

**DEPARTMENT OF SCHOOL ADMINISTRATION**

**PCI  
FORM 4-1**

Due annually October 31st to the Department of School Administration and a copy to the Department of Curriculum & Instruction



**Plan for Continuous Improvement**

SCHOOL: **Cooke Elementary School**

DATE: **October 31, 2007**

SCHOOL MISSION STATEMENT In Cooperation with family and community, we will prepare individuals for life by developing excellence in education, appropriate interpersonal skills, and positive responsible behavior in a safe environment.

- SACS
- SOA
- HSTW
- TITLE I
- OTHER GRANT
- Other \_\_\_\_\_

**Virginia SOA Requirements**

1. Student Achievement
2. Student / staff Attendance
3. Drop-out Rate
4. Staff Development

**Virginia Beach City Public Schools values** Youth, Commitment, Compassion, Integrity, Positivity, Respect, Wisdom, and Work Ethic.

**VBCPS Goals for 2001 – 2007  
Framework for the Future of Schools**



Expanded Instructional Opportunities Through Data-Driven Curriculum



Effective, Efficient Use of Resources to Create Quality Educational Opportunities



Quality Work Force: Trained and Accountable for Performance



Recognition of Our Diversity – Respect for All People



Safe Schools and Effective, Well-Disciplined Environment



Technology Integrated Into Our Curriculum and Instruction



Meaningful Involvement of Community, Parents, and Partners

**PLAN**

**Demographic Overview (Attach School Report Card and School Profile Sheet)**

Cooke Elementary School welcomes a population of 520 students. We have a very diverse population with some students residing in multi million dollar homes in the affluent neighborhood of Croatan and about 15% of our population is homeless. The Cooke School community is made up of Croatan, Shadowlawn, Old Beach, Colony Trailer Park, and Ocean Front Hotels. We have a large walking zone with over 78 students walking to and from school each day.

Cooke Elementary offers a variety of special education programs. We have two sections of pre-school handicap. There are nine students enrolled at this time. We offer a pre-school speech program that has 8 students to date. We offer a full inclusion program in fourth and fifth grades. We also offer self contained cross categorical classified classes and cross categorical resource classes to best meet our students' needs. We have 62 students enrolled in resource and inclusion programs and 18 students enrolled in our self contained program. We also offer speech services for grades 1 – 5.

Approximately 46% of our students qualify for free and reduced lunch. The percentage qualifies Cooke as a Schoolwide Title I school. We offer a full day kindergarten program to all students that provides remediation for students that need the additional reinforcement and it offers enrichment for those students that are having no trouble mastering the kindergarten curriculum and need the extra challenge. The Reading Recovery Program is a strong reading program that focuses on fundamental reading skills and is provided to students in the first grade that are reading below grade level. The Title I Resource Program provides additional assistance in Language Arts in grades 3 – 5. We have one Reading Resource Teacher that serves 2<sup>nd</sup> and 4<sup>th</sup> grades. We also offer the Math Coach model that works with teachers and students in grades K – 5 in developing a strong math program.

There are several unique programs found at Cooke. We offer the Anchor Club, an after-school homework assistance program for approximately 30 students that live in the motels. The program runs from November to April, two afternoons a week, Tuesday and Thursday. The students from W. T. Cooke Elementary School that are living in hotels in the off season are selected to be in Anchor Club. The program includes homework assistance from the teachers, snack, recreation, and

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transportation to their “home”. The name Anchor was given to the club for “anchoring academics” because the children have moved around a great deal in their lives and have attended many schools. Anchor Club originated from Project HOPE/Homeless Education Program of Virginia Beach City Public Schools. The programs school social worker, B. J. McGrath developed and initiated the program and it was originally funded through McKinney-Vento funds through the Homeless Education Program. The tutors are now funded through Title I funds set aside that are for homeless children. We also offer the CBC – After School Program that is a homework and project help based club. It provides one on one tutors two days a week, Monday and Wednesday. The United Methodist Church provides most of the manpower for this project. It runs very much like the Anchor Club. The Kids Club is another opportunity for homework help. This program is provided one day a week and is provided through the Judeo-Christian Outreach Center. This program targets students living in the trailer community. We are in our second year of offering Girls On The Run (GOTR). The program addresses character development and physical fitness. Students develop positive peer interactions, improved body image and enhanced self respect. The participants follow structured lessons for a period of twelve weeks, meeting twice each week for one hour. At least two trained coaches are present at each meeting. We offer a variety of clubs after school such as art, football, flower arranging, knitting, etc. We also provide the Listening Ears program through the SPCA. This program allows hesitant readers to read to animals. Students love this. Students and staff are recognized monthly for perfect attendance. We recognize students for Seahawk Excellence, which means the child receives double “O’s” (O in citizenships and work habits). We also recognize Honor Roll and Principal’s List. We provide a field day for all students. All students receive a participation ribbon.

After-school tutoring for academic and social growth, and transportation may require Title One resources and funding. Cooke’s after-school tutoring program currently utilizes state funds and provides tutoring assistance for students in grades three, four and five in LA and math.

The PALS program will continue to serve kindergarten students demonstrating a need for additional instruction in phonemic awareness. PALS assesses a child’s phonological awareness, specifically rhyme and beginning sounds.

Parental involvement opportunities will be conducted to assist in the development of academic and social skills in the home environment. Open House and Information Nights will introduce parents to the variety of programs available to Cooke students. Literacy and Math Nights will introduce parents to strategies and activities that will promote student academic success. Personnel, materials, and refreshments will be funded. Parents/PTA newsletters will also be provided to the parental community. Minutes and agendas for our School Planning Council meetings will be posted on our Web Site. We offer My School Mail to parents so they can receive important notices whenever needed. Teachers offer Web Pages and e-mail addresses. Communication is important and we want to make it easy for our parents to stay in frequent communication.

**Review and Analysis of Results**

School: Cooke Elementary

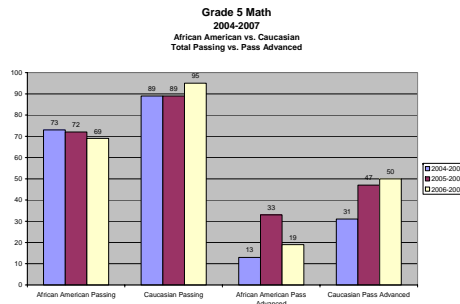
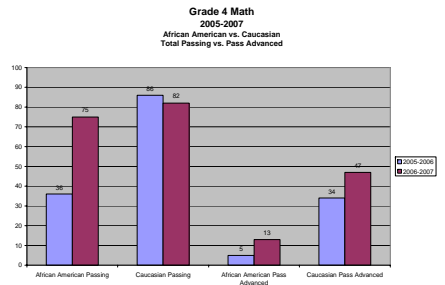
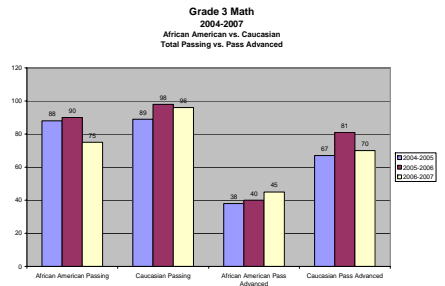
DATE: Oct. 31, 2007

**Review**

(Objective data, qualitative indicators, trends and comparisons)

**Analysis**

(Identify gaps and list priorities)



The overall passing rate for third grade dropped 6.9% this past spring, while fourth grade surpassed the previous year's score by 11.4% and fifth grade made a gain of 5.1%.

Over the past 3 years, we have seen the scores in math for African American students fluctuate. During this time, 3rd grade scores dropped 14% while 5<sup>th</sup> grade scores dropped 4%. In 4<sup>th</sup> grade we have seen an increase of 37% in the passing rate for African Americans students in math over the past two years. These scores still trail the pass rate of the Caucasian students. In 3<sup>rd</sup> grade there is a 21% gap, 7% in 4<sup>th</sup> grade, and a 26% gap in 5<sup>th</sup> grade.

Our students that receive special education services continue to struggle in math. This is evident in our math SOL scores. Through disaggregation of the data, we found that our students receiving self-contained special education had the lowest scores. In fifth grade, 40% of the self-contained students passed the math SOL; in 4<sup>th</sup> grade, 0% of the self-contained students pass the math SOL, while in 3<sup>rd</sup> grade we had 29% pass.

Although we have seen an increase in the pass advanced rate in the area of math for our African American students over the past three years, there is still a tremendous gap between the number of Caucasian students and African American students that score in this pass advanced range. In 3<sup>rd</sup> grade, there is a 25% gap, in 4<sup>th</sup> grade there is a 34% gap, and in 5<sup>th</sup> grade, there is a 31% gap.

When reviewing the overall scores for the individual math strands, there does not appear to be any one area in dire need of improvement on the regular Math SOL. The lowest score for both 3<sup>rd</sup> (92%) and 4<sup>th</sup> (83%) grades was in the area of Computation and Estimation, while the lowest score for 5<sup>th</sup> grade (81%) was in the Geometry and Measurement strand. However, the results from the Plain English Math SOL showed a significant deficit in all strands. The scores ranged from 42% in Geometry and Measurement to 83% in Computation and Estimation for our 3<sup>rd</sup> grade, from 30% in Computation and Estimation to 70% in Probability and Statistics for our 4<sup>th</sup> grade, and from 39% in Patterns, Functions, and Algebra to 77% in Computation and Estimation for our fifth grade.

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**PLAN**

*VBCPS Plan for Continuous Improvement*

**Measurable Objectives**

School: Cooke Elementary

DATE: Oct 31, 2007

Measurable Objectives	Areas of Focus	Performance Measures	Assigned Point Person or Action Team
<p>Increase the African American passing rate in Grades 3, 4, and 5 to 80% on the Math SOL assessment.</p>	<p>Close the achievement gap between the African American and Caucasian students in the area of math without reducing the Caucasian passing rate.</p> <p>Increase the number of students receiving Special Education services who pass the SOL math section.</p> <p>Increase the number of African American students who earn pass advanced status on the SOL math test.</p>	<p>Number of African American students who pass the math SOL in grades 3, 4, and 5.</p> <p>Number of students receiving Special Education services who pass the math SOL.</p> <p>Number of African American students earning pass advanced on the math SOL.</p>	<p>Math/Science Committee – Mrs. Hanbury, Ms. Trach, Mrs. Peters</p> <p>CIM Leadership Team – Mrs. Hanbury</p> <p>Grade Level Chairs – Mrs. Routh, Mrs. Nelson, Mrs. Scarborough, Mrs. Weers, Mrs. Grimes, Mrs. Letourneau, Mrs. Cohoon</p> <p>Principal/Assistant Principal – Ms. Sessoms, Mr. Walker</p> <p>Math Coaches/Math Lead – Mrs. Hanbury, Ms. Trach</p> <p>Data Support Specialist – Ms. Cumbo</p>

**Review and Analysis of Results**

School: Cooke Elementary

DATE: Oct. 31, 2007

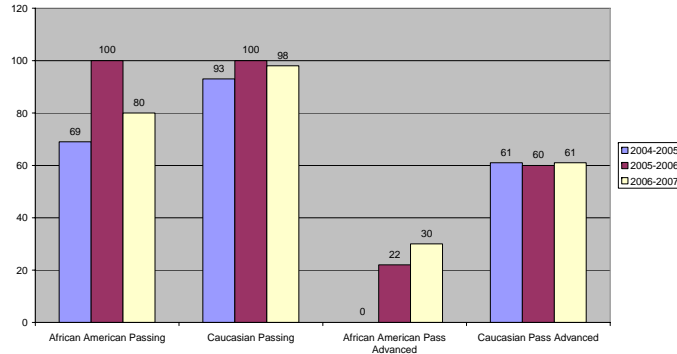
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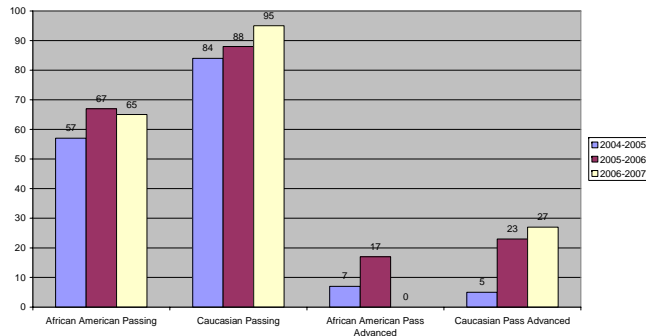
**Analysis**

(Identify gaps and list priorities)

**Grade 3 Science**  
2004-2007  
African American vs. Caucasian  
Total Passing vs. Pass Advanced



**Grade 5 Science**  
2004-2006  
African American vs. Caucasian  
Total Passing vs. Pass Advanced



The overall passing rate on the Science SOL for third grade dropped 6.5%, while fifth grade scores improved by 0.96%.

During the 2005-2006 school year, there was a dramatic increase in the pass rate for African American students in the 3rd grade science test (31%). During the 06-07 school year, we saw a drop in the African American pass rate of 20%. This caused a gap of 19% in the pass rates between African American students and Caucasian students in the area of Science.

In 5th grade, there has been a consistent gap in the pass rate between African American students and Caucasian students in the area of Science. During the 06-07 school year, that gap increased to 30%.

In 3rd grade, we have seen a steady increase in the number of African American students who score in the Pass Advanced range in Science. In fifth grade, we have not seen that trend. Yet in both grades, there continues to be a large gap in the number of African American students and Caucasian students who score in the Pass Advanced range. During the 06-07 school year, the gap is 31% in third grade and 27% in fifth grade.

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**Measurable Objectives**

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Measurable Objectives	Areas of Focus	Performance Measures	Assigned Point Person or Action Team
<p>Increase the African American passing rate in Grade 5 to 75% on the Science SOL assessment.</p> <p>Maintain a minimum of 80% African American passing rate in Grade 3.</p>	<p>Close the achievement gap between the African American and Caucasian subgroups in the area of Science without reducing the Caucasian passing rate.</p> <p>Increase the number of students who earn Pass Advanced status on the Science SOL test.</p>	<p>Number of African students who pass the Science SOL in Grade 5.</p> <p>Number of students who earn Pass Advanced status in Grade 5.</p>	<p>Math/Science committee - Mrs. Hanbury, Ms. Trach, Mrs. Peters</p> <p>CIM Leadership Team - Mrs. Hanbury</p> <p>Grade Level Chairs - Mrs. Routh, Mrs. Nelson, Mrs. Scarborough, Mrs. Weers, Mrs. Grimes, Mrs. Letourneau, Mrs. Cohoon</p> <p>Principal/Assistant Principal – Ms. Sessoms, Mr. Walker</p> <p>Data Support Specialist – Ms. Cumbo</p> <p>Science Lead Teacher – Mrs. Peters</p>

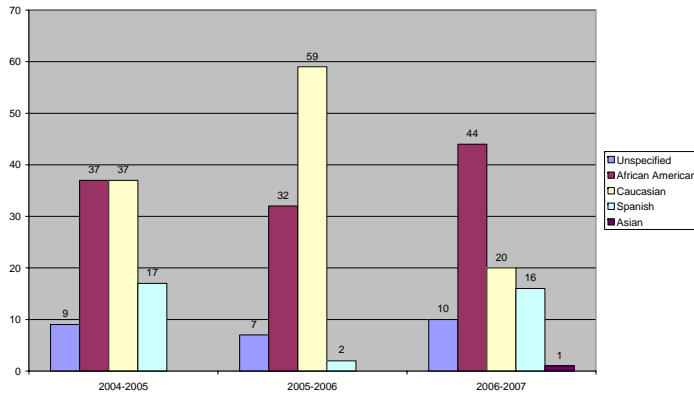
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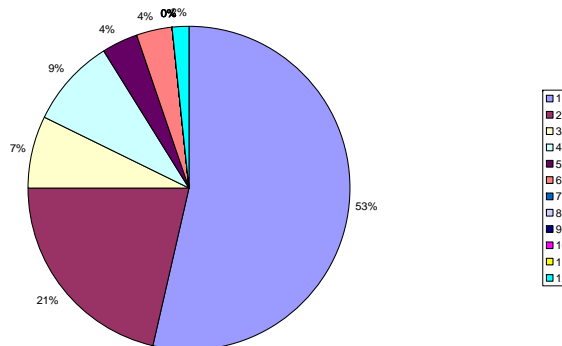
**Analysis**

(Identify gaps and list priorities)

Referral Percentages by Ethnicity  
W. T. Cooke Elementary  
2004-2007



Frequency of Referrals  
2005-2006



The total number of referrals has continued to drop from 126 in 2004-2005, to 120 in 2005-2006, and finally to 112 in 2006-2007.

The number of students referred declined over the past three years as seen here 68 students in 2004-2005, 55 referred in 2005-2006, and 47 referred in 2006-2007.

Males were responsible for 89% of the referrals in 2006-2007.

The percentage of African American referrals increased from 31.7% in 2005-2006 to 43.8% in 2006-2007.

Thirteen and seventy-four hundredths of the African American population was referred last year, while only 4.48% of the Caucasian subgroup was referred.

Fifty-three percent of the referrals were one time offenders, while 21% of them were from children who were referred two times during the school year. The maximum number of referrals per student was 10; two students received 10 during the 2006-2007 school year. Of the 47 students who were referred to the office, 55.3% receive special education services.

**Review**

(Objective data, qualitative indicators, trends and comparisons)

	% of Referrals	% of Population	Difference
African American	38.3	20.3	18.0
Caucasian	40.4	65.6	-25.2
Hispanic	12.8	7.9	4.9
Asian/Pacific Islander	2.1	2.8	-0.7
Unspecified	6.4	2.9	3.4

**Cooke School Summary  
Unduplicated Referral Counts by Ethnic Groups**

**Analysis**

(Identify gaps and list priorities)

**Of the 47 children referred, 38.3% were African American, 40.4% were Caucasian, and 12.8% were Hispanic. Although we reduced our number of referrals, we must identify strategies which will reduce the 43.2% gap between our Caucasian:African American referral rate.**

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Measurable Objectives	Areas of Focus	Performance Measures	Assigned Point Person or Action Team
Reduce the number of minority referrals by 10% without increasing the number of overall referrals.	Reduce the number of African American referrals.  Reduce the number of Hispanic referrals.  Reduce the number of referrals.  Reduce the number of referrals of students who received special education services.	Number of African American referrals  Number of Hispanic referrals  Number of overall referrals  Number of referrals of students who receive special education services	Incentive Committee – Mrs. Guevara  CIM Leadership Team – Mrs. Hanbury  Principal/Assistant Principal – Ms. Sessoms, Mr. Walker  Data Support Specialist – Ms. Cumbo