

Academic Initiative Project Committee Members

Administration

Joseph Reed, Principal*

Charleen Danner, Office Manager

Classroom Teachers

Wendy Bentley, Kindergarten**

Amy Brooks, First Grade

LaTrissia Archer, Second Grade***

Ashley Hale, Third Grade

Jeanie Anderson, Fourth Grade

Diane Pruitt, Fifth Grade

Paraprofessionals

Susan Hickman

Pam Hodges

Carmen Price

Support Teaching Staff

Carolyn Carper, Reading Specialist*

Chad Owen, Physical Education

Diane Brillheart, Library/Media Specialist

Mitch Gilmore, Art

Kathryn Flint, Music

Jennifer Wilson, Guidance Counselor

Breanna Hagar, Special Education

Support Staff

Janet Gregory, Cafeteria Manager

Jane Moore, Cafeteria

Bill Saunders, Custodian****

Laurie Hurst, Bus Duty

* Indicates faculty and staff members of the Site Council

** Newbern Elementary Child Study Chairperson

*** Newbern Elementary Teacher's Roundtable Representative

**** Newbern Elementary Classified Roundtable Representative

Due to the small size of our school, the entire faculty and staff is part of the Academic Initiative Project Committee. Input from all committee members is considered very valuable and is encouraged.

Part 1: School Profile

Introduction

This section provides the school and community profile, school characteristics, and a summary of the data collected. In addition, this section presents data on student performance, student and community demographics, and school characteristics.

The School

Total enrollment: 116

Mission Statement: It is the mission of Newbern Elementary School's faculty and staff to "Reach Each Child".

Mascot: The Newbern Knight

School Colors: Black on Red

Publication: Monthly newsletter *The Newbern Knight*

Website Address: <http://pcva.us/schools/NEW/index.htm> (each classroom teacher has a link available to visitors to his or her website or e-mail account)

<i>Class size (average):</i> K-2 (primary grades)	20.6
3-5 (intermediate grades)	18
K-5	19.3

Faculty and Staff

Newbern Elementary School's faculty and staff are what make the school what it is today. The dedicated members responsible for the education of so many young people have the awesome responsibility of staying current with education trends and to act as advocates for public education. Listed are all the faculty and staff members that make this school a highly effective organization.

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Newbern Elementary Faculty and Staff

Administration

H.E. Malcolm, Principal

David Lawson, Office Manager

Classroom Teachers

Wendy Bentley, Kindergarten

Amy Brooks, First Grade

LaTrissia Archer, Second Grade

Mary Martha Hughes, Third Grade

Jeanie Anderson, Fourth Grade

Diane Pruitt, Fifth Grade

Paraprofessionals

Charleen Danner, Special Education

Carmen Price, Library

Pam Hodges, Special Education

Support Teaching Staff

Carolyn Carper, Reading Specialist

Chad Owens, Physical Education

Diane Brillheart, Library/Media Specialist

Amy Walters, Speech Therapist

Mitch Gilmore, Art

Kathryn Flint, Music

Jennifer Wilson, Guidance Counselor

Pam Wilson, Special Education

Dianne Graham, Gifted Instruction

Support Staff

Janet Gregory, Cafeteria Manager

Jane Moore, Cafeteria

Bill Saunders, Custodian

Karen Poteet, School Nurse

Gary Roseberry, Bus 56 Driver

Rita Fuller, Bus 27 Driver

Jodie Cardoza, Bus 15 Driver

Steve Hale, School Psychologist

Memberships to professional organizations allow the faculty and staff stays current and share information with colleagues. The following is a list of professional organizations that are represented by our faculty.

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Faculty Memberships to Professional Organizations

Name and Endorsement	Organization	Type of Organization	Leadership Position	Other Information
H.E. Malcolm Elem. Ed. 4-7 Administration and Supervision PK-8 Master of Science Administration and Supervision	VAESP NAESP	Principal Associations	No	Attend annual meeting Receive publications
Wendy Bentley Elem. Ed. K-5	PCEA VEA NEA	Education Associations	No	Receive Publication
Amy Brooks Elem. Ed. K-7	PCEA VEA NEA	Education Associations	No	Receive Publication
LaTrissia Archer Elem. Ed. PK-5 Bachelor of Science Early Childhood Ed.	CEAI	Education Association	No	Receive Publications
Mary Martha Hughes Elem. Ed. NK-7	PCEA VEA NEA	Education Associations	Past President PAC Chairperson VEA Delegate NEA Delegate Faculty Representative District Issues in Education Coordinator	Receive Publications Attend Monthly Meetings
Jeanie Anderson Elem. Ed. K-7 Master of Science Administration and Supervision	PCEA VEA NEA	Education Associations	NEA Convention VEA Convention Various Committees	Receive Publication
Diane Pruitt Elem. NK-7 Art PreK-12 Master of Science in Curriculum and Instruction	PCEA VEA NEA NSTA Kappa Delta Pi NRV Reading Council	Education Associations Science Teachers Association Technology International Honor Society in Education Teachers Reading Association	No Contact Person for Newbern Elementary No No	Receive Publications Assist Staff with technology Training Receive Publications Receive Publications and attend annual NRV Reading Council Meeting

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Teddy Carper Early Childhood Education Master of Arts Elem. Ed. Reading Specialists K-12, LD K-12 Administration and Supervision Curriculum and Instruction CAGS	PCEA VEA NEA VRA IRA	Education Associations Reading Associations	No No	Receive Publications
Pam Wilson MR K-12 Bachelor of Science	PCEA VEA NEA Kappa Delta Pi	Education Associations International Honor Society in Education	No	Receive Publication
Chad Owen PE K-12	PCEA VEA NEA VHSL	Education Associations Coaching	No No	Receive Publication Receive Publication
Mitch Gilmore Art Ed. K-12	PCEA VEA NEA	Education Associations	No	Receive Publication
Kathryn Flint Music Ed. K-12	PCEA VEA NEA MENC VMEA Sigma Kappa Delta Omicron	Education Associations Music Ed. Nat'l. Conf. VA Music Ed Assoc. Professional Music Fraternity	No	Receive Publication
Jennifer Wilson K-12 School Counseling	PCEA VEA NEA ASCA	Education Associations American School Counselor Association	No No	Receive Publication
Diane Brillheart Education K-12 Library Media Specialist	PCEA VEA NEA	Education Associations	No	Receive Publication

The School Community

Students attending Newbern Elementary School include the areas of Possum Hollow (Rt. 100), Wilderness Road, historic Newbern, Hazel Hollow, and Claytor Lake State Park, and all roads that adjoin these areas. Newbern Elementary students attend Dublin Middle School, and Pulaski County High School.

Student and Community Demographic Data

The total enrollment at Newbern Elementary School is 116 students, a decline of 6.5% over the past five years. It is a homogeneous school composed of 97.4% Caucasian students. The student population is somewhat mobile and indications are that it may increase slowly. Fluctuations and mobility tend to be a result of changes in family structure and employment conditions in the locality. Several local industries employ a number of Newbern parents including Volvo Trucks, N.A., Pulaski Furniture, and Xaloy. Recent lay-offs across the county have added strain to area families and may be a contributing factor to the decreased in enrollment for the 2006-2007 school year.

Children at Newbern Elementary represent a number of different communities. The school is a common factor that unites these locales. Economic/sociological differences between families vary. In approximately 46 percent of the students' families, both parents work outside of the home. 28.4% of the students live in single parent homes. Grandparents/guardians provide for 2.8% of the students. Currently, 32 students receive free lunches and 10 students are on a reduced lunch program. Therefore 42 students, 38.5% of the school population receives free and reduced-price lunches.

The religious orientation of the community is predominantly Protestant. Students are able to participate in the Weekday Religious Education program offered through a group of local churches. A bus equipped with a classroom area picks students up at school and holds Bible classes in the parking lot of an area church. The bus is fully equipped with heating and air conditioning for their comfort. Parents must sign permission slips for their child to participate. WRE is held once a week for one semester. Children attend the program during their physical education class. Children participate in the program in grades 2-5.

Abilities are varied for students entering Kindergarten. The Screening Test for Educational Prerequisite Skills (STEPS) developed by Dr. Frances Smith is administered to all kindergartners registering for school. The test is given to determine readiness and is also used as a tool to recommend pre kindergarten students for Jump Start. Jump Start is a pre kindergarten summer school.

Newbern Elementary School students...

Males: 50%

Females: 50%

Ethnicity: 97.4% Caucasian & 2.6% African American

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	2000	2001	2002	2003	2004	2005
<i>Students Attendance Rate:</i>	96.6%	96.8%	96.8%	96.6%	96.0%	96.3%

School age students with special needs receive services as follows:

Learning Resource	7%
Reading Resource	11%
Speech	6.0%
Occupational Therapy	5%
Physical Therapy	0%
Gifted and Talented	13%

Classroom guidance is made available to all students.

A physical form completed by parents alert the staff of any health problems. Students requiring medication at school must have a form completed by a physician.

Overall, the students at Newbern display appropriate school behaviors. High expectations are set for students and with help from the home; these standards are met on a consistent basis. Good manners and respect for self and others are high priorities at Newbern. Discipline for not meeting these standards involves appropriate consequences. This requires student participation in modifying his or her behavior.

Programs

Breakthrough to Literacy: a computerized interactive language arts program for primary students that addresses the basic foundations of language readiness including letter/sound, phonemic awareness and builds upon these skills. It is a self-paced program that tracks each student's progress throughout the year.

Drug Abuse Resistance Education (DARE): a program conducted by a trained officer from the county sheriff's department. Instruction in the harmful effects of drugs, tobacco, and alcohol and how to say "no" is provided to 5th grade students over the course of eighteen weeks.

Pulaski County 4-H: a program conducted in school with hands on sessions for 4th and 5th grade students. Instructional units emphasize development of communication skills, leadership, and citizenship. Units are aligned with current school curriculum including SOLs identified by the classroom teacher.

Reading Resource: one full time reading resource teacher offers a remedial reading program providing individual and small group instruction and assessment to all students in grades K-5. Services are provided daily.

Special Education Resource: one full time resource teacher works with students in the classroom and as a pull out model. The teacher utilizes programs such as *Failure Free*

Reading and EdMark. Currently, the resource teacher serves children who are identified as being Developmentally Delayed, Learning Disabled, and Other Health Impaired.

Speech and Language Therapy: an itinerate speech and language pathologist delivers speech and language services to students at Newbern Elementary School who qualify for this service. A pullout model is used to deliver the services.

The Explorers Program: the Explorers Program began in the spring of 2003. The program offers after school child care to Newbern Elementary School students from the end of school to 6:00 PM each school day. It is an example of how the school works with other community agencies on behalf of the students. The program is exclusively for Newbern Elementary School students. The Pulaski County Office on Youth operates the non-profit program for a monthly fee.

Weekday Religious Education: WRE is available to students in grades 2-5 for one semester per year. This voluntary program is conducted during the students scheduled physical education class. Students attend the program once a week while it is available to them.

Reading is Fundamental: Newbern Elementary School participates in the RIF reading challenge every year and hosts two visits each year from the county's RIF representative. Two parents represent our school at the county level as coordinators. The school looks at the RIF Reading Challenge through competitive lenses.

Renaissance Learning: the programs within the Renaissance Learning program are being used slightly at Newbern Elementary School. These programs were introduced to our school in the 2002-03 school year. Uses of the Accelerated Reader and Math programs, as well as STAR Reader and STAR Math are addressed in Section 5 of the AIP.

After School Remediation: Newbern Elementary School offers an After School Remediation program targeted towards 3rd, 5th, and 4th grade recovery students for the 2006-07 school year. Three teachers receive supplemental pay for teaching the program. The program is offered from November until the SOL tests are given. Transportation is provided for students participating in the program.

Character Counts: Character Counts was introduced to Newbern Elementary School during the 2001-02 school year. Part 5 of the AIP addresses the continued and increasing use of this character education program.

Odyssey of the Mind: Newbern Elementary School continues to host an Odyssey of the Mind Team which first started in the 2003-04 school year. Two parent volunteers serve as coaches and coordinators for the program. The team competes regionally and performs for the school and the school board.

Chess Club: Through a parent volunteer, Newbern Elementary teaches chess to those wanting to learn the game and strategies to be successful against an opponent.

School Climate/Culture

As previously stated, Newbern Elementary school has one teacher per grade level in kindergarten through fifth grade.

The school day begins at 8:30 AM and ends at 2:55 PM daily. Students arrive and depart by school bus or are transported by parents and/or guardians.

Newbern employs one full-time principal, one office manager/bookkeeper, one custodian and eight full time teachers. There are also two cafeteria workers. Two paraprofessionals are employed to provide academic assistance to special needs students. An occupational and physical therapist is available weekly to work with identified students. The occupational therapist works with select classrooms for handwriting. This cooperative effort has been very successful. Various itinerant teachers provide speech services as well as art and music instruction.

Newbern Elementary School is the heart of the community. Residents, business leaders, farmers, and firefighters alike are valued as stakeholders in the education of the students who attend the school. The fact that this community is small and close-knit makes this a very unique situation. All teachers and staff know the names of every student and continue to monitor previous students' progress as the children continue their education at Newbern. Former students have been recognized and honored both academically and for extra-curricular participation at the high school level (Student of the Year, Class Officers, etc.). Often students return to the school to share their achievements and goals.

Newbern Elementary has a very active Parent Teacher Association. PTA officers and parent volunteers participate in a variety of activities such as acting as field trip chaperones, classroom assistants, bus duty personnel, and sponsors of fund raising activities. Parents are encouraged to visit their child's classroom, as well as to observe and participate in our instructional and extracurricular activities.

The dedicated staff works continually to improve teaching techniques in order to assure all students have a quality education. All teachers keep abreast of the most current educational research and studies through membership in professional education organizations at the local, state, and national levels. In-service and staff development activities throughout the summer as well as the school term afford the staff the opportunities to acquire, develop, and refine professional skills and knowledge.

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Student Performance Indicators

Assessment and its use as a tool to improve education are high priorities at Newbern. Teachers monitor progress on an on-going basis and communicate regularly to effectively implement the curriculum. Below are both standardized and non-standardized assessments employed throughout the school.

Test	Grades	Measures
Screening Test for Educational Prerequisite Skills (STEPS)	Pre K	Kindergarten readiness
Phonological Awareness Literacy Screening(PALS)	K-2, and 3 rd grade students	Phonological skills and literacy skills
Cognitive Abilities Test (CogAT)	2 nd grade (spring)	Cognitive Abilities in three areas: Verbal, Quantitative, and Nonverbal
Virginia Standards of Learning Test (SOL)	3 rd , 4 th and 5 th grade students	Criterion referenced test matched with the Virginia Standards of Learning
Stanford Achievement Test, 10 th Edition (STAN 10)	4 th	Achievement
Local Assessments	K-5	Criterion referenced tests matched with Pulaski County Schools curriculum
Test for Higher Standards	K-5 (discontinued 2004)	Offers criterion referenced assessments for all grades in all subject areas correlated with the Virginia Standards of Learning
Renaissance Learning	K-5	STAR Reading and STAR Math are both diagnostic tests that are individualized for each student
District Wide Nine Weeks Tests	1-5	Criterion Referenced test matched with the division's curriculum and the VA SOLs

Results from these assessments, with the exception of the STEPS test, can be found in notebooks arranged by cohort groups. For example, if the current fifth grade class is scheduled to graduate from high school in 2013-14, their notebook designation is 13. Using this method of organizing data allows teachers and administrators to view ALL assessment information at one time in one place. The notebooks are kept in the principal's office and are available at any time.

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Testing Data

The Cognitive Abilities Test is given to second grade students in the spring of each school year. The information from CogAT is used by the county to identify students that may qualify for participation in the Gifted and Talented program. The information is also used as a predictor for school success.

The Stanford 9 Achievement Test had been given to 4th grade students in the fall of each year. In 2005-06 school year the Stan 9 test was replaced by the Stan 10 test. The information has been used to compare 4th grade students with other students the same age. The results have also been used to predict success in academic programs.

2nd Grade CogAT (Standard Age Score)	2001-02	2002-03	2003-04	2004-05	2005-06
Verbal	93.1	90.1	99.4	101.6	103.5
Quantitative	102.4	102.4	110.6	105.4	108.2
Nonverbal	103.6	96.0	104.4	105.6	104.2

5th Grade CogAT (Standard Age Score)	1999-00	2000-01	2001-02	2002-03	2003-04 (discontinued)
Verbal	NA	NA	NA	103.0	105.2
Quantitative	NA	NA	NA	100.3	98.9
Nonverbal	NA	NA	NA	103.5	101.8

4th Grade Stanford (mean scaled score)	1999-00 Stan 9	2000-01 Stan 9	2001-02 Stan 9	2002-03 Stan 9	2005-06 Stan 10
Total Reading	632	657	617	628	642
Total Math	619	638	604	613	626
Language	592	618	582	607	638
Science	644	656	614	629	654
Social Science	605	621	588	612	629

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The Standards of Learning Tests were first given during the 1997-1998 school year. This criterion referenced test correlates with the Standards of Learning published by the Department of Education. These tests are very important because a school's accreditation status depends on the percentage of students passing each test. Newbern Elementary School has demonstrated significant improvement in each tested area since its beginning.

As part of the Academic Initiative Project Part 5, the AIP Committee has addressed the need to increase the reading level of students, as well as their science skills. The school has addressed these needs by imbedding strategies in Part 5 like building in Silent Sustained Reading in each teacher's schedule. The school created and initiated the Accelerated Reading Program fully in the 2003-04 school year with incentives for children excelling in reading and reading comprehension.

In science, the plan requires students in the fifth grade to complete a Science Fair Project. Teachers are also to have the students participate in more hands on activities throughout the school year in each grade level.

SOL Results

School Year

3rd Grade SOL Test (% Pass Rates)	2001-02	2002-03	2003-04	2004-05	2005-06
Reading/Writing	84	45.5	46.2	66.7	87.5
Math	85	59.1	61.5	85.7	91.7
Social Studies	90	36.4	69.2	90.5	91.7
Science	73	59.1	76.9	90.5	95.8

4th Grade SOL Test (% Pass Rates)	2001-02	2002-03	2003-04	2004-05	2005-06
Reading	N/A	N/A	N/A	N/A	84.2
Math	N/A	N/A	N/A	N/A	84.2

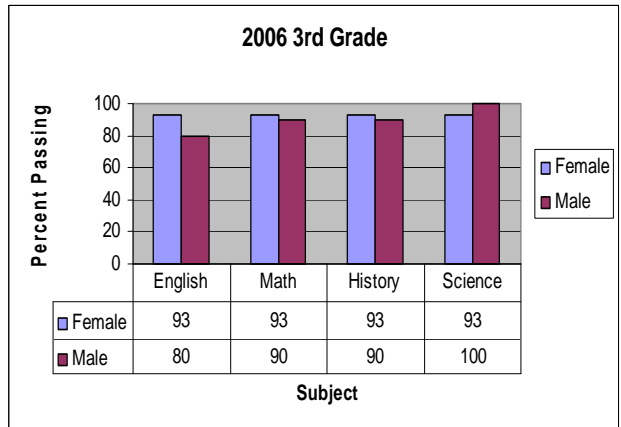
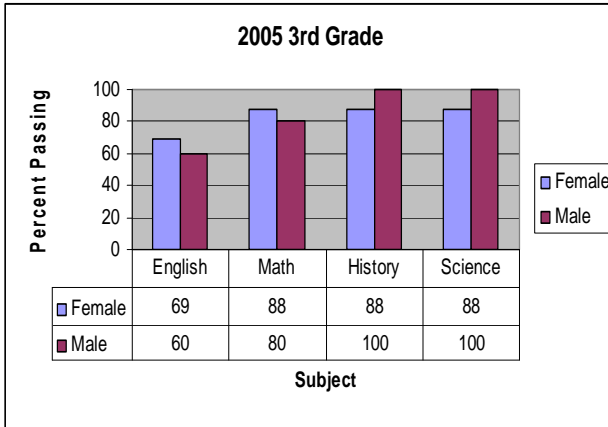
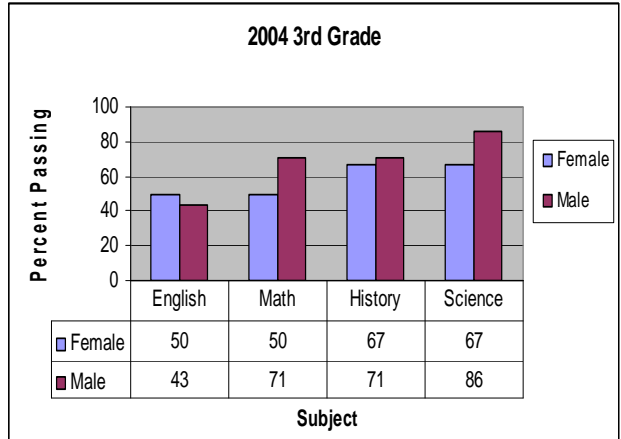
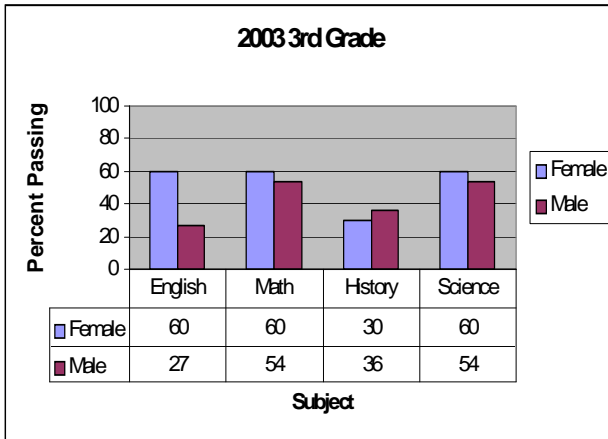
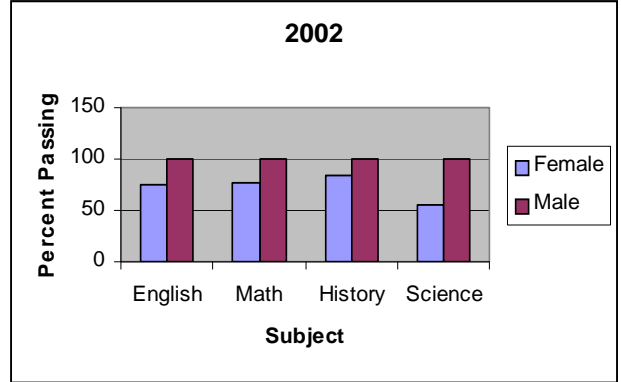
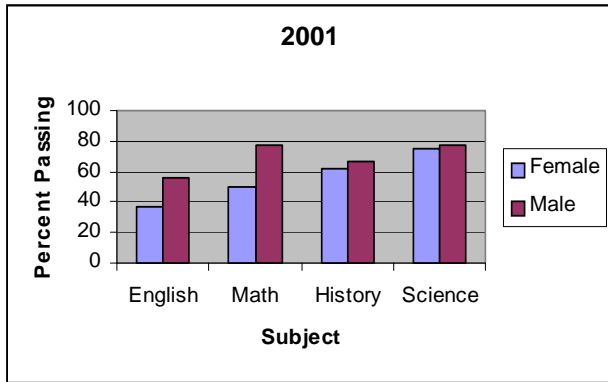
5th Grade SOL Test(% Pass Rates)	2001-02	2002-03	2003-04	2004-05	2005-06
Reading	100	70	85	70.8	93.3
Math	95	50	70	37.5	73.3
History	90	45	70	34.8	87
Science	90	55	70	37.5	80

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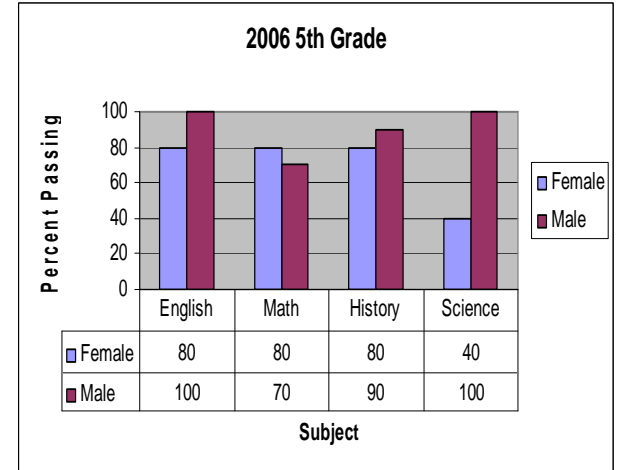
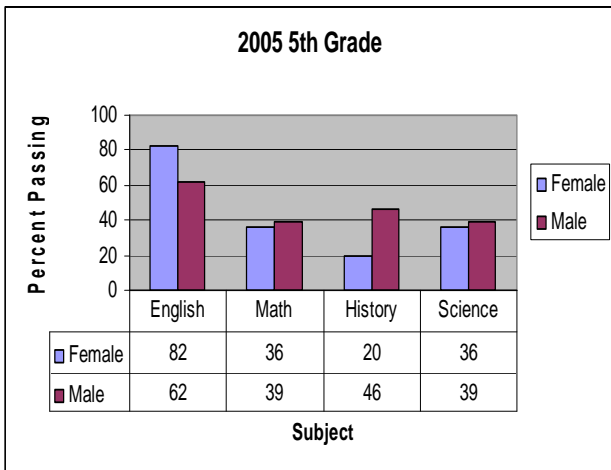
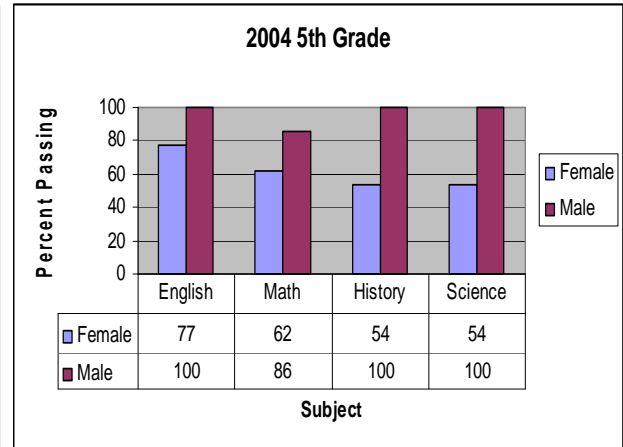
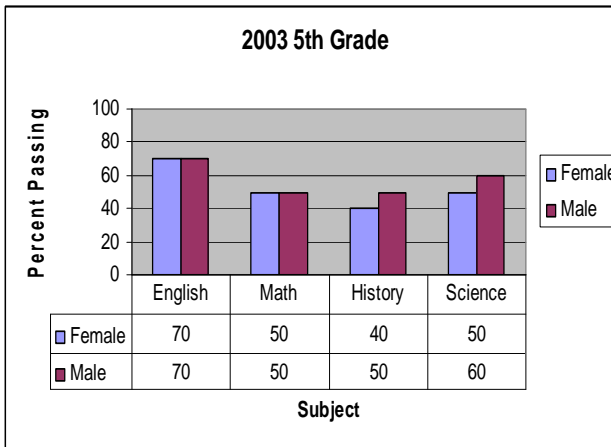
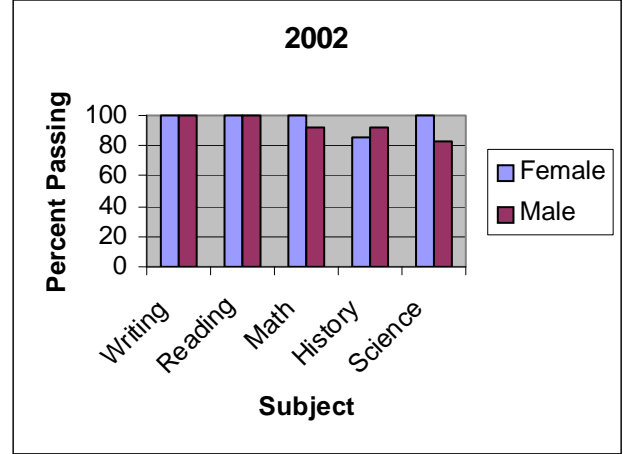
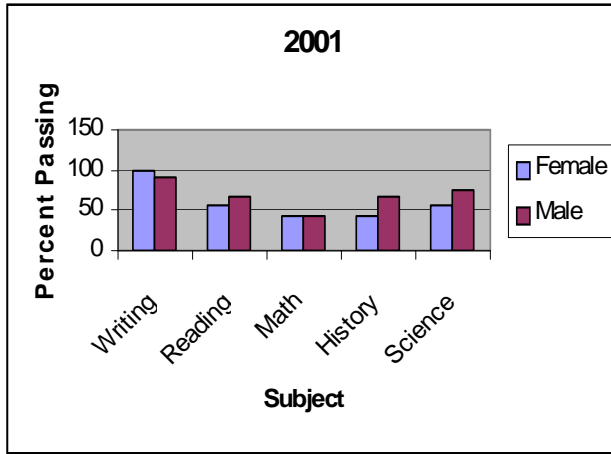
The gender issues will be addressed during the 2006-07 school year. The school will assess what we are currently doing, and what we will need to do to close the gender gap. The faculty will form study groups to review current research in regards to this issue. The following pages show SOL test results by gender.

Currently, the schools are not given information in regards to the socioeconomic status of our students. The free/reduced lunch information is kept confidential at the central office and is only released to the principal for inclusion on the SOL answer documents. With the use of the field on the answer documents, it is anticipated that the data will be disaggregated on state reports.

3rd Grade SOL Test Results by Gender



5th Grade SOL Test Results by Gender



Stakeholder Perspectives on the Quality of Education

A parent questionnaire was developed and sent out to each family represented at Newbern Elementary School in the fall of 2006. Parents completed the survey anonymously and returned the questionnaire via their child to their teacher, or by placing the survey in an envelope placed on the PTA bulletin board in the main hallway of the school. On the questionnaire, parents were asked to make comments regarding the school. The faculty and staff tabulated the results. The principal studied the results, compiled them, and reported the results to the faculty, staff, students, parents, and community stakeholders.

Through studying the results from the parent questionnaire, it appears that 91% of those responding either strongly agree or agree that they are satisfied with their child’s school. This finding is not surprising to the faculty and staff. Only 3 respondents marked neutral on their surveys, while one respondent marked disagree or strongly disagree on the parent questionnaire.

Fall 2006 Results

Parent Questionnaire Results	Agree	Neutral	Disagree
Part I Clear and Focused Mission	90%	10%	0%
Part II Positive Learning Environment	86%	13%	2%
Part III Strong Instructional Leadership	87%	12%	1%
Part IV High Expectations for Success	87%	12%	1%
Part V Time and Opportunity to Learn	81%	18%	1%
Part VI Frequent Monitoring	78%	18%	4%
Part VII Positive Home/School Relations	81%	17%	2%
Part VIII School Satisfaction	91%	7%	2%

The faculty and staff realize that a neutral response indicates that, as a school, we need to do more to inform our stakeholders about what we are doing here at Newbern Elementary School. Part V has a relatively large portion of “Neutral” responses.

Another area of concern is Part VI, Frequent Monitoring. The two areas that received the most “Disagree” type responses revolved around reporting information to parents. The school currently has a policy that deals with this area. Mid terms are sent on a quarterly basis, and report cards are sent home each nine weeks. If students are in danger of failing, a D, F, or N at midterm in any subject area, is noted on the midterm report. Teachers also make frequent phone calls and email to parents to keep them more informed. The county has recently implemented this year a computer based out reach called “Parent Connect” which allows parents to have a user name and password to connect into their child’s school information. This area is specifically addressed

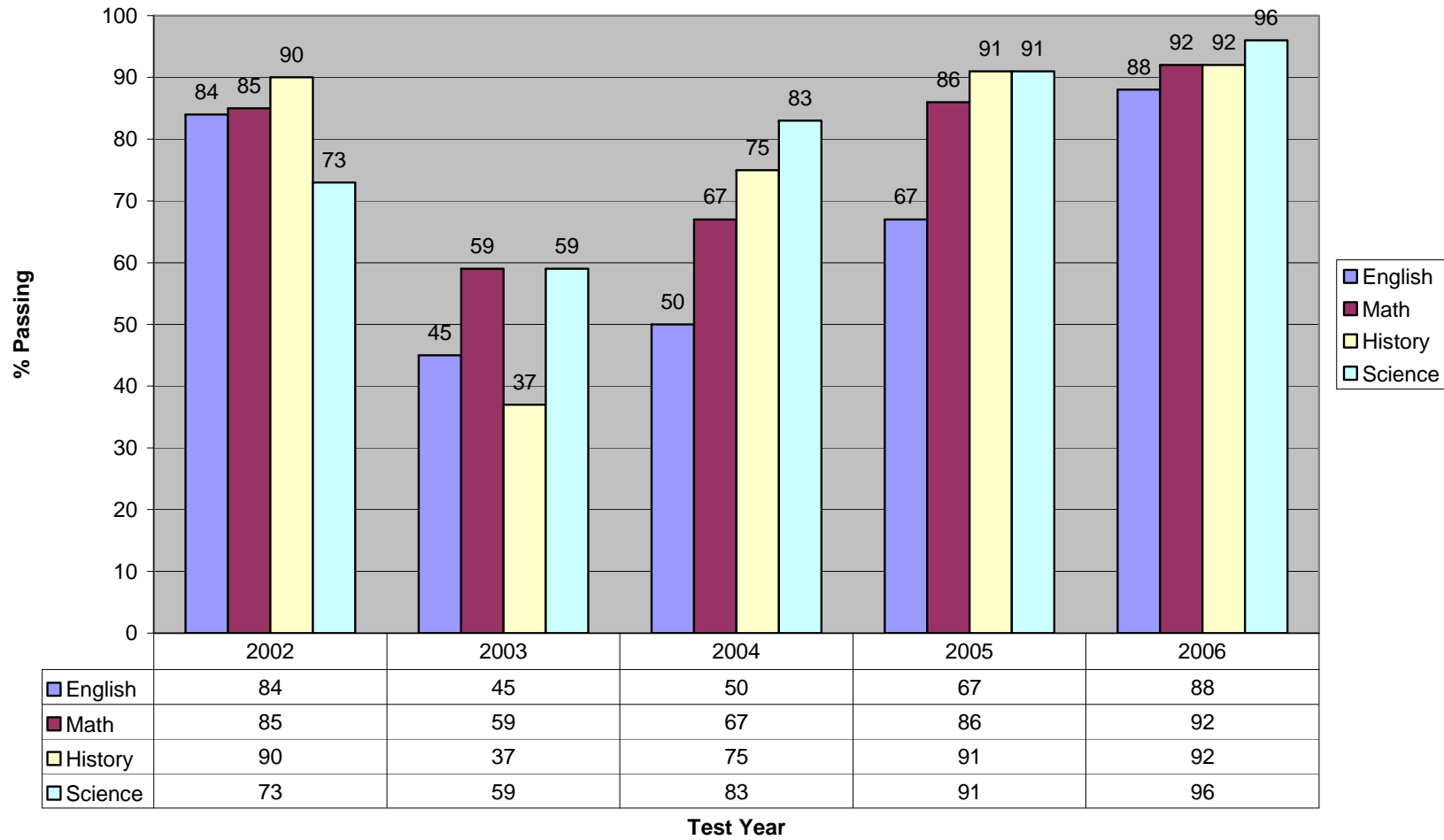
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under Goal 1 in Part V of this document. Another area of concern under the Frequent Monitoring heading is the availability of extra help when a student does poorly on a test.

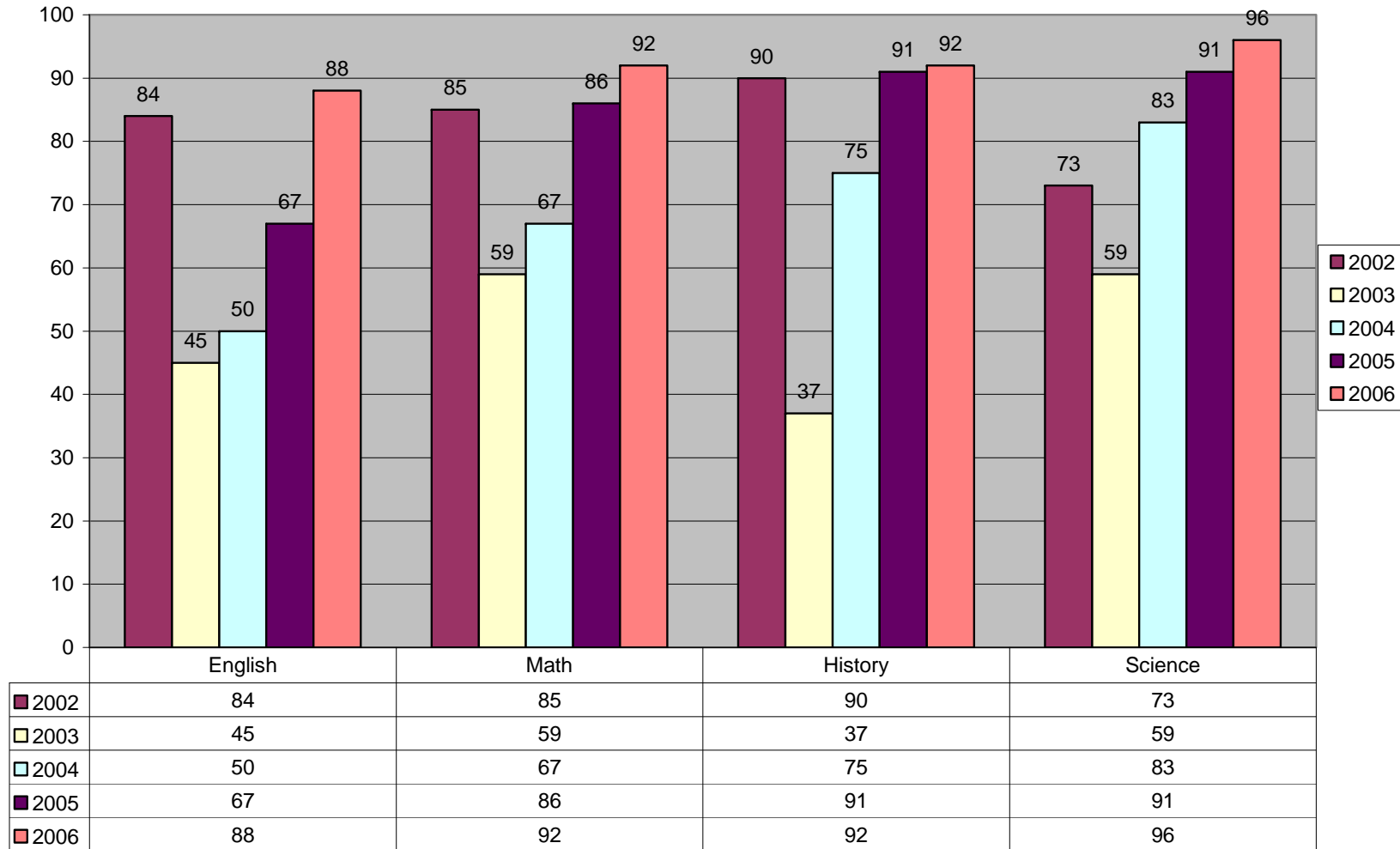
Part V of the parent questionnaire addresses the time and opportunity to learn at school. There is a significant population of parents that feel that our school does not have enough programs or opportunities for children that are struggling academically. We address this issue by offering an After School Remediation program targeting 3rd, 4th, and 5th grade students that struggle academically and are in danger of failing the SOL tests. Parents indicate that they would like to see more after school programs of an academic focus for their children. Funding is the major obstacle for correcting this deficiency. The faculty and staff feel that the high number of neutral responses indicate that the school may not be informing parents of our programs that focus on a small percentage of our population. This deficiency is addressed in Part 5, Goal 6 of this plan.

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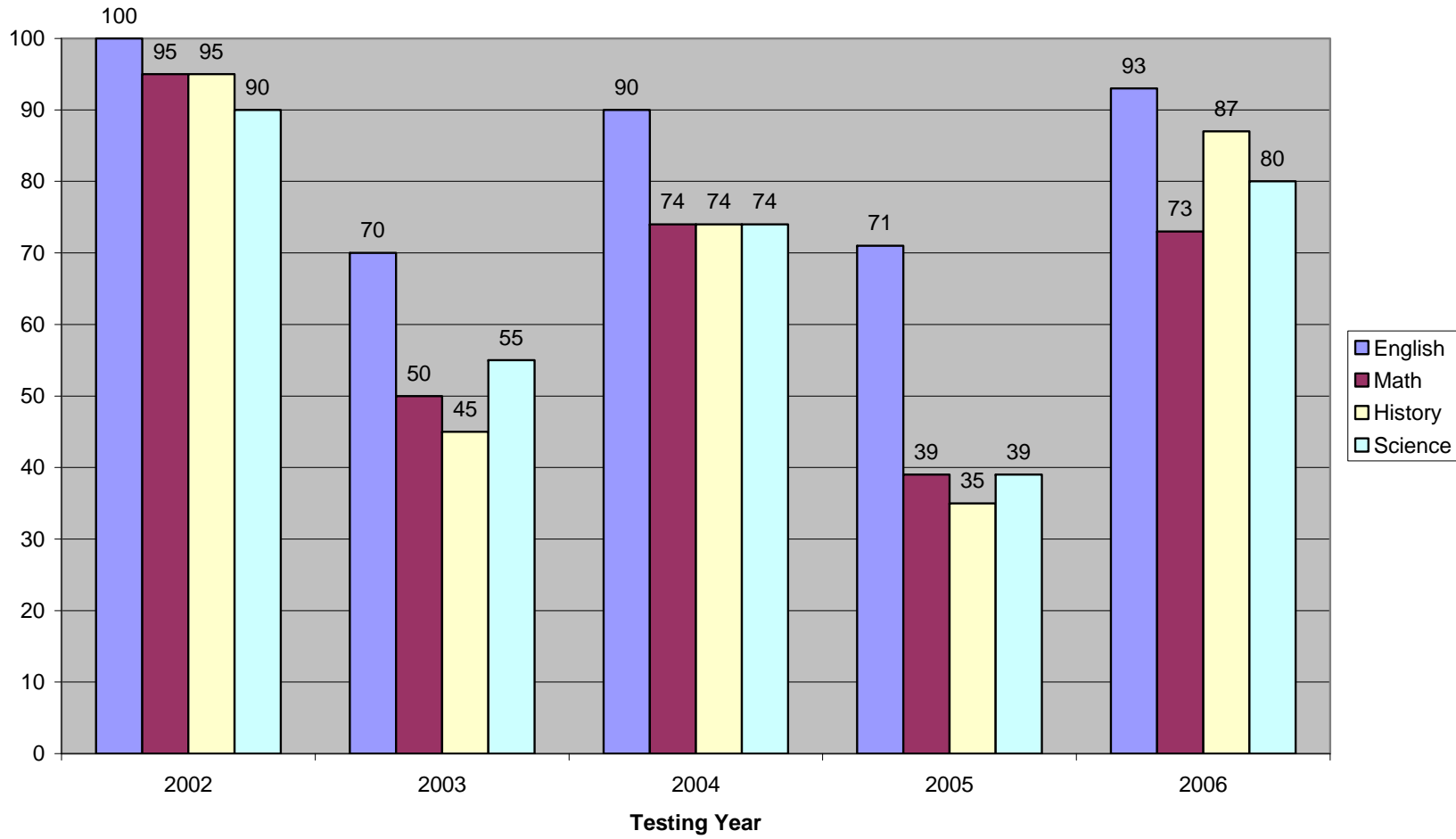
3rd Grade SOL Scores 5 Year Comparison



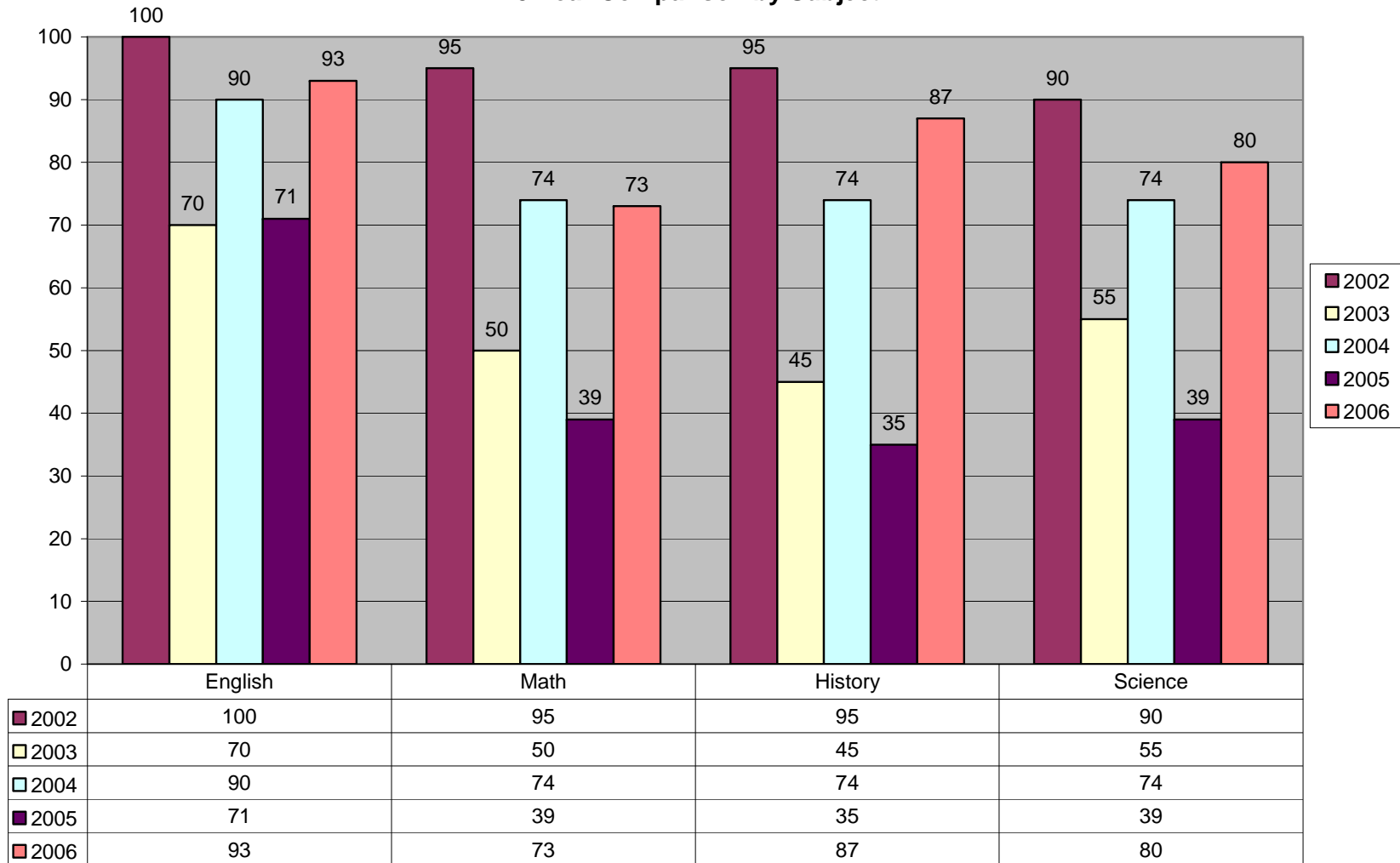
3rd Grade 5 Year Comparison by Subject



5th Grade SOL Results 5 Year Comparison



**5th Grade SOL Results
5 Year Comparison by Subject**



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**Parent Questionnaire Results
Fall of 2006**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Part I. Clear and Focused Mission					
1. The school's main focus seems to be improving student achievement in all areas					
K-2nd	10	12	3		
3rd-5th	10	8			
Both	20	20	3		
2. I am aware of the school's mission and goals for improvement					
K-2nd	12	19	5	1	
3rd-5th	1	4			
Both	13	23	5	1	
3. Improving student achievement is the main concern when the school spends money or makes decisions.					
K-2nd	8	13	4		
3rd-5th	6	9	3		
Both	14	22	7		
4. The faculty and staff seem committed to improving the school.					
K-2nd	14	10	1		
3rd-5th	8	8	1		
Both	22	18	2		
Part II. Positive Learning Environment					
5. The building is clean and well maintained.					
K-2nd	9	14	2		
3rd-5th	5	8	2	3	
Both	14	22	4	3	
6. The building is an attractive and inviting place for learning.					
K-2nd	6	13	5	1	
3rd-5th	3	7	4	4	
Both	9	20	9	5	

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7. Students are orderly, well behaved, and respectful.					
K-2nd	9	12	4		
3rd-5th	7	11			
Both	16	23	4		
8. Discipline procedures are consistent and fair at the school.					
K-2nd	7	12	5		
3rd-5th	4	8	4	1	
Both	11	20	9	1	
9. Discipline procedures are designed to help students learn appropriate behavior.					
K-2nd	7	12	5		
3rd-5th	5	9	4		
Both	12	21	9		
10. Children seem enthusiastic about learning at this school.					
K-2nd	11	10	4		
3rd-5th	5	12	1		
Both	16	22	5		
11. The staff seems enthusiastic about working at this school.					
K-2nd	16	4	5		
3rd-5th	9	8	1		
Both	25	12	6		
12. Children seem proud of going to this school.					
K-2nd	14	9	2		
3rd-5th	8	9	1		
Both	22	18	3		
13. The faculty has an optimistic attitude about how they can help students.					
K-2nd	11	9	4		
3rd-5th	6	12			
Both	17	21	4		

Academic Initiative Project

14. The teachers clearly communicate such things as rules, homework assignments, etc. to the students.					
K-2nd	14	8	3		
3rd-5th	8	9	1		
Both	22	17	4		
15. The welfare of students comes first with the faculty and staff in this school.					
K-2nd	13	7	2	2	
3rd-5th	8	8	1		
Both	21	15	3	2	
Part III. Strong Instructional Leadership					
16. The principal provides strong leadership for improving the school.					
K-2nd	11	9	4		1
3rd-5th	5	10	3		
Both	16	19	7		1
17. The principal is knowledgeable about ways to improve the school.					
K-2nd	10	10	5		
3rd-5th	5	11	2	1	
Both	15	21	7	1	
18. My child's teachers seem to know their subjects and how to teach them.					
K-2nd	20	4	1		
3rd-5th	9	8	1	1	
Both	29	12	2	1	
19. The principal is available to parents to discuss ideas and concerns.					
K-2nd	15	7	3		
3rd-5th	9	9	1		
Both	24	16	4		

Academic Initiative Project

20. When I call or visit the school, the faculty and staff seem efficient and organized.					
K-2nd	13	8	4		
3rd-5th	8	10		1	
Both	21	18	4	1	
21. Acquiring good quality materials for teaching is a priority of the faculty and staff.					
K-2nd	8	14	3		
3rd-5th	6	8	5		
Both	14	22	8		
Part IV. High Expectations for Success					
22. The teachers set high standards for my child's work.					
K-2nd	15	9	1		
3rd-5th	6	11	2		
Both	21	20	3		
23. The faculty and staff act as though they care equally about all students.					
K-2nd	10	12	2		
3rd-5th	7	9	3		
Both	17	21	5		
24. The teachers help my child feel confident that he/she can learn.					
K-2nd	15	6	3	1	
3rd-5th	9	8	1	2	
Both	24	14	4	3	
25. The teachers and principal strive to find solutions to student problems.					
K-2nd	8	12	5		
3rd-5th	6	10	2	1	
Both	14	22	7	1	

Academic Initiative Project

26. My child is kept informed about what they must know to master their subjects.					
K-2nd	10	11	4		
3rd-5th	6	11	2		
Both	16	22	6		
27. The school provides effective programs that help children of all abilities to do well.					
K-2nd	7	12	5		
3rd-5th	6	9	4		
Both	13	21	9		
28. There are many activities and rewards that encourage students to do their best.					
K-2nd	6	15	4		
3rd-5th	4	10	3	2	
Both	10	25	7	2	
29. The teachers are good role models for hard work and high standards.					
K-2nd	15	8	2		
3rd-5th	7	12			
Both	22	20	2		
30. The principal is a good role model for hard work and high standards.					
K-2nd	14	8	3		
3rd-5th	6	11	2		
Both	20	19	5		
Part V. Time and Opportunity to Learn					
31. Parents are made aware of the skills that students must know for each subject and/or grade.					
K-2nd	10	11	4		
3rd-5th	6	10	2	1	
Both	16	21	6	1	

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32. My child has the opportunity to stay after school for additional academic assistance.					
K-2nd	5	8	9	2	
3rd-5th	4	7	7		
Both	9	15	18	2	
33. There are programs in place that are available to my child if he or she struggles academically.					
K-2nd	4	8	10	1	
3rd-5th	4	11	3	1	
Both	8	19	13	2	
34. The school stresses the importance of students mastering basic skills (reading, writing, speaking, and mathematics).					
K-2nd	10	12	2		
3rd-5th	10	8	1		
Both	20	20	3		
35. Very little classroom time is wasted at my child's school.					
K-2nd	7	13	4		
3rd-5th	7	10	2		
Both	14	23	6		
36. The school stresses classroom time should not be interrupted.					
K-2nd	8	15	1		
3rd-5th	8	10	1		
Both	16	25	2		
37. Arrangements are made to give students extra work when they need it.					
K-2nd	5	12	6		1
3rd-5th	8	10	4		
Both	13	22	10		1
38. Teachers seem to teach in ways that my child is able to learn.					
K-2nd	11	10	3		
3rd-5th	7	10	1	1	
Both	18	20	4	1	

Academic Initiative Project

Part VI. Frequent Monitoring					
39. I feel well informed about how my child is doing in class.					
K-2nd	7	15	2		
3rd-5th	6	10	2	1	
Both	13	25	4	1	
40. When my child does poorly on a test, help is provided so that he/she will understand the information before going on to a new lesson.					
K-2nd	5	8	10		
3rd-5th	6	4	6	1	
Both	11	12	16	1	
41. Parents are provided data that indicate the overall effectiveness of the school.					
K-2nd	4	15	4		1
3rd-5th	5	10	2	2	
Both	9	25	6	2	1
42. The current report card gives me enough information on my child's progress.					
K-2nd	7	13	3	1	
3rd-5th	5	11	1	2	
Both	12	24	4	3	
Part VII. Positive Home/School Relations					
43. I feel comfortable volunteering at the school.					
K-2nd	6	13	5		
3rd-5th	8	6	3	1	
Both	14	19	8	1	
44. Parents are encouraged to contact the school when they have a concern.					
K-2nd	13	10	1		
3rd-5th	12	6	1		
Both	25	16	2		

Academic Initiative Project

45. Parents are encouraged to volunteer time to help the school.					
K-2nd	8	12	4		
3rd-5th	7	8	4		
Both	15	20	8		
46. When a problem arises, parents feel that their opinions are important to the faculty and staff.					
K-2nd	7	12	4	1	
3rd-5th	7	8	3		
Both	14	20	7	1	
47. I feel my time is valued when I volunteer at school.					
K-2nd	6	8	9		
3rd-5th	5	8	4		
Both	11	16	13		
48. I would like to volunteer more at this school.					
K-2nd	6	7	10		
3rd-5th	4	7	7		
Both	10	14	17		
49. The school communicates ways that parents can help their child be a better student.					
K-2nd	8	14	2		
3rd-5th	6	12	1		
Both	14	26	3		
50. There is adequate time and opportunity for parent/teacher conferences.					
K-2nd	7	13	2	1	1
3rd-5th	8	10		1	
Both	15	23	2	2	1
51. The school keeps parents well informed of school activities and procedures.					
K-2nd	6	15	2	1	
3rd-5th	5	11	1	2	
Both	11	26	3	3	

Academic Initiative Project

52. There is adequate communication between teachers and parents.					
K-2nd	5	15	4		
3rd-5th	5	12	1	1	
Both	10	27	5	1	
53. The school involves parent representatives in making decisions about the school.					
K-2nd	4	14	5	1	
3rd-5th	6	8	5		
Both	10	22	10	1	
Part VIII. School Satisfaction					
54. Overall, I am satisfied with my child's school.					
K-2nd	14	8	1	1	
3rd-5th	7	10	2		
Both	21	18	3	1	

Part 2: Defining the School's Beliefs and Mission

Newbern Elementary School believes that the whole child is our mission. Each teacher and administrator was involved in the compilation of this task collaborated with each other as well as representatives from the community. Assembling to share our opinions about what we see as the most important issues, we decided the needs of our students reflect what we do. In the end, our mission statement evolved. Our goal is to reach each child.

Focusing on the uniqueness of our small school and the opportunities this presents, we discussed research about the learning processes of diverse populations. Although our school is not ethnically diverse, the level of our students' abilities and achievements, as well as the socioeconomic status of our stakeholders are very diverse. As a faculty, we discussed the importance of future trends and the constant change in the work place. As the faculty expressed our individual expectations and aspirations for the school, we all realized that reaching each child was our purpose.

An assembly of community representatives and parents were given a brief history of Newbern Elementary School and a profile of the most recent achievement data was presented. The future academic expectations of our school were shared with the stakeholders as well. In agreement, the stakeholders held that having "Reach Each Child" as our mission statement was appropriate.

People Involved

Wendy Bentley, Teacher	Amy Brooks, Teacher	Diane Pruitt, Teacher
Mary M. Hughes, Teacher	Jeanie Anderson, Teacher	Charleen Danner, Para Ed.
Teddy Carper, Teacher	LaTrissia Archer, Teacher	Pam Wilson, Teacher
Chad Owen, Teacher	H. E. Malcolm, Principal	Jennifer Wilson, Guidance
Bill Saunders, Custodian	Janet Gregory, Cafeteria	Marie Clary, Parent
Sue Duncan, Parent & PTA President	Dr. Don Clary, Community Leader	Kelly Hall, Parent

Academic Initiative Project

Newbern Elementary School Beliefs

We believe that...

- Academic achievement is our primary focus.
- Each child is a valued individual with unique intellectual, physical, social and emotional needs.
- All children can learn.
- Learning is developmental.
- Appropriate, child-centered planning is crucial in order to meet individual needs.
- Teaching methodology affects student learning
- Life-long learners will emerge if all stakeholders share the responsibility of educating children.
- Patriotic citizens of high character will succeed in a global society.

Newbern Elementary School Mission Statement

The mission of the school is to **“Reach Each Child”**. We recognize each pupil as an individual, worthy of our respect and support. We participate in programs that will advance our students and give them the self-confidence necessary to compete successfully in the academic and business world as well adjusted, competent, inquiring, and progressive citizens.

Part 3: Desired Results for Student Learning

The School Improvement Team worked together to develop a shared vision for student learning that is stated in terms of desired results for student learning and performance indicators.

We began our work by reviewing our beliefs and mission. We also had representatives study current research on the county VCAT (Vertical Curriculum Alignment Teams) Teams that are now in alignment in all curriculum areas. We utilized the NSSE's "Survey of Goals for Student Learning" to help review our community's values and priorities for Newbern Elementary.

The results of the survey did not clearly indicate any goal areas as the respondents seemed to believe that all the areas were of value and were rated as high areas of achievement. While we were pleased to have this level of support from our community, we were not able to use the survey with accuracy.

We also analyzed our current and past test scores, permanent records, and student interests.

Based on our study, we indicated three areas of student learning upon which we will focus.

They are:

- Goal 1: Learning to Learn
- Goal 2: Thinking and Reasoning Skills
- Goal 3: Personal and Social Responsibility

Goal 1: Learning to Learn

- Review of performance assessment of student learning indicates that students use a limited number of approaches to their learning and rarely self-assess their own learning strategies to determine ways they can improve. Students need more exposure to higher level thinking skills, active learning and other critical thinking training.
- Community members and teachers indicate that students often do not personalize their learning or take the needed pride in a quality product. Character education, guidance, and DARE address an increased emphasis on personal commitment to quality and citizenship.
- Technology has been an area of great inequity and Newbern has committed to working diligently to incorporate use of technology across the curriculum. Our students have traditionally scored well on the SOL technology test; however, this test is a measurement of knowledge of computer vocabulary and simple procedures.

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More emphasis is needed on integrating technology as a tool for enhancement of the entire curriculum.

Indicators:

- *Students make a commitment to creating quality work and striving for excellence.*
- *Students demonstrate knowledge in various ways in addition to traditional paper and pencil testing.*
- *Students manage their own learning in the form of time management and organization.*
- *Students discuss and reflect on the best ways to manage their own learning and goals.*

Goal 2: Thinking and Reasoning Skills

- Students must compete in a growing world of exploding amounts of knowledge. Therefore, students must gather and use information effectively on a higher level of thinking skills.
- Staff discussion indicates that students' ability to effectively apply thinking and reasoning skills is below expected levels.
- The curriculum audit found our written curriculum highly lacking in higher level thinking skills and urged a revamping to address more areas of Bloom's taxonomy and encouraged the use of problem solving teaching.

Indicators:

- *Students gather and use information effectively to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions.*
- *Students utilize, evaluate and refine the use of multiple strategies to solve a variety of types of problems.*
- *Students generate new and creative ideas by taking considered risks in a variety of contexts.*

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Goal 3: Personal and Social Responsibility

- Newbern students are expected to be good citizens in addition to learning academics. State mandates call for a character education program to address those concepts outside the realm of tested standards of learning.
- Teachers indicate that students who are taught and expected to demonstrate personal and social responsibility also become better learners within the classroom.
- The community participates and values the development of emotional as well as academic achievement within the school.
- Safety for all students is a primary goal for Newbern.

Indicators:

- *Students can both explain and act upon the principles of character in their environment.*
- *Students recognize and value character in adults and peers.*
- *Students have the knowledge of how to access school personnel for help in the area of personal and social responsibility.*
- *Students indicate an atmosphere of safety on surveys done yearly.*

Part 4: Instructional and Organizational Effectiveness

The School Improvement Team determined that a survey would be a good place to start to analyze Newbern's Instructional and Organizational Survey. Staff filled out the survey and the results are on the following pages. Additionally, each staff member was asked to evaluate the areas of highest need in this area. Their comments follow the charts of in the survey results.

Based on ongoing dialogue and the results of the survey, the prevailing opinion indicates that all areas of instructional and organizational effectiveness are operational and within acceptable limits. The areas of highest rating were in the area of Curriculum and Instructional Design, both of which have been targeted at Newbern Elementary School and at the division level for emphasis.

The lowest area was in community building. Its average score was 3.50. This area is being addressed at Newbern and will continue to be addressed as we expand our volunteer program and work with the community to make them higher stakeholders in the education of Newbern Elementary School's children.

All areas addressed by this survey are of great importance to all members of the Newbern Elementary School educational community. Ongoing dialogue and future surveys are planned to increase the level of implementation in each area.

Please see the charts and narrative for additional information.

Survey Comments

The survey reads, "Based on your review and analysis of your school's instructional and organizational strategies, what would be the most appropriate target goals for the building and strengthening the capacity of the school's instructional practices and organizational conditions to support students' achievement of the desired results for their learning?" The comments are as follows:

- Examine and employ use of alternative methods of testing versus paper/pencil.
- Emphasize student self control in the classroom, hallway, restroom, or multipurpose room.
- Implement and expand volunteer program.
- Emphasize character development: evidence should be seen in day to day behaviors or students.
- Employ hands-on learning at all grade levels.
- Use assessment tools that are appropriate and clearly illustrate student performance and achievement

Academic Initiative Project

- Continue to have on-going assessments to enable us to provide the best instruction for the child
- Continue on current path with regard to the development of instructional practices and organizational conditions and all of the target goals will be met.
- Continue effort being put forth by the principal and the faculty to produce the desired results.
- Emphasize teacher as well as student responsibility.
- Implement citizenship.
- Expect quality work.
- Respect learning differences.
- Examine county policies for quality testing in lieu of quantity testing.
- Encourage students and parents to take more responsibility for learning.

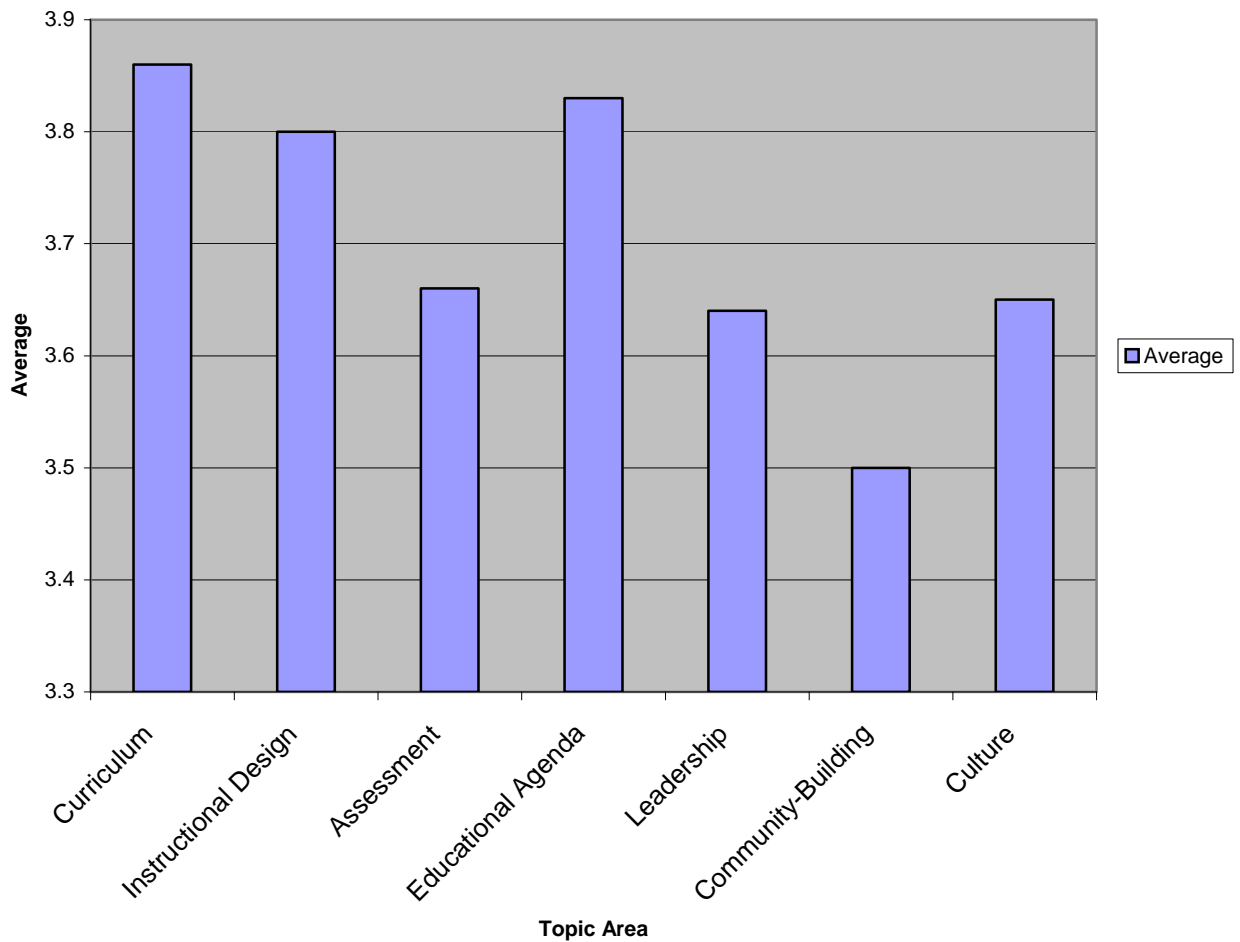
The following survey is the instrument used to poll the faculty and staff at Newbern Elementary School. The respondents answered each statement with a number 0-4. 0 represents no evidence of the indicators of quality, 1 represents a low level of development and implementation, 2 represents some evidence of progress but not fully operational, 3 represents fully functioning and operational, and 4 represents an exemplary level. The 24 questions are placed into seven categories.

Category/Statement	Average Score
Curriculum	3.86
Develops quality curriculum	3.90
Ensures effective implementation and articulation of the curriculum	3.90
Evaluates and renews the curriculum.	3.80
Instructional Design	3.80
Aligns instruction with the goals and expectations of student learning	3.90
Employs data driven instructional decision making	3.70
Actively engages students in their learning	3.80
Expands instructional support for student learning	3.80
Assessment	3.66
Clearly defines the expectations for student learning	3.90
Establishes the purpose of assessments	3.80
Selects the appropriate method of assessment	3.60
Collect a comprehensive and representative sample of student achievement	3.40
Develops fair assessments and avoids bias and distortion	3.60
Educational Agenda: Vision, Beliefs, Mission, and Goals	3.83
Facilitates a collaborative process in developing a shared vision	3.80
Develops a shared vision, beliefs, and mission	3.90
Defines measurable goals focused on student learning	3.80
Leadership for School Improvement	3.64
Promotes quality instruction by fostering an academic climate	3.80
Develops school wide plans for improvement	3.50
Employs effective decision making	3.60

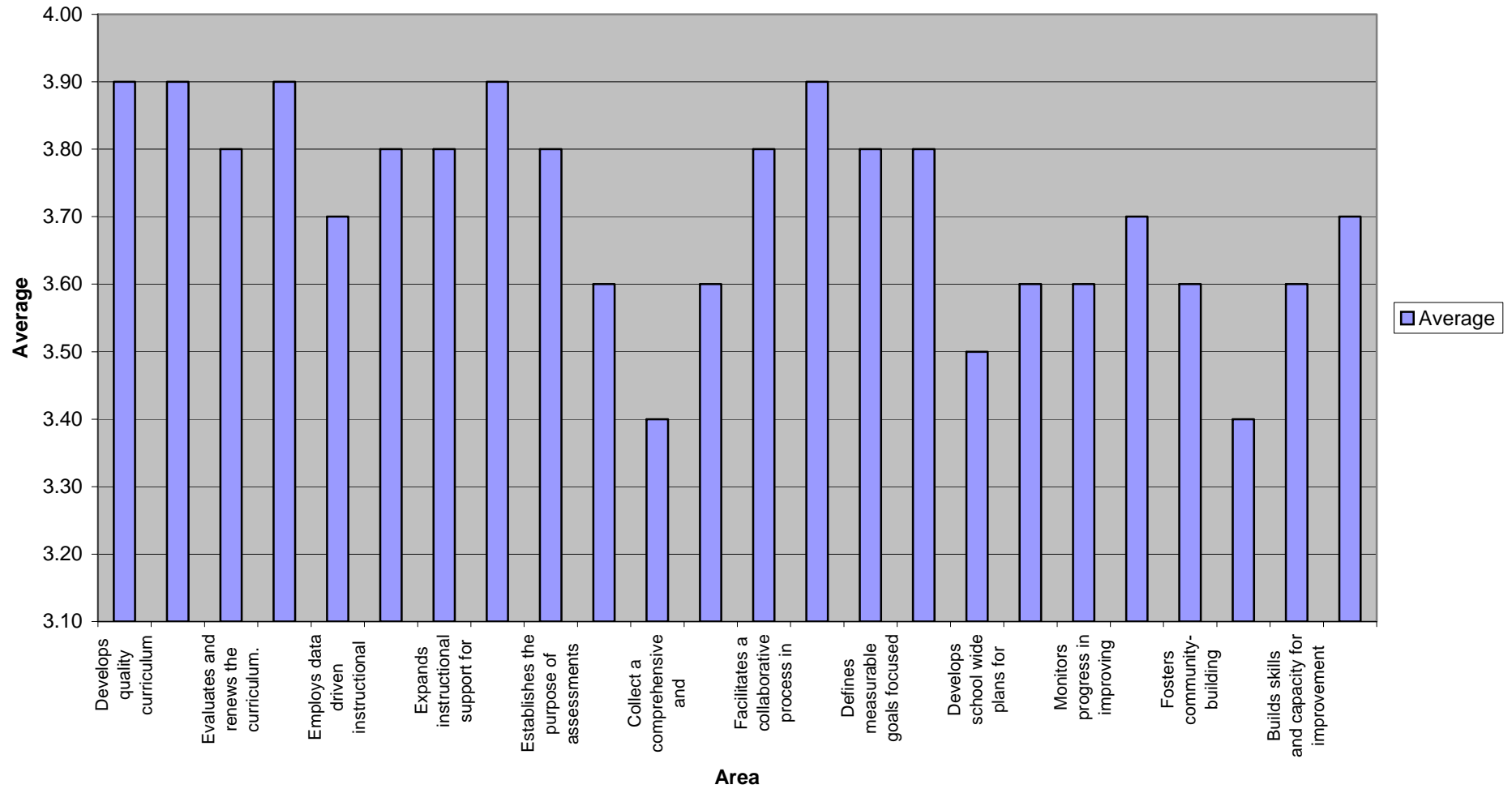
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Monitors progress in improving student achievement and instructional effectiveness	3.60
Provides skillful stewardship	3.70
Community-Building	3.50
Fosters community-building conditions within the school	3.60
Extends the school community through collaborative networks and improvement	3.40
Culture of Continuous Improvement and Learning	3.65
Builds skills and capacity for improvement through comprehensive and ongoing professional development	3.60
Creates the conditions that support productive change	3.70

Instructional and Organization Effectiveness Analysis
2006



Instructional and Organizational Effectiveness Analysis by Question 2006



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Section 5: School Action Plan

The faculty and staff at Newbern Elementary School analyzed the needs of our school and brainstormed goals that would allow us, as an organization, achieve excellence in education. Division guidelines required each school to have goals in each of the four core areas for third grade and fifth grade, plus goals in reading and math for fourth grade. We also had goals relating to school safety, technology, special education, library, physical education, and character education. Under these guidelines, the initial plan consisted of 25 goals. Our peer facilitator recommended that the goals be trimmed down to no more than six manageable goals.

Many of the initial goals were not measurable, nor were they within the control of the school. Some of the strategies listed were requirements from local, state, or national sources. As a team and on the advice from our peer facilitator, the School Improvement Team decided that we should choose a smaller number of goals to focus on that were within our control. The former goals are included in the index of this document.

We combined several specific goals into three workable goals that support the needs of our school. These goals were identified by surveys, comments, and suggestions given to us by parents, teachers, students, and community members.

The Site Council was kept informed of the progress of the goals and final approval sought from them. Several business and community leaders, as well as the faculty, staff, and students of Newbern Elementary completed an opinion survey that had questions concerning each of the five proposed goals from the School Improvement Team. The survey asked the following questions:

1. Academic success should be the focus of the school.
2. An environment conducive to learning is imperative.
3. A positive learning environment is important for quality learning to take place.
4. Parental involvement is critical to the success of our students.
5. Volunteers are a valuable and effective part of this school.

Each respondent chose a level of acceptance for each statement ranging from 0-3, 0 meaning there is no opinion, and 3 they fully accept the statement. Out of 37 returned surveys, the acceptance rating for each question was 2.5, 2.6, 2.4, 2.4, and 2.6 respectively. Two of the goals listed on the survey were combined making three goals. These results represent a very high acceptance rating for each of our three goals.

The following goals and strategies reflect the combined efforts from all stakeholders. The faculty, staff, parents, students, and community members completed an opinion survey. Each group supports the focus of the goals.

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Academic Initiative Project

ACTION PLAN FOR NEWBERN ELEMENTARY
A Description of How the School Will Meet the Provisional Accreditation Benchmarks
Or the Requirements to be Fully Accredited
(8 VAC 20-131-310.G.1)

Goal Statement: By the end of the 2007-2008 school year, 75% of all third, fourth, and fifth grade students will have passed the Language Arts SOL tests.

Objective: By the end of this year there will be an increase in the number of students scoring in the Pass Advanced range by 2%

Types of Assessments		Frequency of Measures and Data Collection				Evidence/Data to be Collected	
<u>Teacher Made Tests</u>		<u>Every 4.5 Weeks</u>				<u>Pretests, Post Tests & Test Scores After Re-teaching</u>	
<u>Nine Week Tests</u>		<u>Quarterly</u>				<u>Nine Week Tests and Scores</u>	
<u>SOL Tests</u>		<u>Once A Year</u>				<u>SOL Test Scores</u>	
Strategy	SOA/NCLB 8 VAC 20- 131-310 Code (place x by all that apply)	Projected Time Frame	Person(s) Responsible	Financial Resources Needed(estimate amount & cite potential sources) G. 9	Other Resources Needed	Evidence of Implementation of the Strategy	October 1 Status (if not implemented according to projected time, provide explanation)
Continue Silent Sustained reading into each classroom schedule	G4	Begin Aug. 2005 Monitored every 4.5 wks	K-5 Classroom Teachers	None.	Classroom Schedule	Documentation in Teachers' Daily schedule & Classroom observations Met state benchmark by passing SOL test	
Continue to implement incentive program for Accelerated Reader program	G9	Implement Sept. 2005 Monitor every semester	Principal, K-5 Teachers, Librarian, PTA	\$100/year	None	Program Description, list of awards given in assembly Met state benchmark by passing SOL test	
Increase time on task	G5	Begin Aug. 2005, monitor every 4.5 wks.	K-5 Classroom Teachers	None	Uninterrupted Time	Observation/Evaluation	

Academic Initiative Project

Continue tests that are formatted like SOL tests	G5	2005 – 06 School Yr. monitor every 4.5 wks.	Gr. 3-5 Classroom Teachers	None	None	Teacher made tests, 9wk tests & SOL tests	
Develop qualification criteria for at-risk students for reading resource support	G4	Monitor every 9wks	Principal, Reading Resource teacher	None	Time	Rubric for students recommended for support	
Faculty study groups, analyze available data to determine trends, strengths & weaknesses	G6	Monitor every 9wk	Gr.2-5 Classroom Teachers	\$150/yr.	Books/materials & Time	Receipt for materials, summaries of research on file	
Provide after school remediation for at-risk third, fourth, & fifth grade students	G4 G9 G5	2days/wk for 1hr.	Gr. 3,4,5 Classroom Teachers	\$1500/year	Teachers interested in teaching program	Time sheets for teachers & list of enrolled students in program	
Utilize Sped. services for faculty and staff	G6	Once a wk.	Sped. Teacher	None	Time	Documentation of Child Study minutes	
Provide Reg. Ed. Teachers with staff development for special needs learners in Lang. Arts & behavior	G6	Once every month	SpEd teacher, Gr. K-5 Teachers	\$400 school money, CIA Dept. monies	Time	Employee leave requests, Invoices, Staff Develop logs	
Hold parent/teacher conf. in school & on phone.	G7	Once every semester	Gr. K-5 teachers	None	Time	Sign-up sheets and phone logs	

ACTION PLAN FOR NEWBERN ELEMENTARY
A Description of How the School Will Meet the Provisional Accreditation Benchmarks
Or the Requirements to be fully accredited
(8 VAC 20-131-310.G.1)

Goal Statement: By the end of the 2007-2008 school year, 75% of all third, fourth and fifth grade students will have passed the math SOL test.

Objective: Students in grades 3, 4 & 5 will increase achievement in the areas of problem solving and estimation by the end of the academic year.

Types of Assessments		Frequency of Measures and Data collection				Evidence/Data to be Collected	
Teacher Made Tests		Every 4.5 Weeks				Pretests, Posttests & Test Scores After Reteaching	
Nine Weeks Tests		Quarterly				Nine Weeks Test Scores	
SOL Tests		Yearly				SOL Test Scores	
Strategy	SOA/NCLB 8 VAC 20-131-310 Code	Projected Time Frame	Person(s) Responsible	Financial Resources (estimate amount (G9))	Other Resources Needed	Evidence of Implementation of Strategy	Oct. 1 Status (if not implemented according to projected time, provide explanation)
Organize & use classroom materials such as: <ul style="list-style-type: none"> • Pulaski Co. pre & post test • County curriculum map • Test-ready math • STAR math • Accelerated Reader • SOL Blueprints 	G4 G5	Every 4.5 wks.	Gr. 3,4 &5 Classroom teacher, LD Resource teacher, Paraprofessionals	\$200	County curriculum guide, SOL Blueprints, Math text, Test Ready Math, Accelerated Math Available manipulative	Lesson Plans Grade books, Student work Assessments Va. SOL 's	
Attend workshops/conferences to enhance teaching	G6	One every 2 months	Gr. 3, 4 & 5 teacher, Reading Resource teacher, LD teacher	\$500	None	Increase in math scores & SOL assessments, certificates earned	

Academic Initiative Project

Hold parent/teacher conf. in school & on phone.	G7	One at 2 nd 9wks & one at 3 rd 9wks grading period	Gr. K-5 teacher, Reading Resource teacher, LD teacher	None	None	Parent sign-up sheets & teacher phone logs	
Use hands-on and visual Materials: <ul style="list-style-type: none"> • Manipulative • Visual aids 	G4 G5	Every day	Gr. K-5 teachers, LD Resource teacher, Paraprofessionals	None	Manipulative, Visual aids	Teacher observation of students performance	
Develop & implement an after school tutoring program: <ul style="list-style-type: none"> • Adventure Zone • After school remediation 	G9	2 days per wk.	Gr. 3,4 & 5 Teachers	\$1500	SOL Coach, teacher made assignments, SOL released items	Increase in daily & test scores	

Academic Initiative Project

ACTION PLAN FOR NEWBERN ELEMENTARY
A Description of How the School Will Meet the Provisional Accreditation Benchmarks
Or the Requirements to be Fully Accredited
(8 VAC 20-131-310.G.1)

Goal Statement: By the end of the 2008-2009 school year all third and fifth grade students will increase achievement in Social Studies.

Objective: Third and fifth grade students will increase the social studies SOL test average to the benchmark of 70% by the end of the 2006-2007 school year.

Types of Assessments	Frequency of Measures and Data collection	Evidence/Data to be Collected
<u>Teacher Made Tests</u>	<u>Every 4.5 Weeks</u>	<u>Pretests, Posttests, Test Scores After Reteaching</u>
<u>Nine Weeks Tests</u>	<u>Quarterly</u>	<u>Nine Weeks Test Scores</u>
<u>SOL Tests</u>	<u>Yearly</u>	<u>SOL Test Scores</u>

Strategy	SOA/NCLB 8 VAC 20- 131-310 Code	Projected Time Frame	Person(s) Responsible	Financial Resources (estimate amount (G9))	Other Resources Needed	Evidence of Implementation of Strategy	Oct. 1 Status (if not implemented according to projected time, provide explanation)
Multi-sensory Teaching Strategies <ul style="list-style-type: none"> • Graphic Organizers • Interactive notebooks • Projects & Activities • Songs & Motion 	G4, G5	Every 9wks.	Gr. 3-5 Classroom teacher, Reading resource teacher, Sped. Teacher, Para-educators, parents	Classroom Budget	Materials, time	Daily work samples, grades, student notebook, and completed projects	
Home-School Connection <ul style="list-style-type: none"> • History Project • Study guides • Student Parent Created Games • Posters, Projects, & Written Reports • Daily Planners • Teacher WebPages 	G4, G5, G7	Every 9wks.	Gr. 3-5 Teachers, Students, & Parents	Classroom budget, Parent support	Materials Time	Completed Projects, Grades, web Pages, & Signed Planners	

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<p>Integrating Technology</p> <ul style="list-style-type: none"> • United Streaming • Internet Research • Power Point 	G4, G5	Once a week	Gr. 3-5 Classroom teacher, Reading resource teacher, Sped. Teacher, Para-educators, parents	Classroom Budget	Time, Internet Connection, United Streaming Subscription Computer access	Lesson Plans, Grades, Completed Presentations	
IEP/504 Accommodations	G5	Followed every day	Gr. 3-5 teachers, SpEd Teacher	Mandated Federal Funds & School Budget	Time & Materials	Lesson Plans, IEP Progress Report, & Grades,	
Staff Development	G9	2 per year	Gr. 3-5 Teachers	Budget	Time & or substitute Teachers	Certificate of completion, sign-in sheets	
After School Remediation	G9	2 days per week.	Gr. 3-5 Teachers	\$1,500 a year	Materials, Parental Consent, Busses	Increased Student Performance	

ACTION PLAN FOR NEWBERN ELEMENTARY
A Description of How the School Will Meet the Provisional Accreditation Benchmarks
Or the Requirements to be Fully Accredited
(8 VAC 20-131-310.G.1)

GOAL STATEMENT: By the end of the 2008-2009 school year 85% of all third and fifth grade students will have passed the Science SOL test.

OBJECTIVE: By the end of the 2005-2006 school year 70% of all third and fifth grade students will score at or above the benchmark set on the Science SOL test.

Types of Assessments		Frequency of Measures and Data Collection				Evidence/Data to be Collected	
<u>Teacher Made Tests</u>		<u>Every 4.5 Weeks</u>				<u>Pre & Post Tests, Test Scores After reteaching weak areas</u>	
<u>Nine Weeks Tests</u>		<u>Quarterly</u>				<u>Nine Week Test Scores</u>	
<u>SOL Tests</u>		<u>Yearly</u>				<u>SOL Test Scores</u>	
Strategy	SOA/NCLB 8 VAC 20- 131-310 Code	Projected Time Frame	Person(s) Responsible	Financial Resources (estimate amount (G9))	Other Resources Needed	Evidence of Implementation of Strategy	Oct. 1 Status (if not implemented according to projected time, provide explanation)
Multi-sensory Teaching Strategies <ul style="list-style-type: none"> • Graphic Organizers • Interactive notebooks • Projects & Activities • Songs & Motion 	G4, G5	Once a wk. for organizers and notebooks & quarterly for projects	Gr.3,4,&5 Classroom teacher, Reading resource teacher, Sped. Teacher, Para-educators, parents	Classroom Budget	Materials, time	Daily work samples, grades, student notebook, and completed projects	
Home-School Connection <ul style="list-style-type: none"> • Science Project • Study guides 	G4, G5, G7	Every 4.5 weeks.	Gr. 3-5 Teachers,	Classroom budget,	Materials Time	Completed Projects,	

Academic Initiative Project

<ul style="list-style-type: none"> • Student Parent Created Games • Posters, Projects, & Written Reports • Daily Planners • Teacher Web Pages 			Students, & Parents	Parent support		Grades, web Pages, & Signed Planners	
Integrating Technology <ul style="list-style-type: none"> • United Streaming • Internet Research • Power Point 	G4, G5	Every 2wks.	Gr. 3-5 Classroom teacher, Reading resource teacher, Sped. Teacher, Para-educators, parents	Budget	Time, Internet Connection, United Streaming Subscription Computer access	Lesson Plans, Grades, Completed Presentations	
IEP/504 Accommodations	G5	Yearly	Gr. 3-5 Classroom teachers, Sped Teacher	Mandated Federal Funds & School Budget	Time & Materials	Lesson Plans, IEP Progress Report, & Grades,	
Staff Development	G9	2 per yr.	Gr. K-5 Teachers	Budget	Time & or substitute Teachers	Certificate of completion, sign-in sheets	
After School Remediation	G9	2 days/wk.	Gr. 3-5 Teachers	\$1,500 a year	Materials, Parental Consent, Buses	Increase Student Performance	

Academic Initiative Project

ACTION PLAN FOR NEWBERN ELEMENTARY
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Or the Requirements to be Fully Accredited
(8 VAC 20-131-310.G.1)

Goal Statement: By the end of the 2006-2007 school year an environment that is conducive to learning will have been created.

Objective: We will demonstrate a commitment to protect instructional time

<u>Types of Assessments</u>		<u>Frequency of Measures and Data Collection</u>			<u>Evidence/Data to be Collected</u>		
<ul style="list-style-type: none"> The school is organized and aligned for success School translates high expectations for student learning into policies and practices Teachers are offered assistance to improve and expand their instructional strategies 		Teacher and student survey each year to see a need for change			<ul style="list-style-type: none"> Decrease number of Ds, Fs, and Ns on quarterly reports Increase student achievement as measured by SOLs, STAR Reader and Math Increase average daily membership 		
Strategy	SOA/NCLB 8 VAC 20-131-310 Code	Projected Time Frame	Person(s) Responsible	Financial Resources (estimate amount (G9))	Other Resources Needed	Evidence of Implementation of Strategy	Oct. 1 Status (if not implemented according to projected time, provide explanation)
Reduce number of interruptions from telephone calls in classrooms during instructional time	G5	Daily	Office Manager & Principal	None	None	Fewer interruptions reported	
Maintain order during travel time in common areas of school	G5	Daily	Gr. K-5 Teacher, Principal	None	None	Observation by teachers and principal	

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Assign "Incomplete" grade for students that have not completed requirements for quarter reports	G5	Quarterly	Gr. 3-5 Teacher	None	None	Progress reports	
Homework and grading policies are clearly articulated to parents and students	G7	Every 4.5 wks.	Gr. K-5 Teacher, Principal	None	Handbook	Handbook containing policies, teacher grading policies	
Classroom discipline procedures demonstrate importance of instructional time	G7	Daily	Gr. K-5 Teacher	None	None	Individual discipline plans from teachers	
Bulletin boards in common areas of school are of an academic focus	G7, G9	Monthly	Gr. K-5 Teachers & Itinerants	\$75	Materials for bulletin board (\$75/year)	Bulletin boards displayed in common areas, pictures	
Conduct school wide student recognition assemblies for academics, attendance, and character on a semester basis	G5, G9	One per semester	Principal, PTA Executive Board	\$75	Certificates, prizes, and incentives (\$75/year)	Programs from assemblies	
Faculty member attend in-service on teaching strategies for improving SOL tests scores	G6, G9	Two per semester	Gr. 3-5 Teacher	\$500	Staff development money, travel costs	Attendance at conference/in-service	

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ACTION PLAN FOR NEWBERN ELEMENTARY
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Or the Requirements to be Fully Accredited
(8 VAC 20-131-310.G.1)

Goal Statement: By the end of the 2006-2007 school year there will be an increase in community and parental involvement

Objective: Parents and community members will become a more integral part of the school through attendance and increased business partners.

<u><i>Types of Assessments</i></u>		<u><i>Frequency of Measures and Data Collection</i></u>			<u><i>Evidence/Data to be Collected</i></u>		
<ul style="list-style-type: none"> • Increased student achievement • Better home/school communication • Better attendance rates at school sponsored events • Increased business involvement 		Parent Questionnaire every 3 years to indicate a need to increase involvement with parents and community			Parents and community members will become a more integral part of the school as measured by attendance rates, increased achievement, and more business partners		
Strategy	SOA/NCLB 8 VAC 20-131-310 Code	Projected Time Frame	Person(s) Responsible	Financial Resources (estimate amount (G9))	Other Resources Needed	Evidence of Implementation of Strategy	Oct. 1 Status (if not implemented according to projected time, provide explanation)
Create and distribute list of "Parental Responsibilities" in student handbook	G7	Yearly	Principal, Office Manager	\$20	Handbook, paper, photocopier	Signed and returned form	
Conduct home contact of each student throughout academic school year	G5, G7	Quarterly	Gr. K-5 teachers	None	Planning time for phone calls	Documentation of home visit, Phone Log	

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Require papers and other school communication returned within two days of it going home	G5, G7	Monthly	Gr. K -5 Teachers, & parent	None	Access to internet (e-mail), telephone, U.S. mail (postage)	Teacher record keeping and documentation, checklists, returned e-mails	
Implement PASS program for parents and other care givers	G4, G9	Monthly	Principal	\$200/yr	None	Attendance rosters, completion certificates	
Communicate data from tests and school information through monthly newsletter and mailings	G4,G5,G7	Monthly	Principal, & Gr. K-5 teachers	None	Paper costs, postage	Copy of reports to parents	
Seek business partners to sponsor school/student programs	G5	Monthly	Principal	None	Time	Business contacts	

The collection of evidence for each goal will be organized in file boxes. Teachers are asked to maintain appropriate records and file the required documentation on a regular schedule. The goals and strategies will be reviewed by the faculty, staff, and parents for their effectiveness and relativity in our current educational system. This review will be on an annual basis and documented on the form on the following page. Reviews will be shared with all stakeholders.

Each faculty and staff member will have a working copy of this AIP and will be able to determine what type of evidence will be needed in order for the school to measure the effectiveness of the action plan.

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