Advanced: Scores 500-600
- Pass/Proficient: Scores 400-499
- Fail/Basic: Scores 300-399
- Fail/Below Basic: Scores 299-below

For science and social studies, there is one “fail” level, defined as any score below 400.

Brief performance level descriptors for Grade 3 reading and math, taken from the VA DOE website, are as follows:

(Reading) The student demonstrates sufficient understanding and application of the knowledge and skills necessary to apply word analysis strategies; preview, question, and summarize text; use reference materials; comprehend the story elements of fiction; and understand the text features of nonfiction.

(Math) The student demonstrates satisfactory attainment of the knowledge and skills necessary to use models to compare fractions; read and write decimals; identify the place value; round, add, and subtract whole numbers; add/subtract fractions and decimals; measure objects; make change; tell time, identify geometric figures; organize data; and extend patterns.

For additional explanations of state performance levels, please visit www.doe.virginia.gov

B. Performance Trends at Norfolk Highlands Primary School for 2006 - 2011 are as follows:

- In our small school, our third grade enrollment for the last five years has ranged from 61 to 78 students. We are keenly aware of the significance of each child’s performance, as each student represents approximately 1.5 % of the pass rate in each subject.
- Our third grade English pass rate in 2007 was 89%. In 2008, the pass rate jumped to 97%, and has remained consistent for the last four years. The pass rates for those years were 2008 – 97%, 2009 – 97%, 2010 – 96%, and 2011 – 97%.

- Our subgroup pass rates in English for all five years are all within four percentage points of the school pass rates.
- Our third grade math pass rates for the past five years have been at 97% or better and 100% of our students passed the test in 2011.
- Our subgroup pass rates in math over the past five years have been within five percentage points of the school pass rates.

Our consistently high achievement in both math and English is due in large part to our consistent effort year after year to reach all students with a high expectation of success and to differentiate our instruction to meet the needs of each learner. We use our Student Performance By Question data to identify specific skills that still need strengthening and to target those skills for particular instructional attention. The entire school works toward this goal, as teachers at every grade level use the third grade data to identify which supporting skills at earlier grade levels need attention. In this way, we are able to scaffold success from the first day of kindergarten to the last day of third grade!

2. Using Assessment Results:

Norfolk Highlands Primary School (NHPS) uses assessment data to analyze and improve student school performance. Through the disaggregation of SOL, Phonological Awareness Literacy Screening (PALS), Scholastic Reading Inventory (SRI), Developmental Spelling Analysis (DSA), benchmark, checkpoint, and other grade level assessments, the needs of our students are identified. The principal and assistant principal review all data and meet with the faculty, as well as specific grade levels during their scheduled collaboration times, to communicate and determine our students' strengths and weaknesses.

From these beneficial discussions, a plan is developed to address specific needs. For instance, NHPS develops a yearly Student Achievement Improvement Plan (SAIP). This plan is designed to improve academic achievement for all children by meeting annual performance benchmarks established by the Standards for Accrediting Schools in Virginia and *No Child Left Behind*. These goals, which are collaboratively developed to align with Chesapeake Public Schools' goals, target areas of greatest need as identified through a strategic approach for collecting, analyzing, and using data to improve student performance.

School-based indicators are also developed so that classroom, grade level, and building-level data can be monitored. Test improvement, staff development goals, and school technology goals are also included. For example, teachers were given our school's third grade 2011 Student Performance By Question (SPBQ) SOL data at the start of the school year. Each grade level was required to identify areas of strength and weakness. Additionally, they were required to map these skills back to their corresponding grade level SOL objectives and develop a plan to support student growth in these specific areas. Since this data revealed a need for us to strengthen instruction in the area of reading comprehension, we collaboratively decided to implement *Making Meaning* in order to help teach specific reading comprehension skills to our children.

Monitoring our SAIP is essential to its success. During each quarter of the school year, the principal, assistant principal, reading specialist, and ESTAT (Enhanced Student Teacher Assistance Team) chairperson (when necessary), meet with each classroom teacher to discuss their individual students' progress during Literacy Conferences. Guided reading, PALS, SRI, DSA, and benchmark data are discussed. It is during these conferences that research-based instructional strategies to improve student progress are developed along with ideas for interventions and enrichment. Student goals are established, too, in order to facilitate on-going academic progress.

Periodically throughout the school year, the principal and assistant principal also meet with individual grade levels to continue on-going communication regarding instruction. These conferences and conversations are essential since they provide us with opportunities to respond to individual student needs.

Assessment results are communicated to inform parents, students, and the community of students' academic achievement in a variety of ways. For example, PTA meetings and events are scheduled throughout the school year. It is at these meetings that NHPS's SOL data is shared with the parents and community members. Additionally, classroom teachers regularly schedule conferences with their parents in order to discuss their child's academic performance. Several topics of discussion include assessment results, strengths and weaknesses, and methods parents can utilize to support their child's learning at home. Parents are also given access to Edline, our online parent communication tool, during the school year. Parents of third grade students can check on their child's progress at any given time. During the course of each school day, teachers provide their students on-going feedback relating to their academic progress. Guided reading, for example, is one area that supports this method of communication. Students receive immediate feedback about the reading strategies utilized during the lesson and, together with the teacher, revisit the text to address confusions they may have had while reading.

3. Sharing Lessons Learned:

Norfolk Highlands Primary School has shared successful strategies with other schools in the district and a professional association. The following details illustrate some ways in which we have shared our instructional strategies:

- Yearly Literacy Visit meeting with other community elementary principals, the Assistant Superintendent of Instruction, and other Chesapeake Public Schools administrators, to engage in a focused dialogue relating to strategies for achieving higher levels of success in the area of literacy
- Elementary Principal Share Meetings several times per year to discuss and share ideas relating to a variety of topics which impact student learning
- On-going city-wide reading specialist meetings at which our reading specialist shares the literacy strategies that have been successful in strengthening our students' literacy skills as well as differentiating instruction to meet the needs of all our young learners
- Presentations by our media specialist at several annual VEMA Conferences to share ways our media curriculum connects with and enhances classroom literacy instruction
- Informal principal share meetings with other elementary building principals to share effective instructional practices as well as brainstorm ways to differentiate instruction to ensure high student achievement
- Informal assistant principal networking to share, refine, and enhance current instruction in all curriculum areas as well as discuss ways to provide behavioral support so that optimal learning can occur
- Lead teachers in math, science, and social studies participate in district-wide meetings to share information/strategies to enhance classroom instruction and contribute to the on-going development of city-wide instructional programs
- A willingness to host college observation and practicum students as well as student teachers who work alongside our experienced teachers to share knowledge of curriculum and effective instructional practices

4. Engaging Families and Communities:

For ninety-eight years, Norfolk Highlands Primary School has been serving a diverse community ranging from the economically disadvantaged to the middle class. We have students whose parents, grandparents, and great grandparents went to school here, and there is a palpable connection back through the generations. At the same time, we have a mobility rate of 27%. We work hard to create a sense of “the Norfolk Highlands family” and many people comment on the warm family feeling they notice when they walk into our building.

Teachers work hard to meet with parents to discuss their children’s progress and share ways they can help at home. While a beginning of the year conference is expected for everyone, our teachers continue this personal contact throughout the year, adjusting their schedules to meet before school, late in the afternoon, or by phone to make conferences convenient for our parents. We believe that there is nothing like a personal, individualized conversation to help parents understand the instructional program, feel good about their child’s progress, and buy in to the mission of the school.

We have a dedicated cadre of PTA members who faithfully support in-school and evening activities, and who work hard on fund-raising projects to provide financial assistance to the school. Our PTA membership stands at 71%. The PTA is a vital bridge between the school and the larger Norfolk Highlands community.

Throughout the year, our school invites families to evening and weekend programs designed to build community and strengthen academic support. A few examples: Every grade level produces a performance-based program focused on selected objectives from their grade-level curriculum. The third grades might focus on ancient civilizations, demonstrating their knowledge through music and speaking parts. Kindergarten students recently performed a lively program which highlighted the songs, rhymes, and stories that are so important to early language development and reading readiness. Literacy Night provides parents and children with fun ways to reinforce language arts skills, and Family Fun and Fitness Night provides a way to reinforce healthy habits while having lots of fun. Each year, we have a Saturday festival-type event (either a Fall Festival or a Spring Fling) with booths for activities, local vendors, and food! The entire Norfolk Highlands community is strengthened by these events that draw everyone together for a common purpose – engaging families in school activities and having fun together lead to student success!

1. Curriculum:

Norfolk Highlands Primary (NHPS) believes that an integrated curriculum provides students with experiences that demonstrate the “interconnectedness” of math, science, social studies, technology, language, reading, and writing, and research has consistently shown that students learn best when taught through an integrated approach. By keeping abreast of curriculum changes and updates, current research in teaching and learning, new materials and methods, and educational technology, our teachers continuously develop their teaching skills and instructional knowledge. The primary duty of each teacher is to teach the Virginia Standards of Learning and thoroughly familiarize herself with the SOL Blueprint Documents for the appropriate grade levels.

The prime ingredient of a successful educational program is effective classroom instruction. Each teacher demonstrates a deep understanding of the content taught to the students. Through well-developed lessons based upon the Virginia Standards of Learning, knowledge of the appropriate essential knowledge/vocabulary for each content SOL, knowledge of cognitive domains, as well as data derived from the classroom, district, and state, our teachers are able to present the instructional curriculum content in a very organized and cohesive manner that meets the needs of all students.

The following are components of NHPS’s core curriculum:

- **Reading/English Language Arts:** The Balanced Literacy Model is utilized at NHPS for grades kindergarten through third grade. The daily components of this model include read-alouds, shared reading, word study, guided reading, writer’s workshop, interactive writing, and shared writing. By integrating these literacy components throughout the school day, our students are provided many opportunities to apply their knowledge of essential literacy skills across all content areas.
- **Mathematics:** Our elementary school mathematics program is designed to give students computation and problem solving skills, as well as a conceptualization of mathematical process. The math instruction includes many hands-on activities and experiences.
- **Science:** Our elementary school science program enables the students to develop skills needed to seek and evaluate information, use experimentation, discovery, and research with a variety of materials to find answers to questions, develop concepts which are formulated upon basic scientific knowledge, and relate the contribution of science to improvement of life.
- **Social Studies:** Learners in our social studies program are active participants in appropriate learning situations, which are meaningful to them. Our teachers expose students to a comprehensive program encompassing acquisition of information and skills, the development of an awareness of the environment and its influence upon people, an understanding of human relationships, an orientation to cultural values, an appreciation of cultural heritage, and a commitment to democratic ideals and ways of working.
- **Art:** At the elementary level, our major emphasis is placed on making works of art with a variety of materials and processes. The art program is an important aspect of the school program because of the visual orientation of the world. Any training that attempts to help the child attend to his/her perceptual input is important to the educational process. The visual arts specifically seek to involve the student in perceiving the world he/she lives in, reacting to the things he/she sees and

feels, and interpreting his/her emotions, feelings, and insights through a variety of visual materials.

- **Music:** The purpose of general music in the elementary school is to develop certain skills, understanding, and attitudes with respect to music. The students experience music through a variety of related activities which include singing, listening, composing, conducting, body movement, and playing melodic and chorded instruments. Emphasis is placed on individual enjoyment, exploration, creativity, and expression through music.
- **Physical Education:** The elementary physical education program is a planned offering of different types of physical activities divided into two main areas – conditioning and skill development.
- **Technology:** Through the utilization of technology as a tool in the classroom, teachers present content lessons that integrate a variety of modalities to enhance the way each individual student learns. The students also use technology tools to engage themselves in the learning process. Our computer lab offers individual work stations at which students practice skills, pursue individual interests, participate in self-paced lessons, and explore new resources.
- **Gifted:** Based on best practices for the gifted, a conceptually driven model is used to increase transferable and essential understandings. Specialized curriculum for identified gifted students has been prepared to promote higher-level thinking, interdisciplinary connections, and real world applications via differentiated strategies. Students are encouraged to utilize both convergent and divergent thinking while involved in a cohesive and collaborative work culture of active learning.

2. Reading/English:

Norfolk Highlands Primary School (NHPS) embraces the Balanced Literacy Model for the school's reading curriculum/instructional method to meet the Virginia Standards of Learning (SOL) for grades kindergarten through third grade. Integrating interactive read-alouds, shared reading, guided reading, independent reading, writer's workshop, interactive writing, and shared writing across all content curriculum provides our students with many opportunities to apply their knowledge of essential literacy skills throughout the school day. Students acquire their foundational reading skills through the integration of daily reading and writing experiences. Teachers, by providing meaningful learning experiences, scaffold their students' learning by modeling, collaborating, and providing independent practice opportunities. Guided reading is the core piece of this curriculum. To meet the needs of all children, teachers place students in leveled guided reading groups based upon reading data. Teachers gather this data regularly using Running Records to assess each student's reading progress. By using these Running Records, teachers assess reading strategies utilized, accuracy, fluency, and comprehension. Since guided reading groups are flexible, students move to new leveled groups to meet individual needs. Reading comprehension is also taught during read-alouds. Second grade students use reading comprehension books to practice utilizing reading strategies to comprehend text and third grade students also apply comprehension skills independently through the use of Reader Response Journals and weekly letters to their teacher. All teachers use "UNRAVEL" to teach strategies for comprehending text and some teachers use hand signals to teach reading comprehension skills as well.

This approach to reading evolved after Reading Recovery was implemented within the building and the administration/staff began a journey in Balanced Literacy after seeing much success in other elementary Chesapeake Public Schools. Through a grant, our program was fine-tuned and all teachers successfully completed the course, Developing Literacy First. Three years later, we integrated the Development Spelling Analysis (DSA) program to target word study instruction to enhance our literacy curriculum. Our reading specialist, along with teacher assistants who have been trained to teach guided reading, assist teachers with reading.

For students performing below grade level, the reading specialist uses PALS Electronic Lesson Plans along with a lesson plan format adapted from Jan Richardson's model that incorporates word work and writing as part of the students' guided reading lesson. Small pull-out tutoring groups are utilized when necessary and grade three uses the System 44 (decoding) and Read 180 (comprehension) remediation program for selected students with low lexile scores. Students working above grade level receive enrichment through gifted instruction or differentiated activities.

3. Mathematics:

Mathematics instruction at Norfolk Highlands Primary School (NHPS) is active and related to the real world. We use Houghton-Mifflin Math as our basal text, but teachers utilize many other resources to help students understand math concepts. Our goal is for students to develop facility with computation and problem solving, but more importantly, to develop an understanding of the underlying principles of mathematics. First grade students might collect data in their classroom about favorite ice cream flavors and construct a pictograph to display their information. Third graders might take a digital camera and go on a scavenger hunt to collect examples of geometric forms. Each grade builds skills sequentially to deepen understanding of expected SOL objectives so that students have a strong mathematical foundation.

NHPS teachers use a variety of tools to enhance lessons and engage students. Working as a group with the SMART board helps students develop cooperative and technology skills as well as mathematical ones. Hands-on manipulatives such as pattern blocks, geometric models, and even jelly beans help students really "see" how a concept works, and often students extend their understanding because they are so engaged with the materials and want to see what else they can figure out. Skillful teachers encourage this extension through verbal prompts that keep children thinking and moving ahead. Teachers also use the computer lab for math practice, and utilize our laptop computers in their classrooms for exploratory, practice, and extension lessons. Math fluency is enhanced through games and contests that motivate our students and make learning fun.

NHPS also enjoys wonderful support from our school division's math curriculum supervisor. This outstanding educator comes to our building to conduct lessons for our students and training for our teachers. She shares new techniques and strategies which our teachers then use to improve their lessons, and gives our students new ways of thinking and "doing math." Students and teachers alike benefit from her expertise and enthusiasm.

Finally, our remediation program supports students who are struggling in math. Using data from classroom assessments and district benchmarks, students are identified, grouped, and assigned to work with our equity tutors. Students may also come to school early to use our computer lab for extra practice. Our 100% Club is an after school program for third graders that provides extra preparation for the state SOL tests that will take place in May. Students continue to refine their math skills and practice test-taking strategies in an atmosphere of fun and common purpose.

4. Additional Curriculum Area:

At Norfolk Highlands Primary School, we believe that children should learn by doing, and science is the perfect subject for this. In the fall, our first graders plant trees and then observe/monitor the trees' growth throughout the year. When second graders are learning about matter, they make oobleck and discover that it has both solid and liquid properties. Third graders investigate different kinds of soil and begin to understand the concept of geology. It is through real, hands-on experiences that children solidify their learning and hook it into their long-term memories.

Teachers also connect science to other subject areas. When the second grade makes oobleck, they also read Bartholomew and the Oobleck by Dr. Seuss. Math skills are integrated when an activity requires measurement or other quantitative data, and students are often expected to write about what they learned

from an experiment. These connections help to deepen students' understanding of science concepts. Teachers also bring in technology, creating SMART Board lessons for instructional use and having students use computers for research and reinforcement.

Students also benefit from lessons taught by guest presenters. Our school division's science curriculum supervisor presents lessons that engage students in new ways of thinking and serve as a model for teachers. Community resources such as the Virginia Aquarium, the Chesapeake Mosquito Control Board, and the local Soil and Water Conservation Office are invited to share lessons with real-life connections. Every presentation is aligned with the Virginia SOL for the participating grade level.

Science concepts from previous grade levels are reviewed and reinforced in the third grade year both during school and as part of our after-school 100% Club. This program gives our third graders extra preparation for the SOL tests given in May, and is especially important in helping them recall concepts taught in previous grades. Children are expected to demonstrate their cumulative knowledge of content taught in kindergarten, first, second, and third grades, and this intensive review benefits the children in two specific ways: It helps our young students to recall information that may have been taught up to three years earlier, and it helps to counteract the effects of our transient population, which result in some children not having been exposed to material that will be tested. 100% Club activities are often hands-on lessons that incorporate SMART technology, scientific investigations, and games to enhance learning and create memorable science experiences for children.

5. Instructional Methods:

Differentiated instruction to meet the needs of all students is at the heart of Norfolk Highlands Primary School (NHPS). Through the use of meaningful assessments, administrators and teachers continuously disaggregate data to guide instruction for all learners, identify students needing interventions/enrichment, and plan for staff development training. We truly believe that it is necessary to meet students where they are and address their individual needs in order to make their learning efficient and effective. Classroom lessons are differentiated based upon a variety of criteria which include interests, learning styles, and skills/strategies students need to practice. Inclusion of students with special needs in regular education classrooms and a cluster of identified gifted students receiving an enriched gifted curriculum are also offered to meet the diverse needs of our students.

NHPS differentiates instruction using instructional methods to meet the diverse needs of our students. Utilizing the Balanced Literacy Model, a key to our academic success, to teach reading and writing based on individual student's zone of proximal development, students develop into lifelong learners equipped with solid literacy foundations. Teachers are trained to tailor their instruction by teaching strategically, selecting appropriate materials, and using various grouping techniques based upon on-going assessment data. By believing that reading and writing must be integrated into all aspects of the curriculum, students are provided with meaningful experiences that require the application of important literacy skills. Pre-assessments, cooperative grouping, interactive notebooks, Thinking Maps, graphic organizers, hands-on activities/experiments, and field trips, to name a few, have also been instrumental in providing differentiated instruction. Teachers participate in staff development training, weekly collaborative grade level meetings, quarterly literacy conferences, discussions at requested Enhanced Student and Teacher Assistance Team (ESTAT) meetings, as well as utilize resources/personnel within and outside our school building to meet the needs of individual students.

Through the utilization of technology as a tool in the classroom, teachers present content lessons that integrate a variety of modalities to enhance the way each individual student learns. NHPS has a Technology Committee to assist our part-time Technology Integration Specialist (TIS) with the integration of technology within the school building and we have a full-time computer lab assistant as well. In addition to providing technology training, which includes Internet Safety, our TIS also collaborates with staff members to assist with technology integration in the content curriculum.

6. Professional Development:

The professional development program at Norfolk Highlands Primary School (NHPS) takes several approaches. One of these approaches could be characterized as informal, with teachers across grade levels and disciplines consulting with one another to make sure our students benefit from the best of instructional practices. Within our school, teacher teams meet to share ideas, analyze data, and plan the instructional program to meet the needs of our students. During these team meetings, teachers develop and hone their skills as they learn from and collaborate with colleagues. We welcome many practicum students and student teachers, knowing that as they learn to be teachers, we are learning the newest research-based ideas and practices coming from institutions of higher learning.

Every school in Chesapeake is required to develop an annual Student Achievement Improvement Plan (SAIP), which includes a professional development component. At NHPS, we use student achievement data, administrator observations, and teacher recommendations to plan our school-based staff development program. Always, we seek out people and programs that can have a direct positive effect on student achievement. During the past five years, we have embraced Guided Reading as our model for reading instruction, and the entire instructional staff has participated in ongoing training as we work to differentiate instruction for each child. This year, our program has focused on expanded literacy training, and includes sessions on writer's workshop, word study, and phonological development. We have also included training on using assessment results to inform instruction, technology, and differentiated instruction.

In addition to school-based staff development, our teachers participate in workshops offered by our school division. Chesapeake Public Schools offer a comprehensive array of classes for teachers, paraprofessionals, and administrators. By taking advantage of these courses, our staff can target their own individual needs and interact with the wider education community.

In all of these approaches to professional development, two criteria are paramount. Every content class or workshop is aligned with the Virginia Standards of Learning, and every professional development activity is driven by its potential to have a positive influence on student achievement. This targeted and focused approach enables our teachers to maintain a cycle of continuous improvement which translates into excellent instruction for our students.

7. School Leadership:

“Educating all the Children of all the People” is not only a focus of Chesapeake Public Schools (CPS), it is the very fiber that constantly permeates the hearts of the principal and assistant principal. This belief, thereby, is interwoven in all decision making processes. Through the utilization of our school's Student Achievement Improvement Plan (SAIP), designed to improve academic achievement for all children by meeting annual performance benchmarks established by the Standards for Accrediting Schools in Virginia and *No Child Left Behind*, Norfolk Highlands Primary School's goals are collaboratively developed to align with CPS' goals. These goals target areas of greatest need as identified through a strategic approach for collecting, analyzing, and using data to improve student performance. School-based indicators are also developed so that classroom, grade level, and building-level data can be monitored. Test improvement, staff development goals, and school technology goals are also included.

To accomplish the goals as set forth by Norfolk Highlands Primary School's SAIP, the principal believes the implementation of a Tiered Instruction Model (TIM) is the backbone from which all high quality instruction, intervention, and enrichment flows to meet individual student needs. Throughout the school year, the ESTAT committee, which includes the principal, assistant principal, Chairperson, Secretary, Reading Specialist, classroom teacher, and other resource personnel as needed, monitors student progress and makes data driven decisions to improve outcomes for referred students. Universal screenings such as Phonological Awareness Literacy Screening (PALS) for kindergarten through grade two and Scholastic Reading Inventory (SRI) for grade three are given to students three times per year to monitor their

progress. The use of this data enables classroom teachers to differentiate instruction and provide early detection of students needing intervention to fill learning gaps. The principal also participates in the following:

- Yearly Literacy Visit meeting with other community elementary principals, the Assistant Superintendent of Instruction, and other CPS administrators, to engage in a focused dialog relating to strategies for achieving higher levels of success in the area of literacy
- Quarterly literacy conferences with each classroom teacher, along with the Reading Specialist, Assistant Principal, and ESTAT chairperson, in order to monitor student progress and identify areas of concern
- Elementary Principal Share Meetings several times per year to discuss and share ideas relating to a variety of topics which impact student learning
- On-going staff development seminars to increase knowledge in helping each student attain academic success

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Grade 3 Mathematics

Edition/Publication Year: Spring/2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass/Proficient; Pass/Advance	100	99	97	99	98
Pass/Proficient; Pass/Advance	68	61	52	65	62
Number of students tested	63	69	69	65	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	11	15	9	6
Percent of students alternatively assessed	13	16	22	14	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass/Proficient; Pass/Advance	100	97	96	97	97
Pass/Proficient; Pass/Advance	65	58	44	59	56
Number of students tested	23	31	27	29	27
2. African American Students					
Pass/Proficient; Pass/Advance	100	96	92	96	94
Pass/Proficient; Pass/Advance	56	46	46	58	47
Number of students tested	18	24	26	26	19
3. Hispanic or Latino Students					
Pass/Proficient; Pass/Advance					
Pass/Proficient; Pass/Advance					
Number of students tested	2	3	1	3	5
4. Special Education Students					
Pass/Proficient; Pass/Advance	100	100	100	100	100
Pass/Proficient; Pass/Advance	68	71	77	60	69
Number of students tested	22	17	22	15	16
5. English Language Learner Students					
Pass/Proficient; Pass/Advance					
Pass/Proficient; Pass/Advance					
Number of students tested	2	1		1	2
6. White					
Pass/Proficient; Pass/Advance	100	100	100	100	100
Pass/Proficient; Pass/Advance	81	69	58	76	68
Number of students tested	36	39	38	33	37
<p>NOTES: Norfolk Highlands Primary School is one of Chesapeake Public Schools' special education sites; therefore, for years 2007-08, 2008-09, 2009-10, & 2010-11 we have had 10 or more students taking alternative assessments. Grade 3 Mathematics Test has not changed; however, different forms were used each year [Spring 2007-Form M0117, Core 1; Spring 2008-Form M0118, Core 1; Spring 2009-Form M0119, Core 1; Spring 2010-Form M0110, Core 1; & Spring 2011-Form M0111, Core 1 (not yet released)]. For year 2008-2009, we did not have any students in the English Language Learner Students subgroup.</p>					

12VA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Grade 3 Reading

Edition/Publication Year: Spring/2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass/Proficient; Pass/Advance	97	96	97	97	89
Pass/Proficient; Pass/Advance	49	51	43	50	44
Number of students tested	61	67	68	64	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	10	16	20	10	8
Percent of students alternatively assessed	16	24	29	16	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass/Proficient; Pass/Advance	96	93	96	100	86
Pass/Proficient; Pass/Advance	48	43	27	34	56
Number of students tested	21	30	26	29	27
2. African American Students					
Pass/Proficient; Pass/Advance	94	92	96	96	89
Pass/Proficient; Pass/Advance	29	50	36	46	42
Number of students tested	17	24	25	26	19
3. Hispanic or Latino Students					
Pass/Proficient; Pass/Advance					
Pass/Proficient; Pass/Advance					
Number of students tested	3	3	1	3	5
4. Special Education Students					
Pass/Proficient; Pass/Advance	100	100	95	100	94
Pass/Proficient; Pass/Advance	48	82	76	67	69
Number of students tested	21	17	21	15	16
5. English Language Learner Students					
Pass/Proficient; Pass/Advance					
Pass/Proficient; Pass/Advance					
Number of students tested	1	1		1	2
6. White					
Pass/Proficient; Pass/Advance	98	97	97	100	89
Pass/Proficient; Pass/Advance	56	54	47	59	43
Number of students tested	36	37	38	32	37
NOTES: Norfolk Highlands Primary School is one of Chesapeake Public Schools' special education sites; therefore, for years 2007-08, 2008-09, 2009-10, & 2010-11 we have had 10 or more students taking alternative assessments. Grade 3 Mathematics Test has not changed; however, different forms were used each year [Spring 2007-Form M0117, Core 1; Spring 2008-Form M0118, Core 1; Spring 2009-Form M0119, Core 1; Spring 2010-Form M0110, Core 1; & Spring 2011-Form M0111, Core 1 (not yet released)]. For year 2008-2009, we did not have any students in the English Language Learner Students subgroup.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Pass/Proficient; Pass/Advance	100	99	97	99	98
Pass/Proficient; Pass/Advance	68	61	52	65	62
Number of students tested	63	69	69	65	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	11	15	9	6
Percent of students alternatively assessed	13	16	22	14	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass/Proficient; Pass/Advance	100	97	96	97	97
Pass/Proficient; Pass/Advance	65	58	44	59	56
Number of students tested	23	31	27	29	27
2. African American Students					
Pass/Proficient; Pass/Advance	100	96	92	96	94
Pass/Proficient; Pass/Advance	56	46	46	58	47
Number of students tested	18	24	26	26	19
3. Hispanic or Latino Students					
Pass/Proficient; Pass/Advance					
Pass/Proficient; Pass/Advance					
Number of students tested	2	3	1	3	5
4. Special Education Students					
Pass/Proficient; Pass/Advance	100	100	100	100	100
Pass/Proficient; Pass/Advance	68	71	77	60	69
Number of students tested	22	17	22	15	16
5. English Language Learner Students					
Pass/Proficient; Pass/Advance					
Pass/Proficient; Pass/Advance					
Number of students tested	2	1	0	1	2
6.					
Pass/Proficient; Pass/Advance	100	100	100	100	100
Pass/Proficient; Pass/Advance	81	69	58	76	68
Number of students tested	36	39	38	33	37
NOTES:					

12VA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Pass/Proficient; Pass/Advance	97	96	97	97	89
Pass/Proficient; Pass/Advance	49	51	43	50	44
Number of students tested	61	67	68	64	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	10	16	20	10	8
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SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
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3. Hispanic or Latino Students					
Pass/Proficient; Pass/Advance					
Pass/Proficient; Pass/Advance					
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Pass/Proficient; Pass/Advance	48	82	76	67	69
Number of students tested	21	17	21	15	16
5. English Language Learner Students					
Pass/Proficient; Pass/Advance					
Pass/Proficient; Pass/Advance					
Number of students tested	1	1	0	1	2
6.					
Pass/Proficient; Pass/Advance	98	97	97	100	89
Pass/Proficient; Pass/Advance	56	54	47	59	43
Number of students tested	36	37	38	32	37
NOTES:					

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