

**2006-2007 No Child Left Behind - Blue Ribbon Schools Program**  
*U.S. Department of Education*

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

Name of Principal Ms. Clarietta Davis  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Venetian Hills Elementary School  
(As it should appear in the official records)

School Mailing Address 1910 Venetian Drive, SW  
(If address is P.O. Box, also include street address.)

Atlanta Georgia 30311 - 4034  
City State Zip Code+4 (9 digits total)

County Fulton State School Code Number\* NA

Telephone ( 404 ) 752-0736 Fax ( 404 ) 404-752-0028

Website/URL www.atlanta.k12.ga.us/our\_schools/elementary/elementary/vhills/vhills.htm

E-mail crdavis@atlanta.k12.ga.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

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

Name of Superintendent\* Dr. Beverly L. Hall  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Atlanta Public Schools Tel. ( 404 ) 802-3500

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

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

Name of School Board  
President/Chairperson Ms. Kathleen Pattillo  
- (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## **PART II - DEMOGRAPHIC DATA**

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

- Number of schools in the district:     59 Elementary schools  
   16 Middle schools  
   0 Junior high schools  
   13 High schools  
   9 Other
- 97 TOTAL
2. District Per Pupil Expenditure:     \$ 10,424 Source: APS General Fund Budget 2005-06
- Average State Per Pupil Expenditure: \$ 6,818 Source: State Report Card Summary 2004-05

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. 5 Number of years the principal has been in her/his position at this school.
- \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7			
K	27	44	71	8			
1	38	37	75	9			
2	29	33	62	10			
3	28	29	57	11			
4	34	30	64	12			
5	26	30	56	Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>385</b>

6. Racial/ethnic composition of the school: \_\_\_\_\_% White  
 \_\_\_\_\_% Black or African American  
 \_\_\_\_\_% Hispanic or Latino  
 \_\_\_\_\_% Asian/Pacific Islander  
 \_\_\_\_\_% American Indian/Alaskan Native  
 100% **Total**

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

7. Student turnover, or mobility rate, during the past year: 56 % (2005-2006 school year)

[This rate should be 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 until the end of the year	102
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	86
(3)	Total of all transferred students [sum of rows (1) and (2)]	188
(4)	Total number of students in the school as of October 1	338
(5)	Total transferred students in row (3) divided by total students in row (4)	.556
(6)	Amount in row (5) multiplied by 100	55.6

8. Limited English Proficient students in the school: 3 %  
11 Total Number Limited English Proficient

Number of languages represented: 1  
 Specify languages: Various African languages

9. Students eligible for free/reduced-priced meals: 93%

Total number students who qualify: 359

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{7}{25}$  % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

___ Autism	___ Orthopedic Impairment
___ Deafness	<u>6</u> Other Health Impaired
___ Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
___ Hearing Impairment	___ Traumatic Brain Injury
___ Mental Retardation	___ Visual Impairment Including Blindness
___ Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>2</u>
Special resource teachers/specialists	<u>5</u>	<u>3</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>7</u>	<u>2</u>
Total number	<u>41</u>	<u>8</u>

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

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	<b>97 %</b>	<b>98 %</b>	<b>97 %</b>	<b>98 %</b>	<b>96.5 %</b>
Daily teacher attendance	<b>93%</b>	<b>90%</b>	<b>94%</b>	<b>Data not available</b>	
Teacher turnover rate	<b>* 25%</b>	<b>10 %</b>	<b>Data not available</b>		
Student dropout rate (middle/high)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Student drop-off rate (high school)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

\*In the 2005-2006 school year, the teacher turnover rate was 25% (7 vacancies):

- 2 classroom teachers became instructional coaches within the building
- 2 additional teacher positions were added due to increased student enrollment
- 2 teachers sought other professions
- 1 teacher transferred to another school

## **PART III - SUMMARY**

The mission of Venetian Hills Elementary School is to provide our students with a supportive, caring, and safe environment where high academic expectations, self-motivation, self-esteem, good character and healthy lifestyles are promoted. The educational environment and the teaching strategies implemented are designed exclusively to meet the goals and objectives of a strong curriculum.

Venetian Hills opened in 1954 and is located in the Southwest quadrant of Atlanta. The residential community consists of 1,720 properties, and is comprised of low-income, single-family dwellings. Venetian Hills is a school-wide Title 1 site serving kindergarten through fifth grade students. The student population is 100% African-American. Ninety-three percent (93%) of Venetian Hills' students are on free or reduced price lunch.

The staff consists of 38 certified teachers and 10 classified staff with a diverse range of teaching experience. Venetian Hills has a team of professionally trained staff members who participate in continuous improvement through school-based Professional Learning Communities, and by attending local and national conferences. Seventy percent (70%) of Venetian Hills' teaching staff possess degrees at the Master's level or higher.

The faculty and staff of Venetian Hills are diligently working to academically prepare our students by implementing four (4) interdependent components of Project GRAD: Success For All, Move It Math, Consistency Management Cooperative Discipline and Communities In Schools. Project GRAD is a comprehensive reform model that focuses on improving the quality of the curriculum and teaching, as well as on increasing academic standards for student performance. Reading First, a researched-based reading program, is also implemented as a supplemental program to eliminate the gaps in the core reading program.

Venetian Hills is committed to achieve and maintain high levels of collaboration, communication and family involvement to improve students' academic and personal development. On a weekly basis, our school partners, the Pامona Park Community and Alpha Kappa Alpha Sorority, Inc., support our students in reading, and parents often volunteer in the classrooms. Our most recent partner, Georgia Power Company, provides monetary support for student incentives and achievement celebrations to encourage and promote academic performance. Parent workshops keep parents abreast of upcoming events and activities and provide them with effective ways to work with their child(ren) at home.

Students are given opportunities to engage in a variety of clubs and enrichment activities. Some of the activities include storybook character celebrations, Spelling Bee and Math Bee Competitions, "Get Caught Reading", Male and Female Read-a-Thons, Book Club, Math Club, Chess Club and Spelling Club.

Venetian Hills has been a recipient of several honors and awards. We were recognized as a 2006 Georgia Title 1 Distinguished School. In October 2006, we received accolades from the district superintendent for meeting 100% of our academic targets set by the district for the 2005-2006 school year. Venetian Hills was also recognized by the governor of Georgia as a 2006 Platinum Award winner for the greatest gain in meeting and exceeding academic state standards. The 2005-2006 Standard Bearer School banner was presented by the district superintendent to Venetian Hills for exceeding the state average in Mathematics. Last but not least, Ms. Clarietta Davis was honored as a 2006 High Performing Principal in Georgia for improving student achievement.

It is our goal to create a community of independent, life-long learners equipped to think critically and analytically. The faculty and staff of Venetian Hills are diligently working to prepare all students to become competitive, productive, and contributing citizens.

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

### **1. Assessment Results**

Since the spring of 2000, Venetian Hills Elementary has been administering the Georgia Criterion Referenced Competency Test (GCRCT). The GCRCT is a state-mandated end-of-year assessment. The results from this assessment measure how well students acquire the skills and knowledge in all content areas described in the Georgia Quality Core Curriculum (QCC) and the new curriculum that the state is slowly phasing in called the Georgia Performance Standards (GPS).

The GCRCT yields disaggregated reports on academic achievement at the student, class, and school levels. These reports provide student performance information for subgroups such as regular program students, special education students, gender, and race/ethnicity. As defined by the state, 40 students or 10% of the total student population (whichever is greater) constitute a subgroup. Venetian Hills' subgroups are African American students (100%), and students who are economically disadvantaged (93%), which reflect the majority of the population.

The GCRCT has three performance levels: Exceeds the Standards, Meets the Standards, and Does Not Meet the Standards. Scores on all reports are expressed as scale scores. With the phased-in implementation of the GPS, the GCRCT now has two systems of scale scores – one for the grades and content areas still based on the Georgia QCCs and the other for those grades and content areas that have transitioned to the GPS. The performance levels and scaled scores are:

- Exceeds – Level I (QCC: At or above 350 / GPS: At or above 850)
- Meets – Level II (QCC: 300-349 / GPS: 800-849)
- Does Not Meet – Level III (QCC: Below 300 / GPS: Below 800)

An analysis of the GCRCT scores for 2002-2003 indicated that the percentage of students meeting and exceeding standards across all content areas was 84%. During this school year, a new principal was assigned to Venetian Hills. In 2003-2004 the percentage of students meeting and exceeding standards across all content areas was 82%. Although we met Adequate Yearly Progress (AYP), there was a slight decrease in the percentage of students meeting and exceeding standards. Test scores for 2004-2005 indicated that the percentage of students meeting and exceeding standards was 86.73%. This percentage reflected a gain of 4.72% from the prior year. In 2005-2006, test scores showed that 91.52% of our students met and exceeded standards. This percentage reflected a gain of 5.77% from the previous year. For two consecutive years, Venetian Hills experienced an increase in standardized test scores. As a result, Venetian Hills was one of the schools that received the 2006 Platinum Award for Greatest Gain in Percentage of Students Meeting and Exceeding Standards from the Governor's Office of Student Achievement. The website where information on the state assessment system may be found is [www.gaosa.org/](http://www.gaosa.org/).

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

The results from the Georgia Criterion Referenced Competency Test (GCRCT) measure how well students acquire the skills and knowledge in all content areas described in the Georgia Quality Core Curriculum (QCC) and the Georgia Performance Standards (GPS). The instructional staff analyzes results by discipline, gender, grade level and homeroom. Data analyses also focus on students with disabilities, students with limited English proficiency, and students who are economically disadvantaged. In addition to the state assessment, teachers use bi-annual benchmark tests and weekly assessments to measure student progress toward the acquisition of standards, and to inform instructional practice. Flexible grouping is employed across the curriculum based on pre- and post- test assessments, weekly and eight-week assessments (i.e., the

Scholastic Reading Inventory, math inventory assessments, and performance tasks). Every eight weeks, students are assessed on mastery of skills in reading and math. Based on these assessments, students that attain mastery in reading move to the next skill level group. Also, DIBELS (Dynamic Indicator of Basic Early Literacy Skills), a Reading First diagnostic and screening tool, is administered three times a year to monitor student progression in grades K-3.

Specifically, teachers determine the percentage of students that miss test items by domain/content area. As a result, individual student strengths and weaknesses are targeted. With this information as a guide, teachers work collaboratively to create and implement lessons to improve student achievement. Flexible grouping is also utilized to differentiate instruction based on students' needs and learning styles.

Additionally, students in need of intervention participate in daily tutorial during and after-school. An extended day program on Mondays from 2:30 pm–6:00 pm affords accelerated students the opportunity to extend their critical thinking and problem-solving abilities through research-based projects, presentations, and Book and Math Club activities.

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

A variety of strategies are used to communicate to all stakeholders. A *Thursday Packet* is sent home with samples of graded student work and other pertinent school information. Parents are asked to read, sign, and return a comment sheet the following day. Monthly progress reports are sent home the last Thursday of each month outlining grades in the core academic areas.

Each quarter a parent night is held to discuss curriculum, researched-based strategies used in the classroom, teacher expectations, assessment data and state testing procedures. These meetings provide parents the opportunity to become informed about our reform programs, school and district policies, and school and district wide assessments. These meetings focus on strategies for parents to reinforce homework, positive work habits and discipline.

PTA meetings are held monthly. State-wide performance data and curriculum updates are provided to parents during these meetings. Students' strengths/weaknesses and strategies for improvement are discussed during weekly conferences.

Report cards are issued four times a year. Deficiency notices are also issued four times a year, five weeks prior to the report cards. These deficiency notices are given to students who are experiencing academic difficulty, and allow teachers, parents and students ample time to plan and implement strategies for improvement.

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

We believe in developing and maintaining a cohesive relationship with other schools in the district. Venetian Hills participates in Professional Learning Communities with other Project GRAD and Reading First schools. During these collaborative sessions the facilitators, consultants, and coaches discuss their school's data, content standards and instructional strategies. Administrators share effective practices in an effort to improve teaching and learning. The principal at Venetian Hills also makes site visits to local schools to share and collaborate with other instructional leaders. Our school also participated in Panasonic's Leadership Associates Program (L.A.P.). Two classroom teachers and the principal discussed strategies that helped our students achieve in mathematics.

Venetian Hills submits weekly media tip sheets that target our school's success and upcoming events for district publication. Lastly, our school has served as a demonstration site for Project GRAD. Being a demonstration site allowed other schools in our district opportunities to observe reading and math instruction and to note strategies and best practices that may be used to improve the quality of instruction

at their sites. These and other activities will continue to provide opportunities for Venetian Hills to share our successes with other schools.

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

### **1. Curriculum:**

Venetian Hills began implementing Project GRAD during the 1999-2000 school year. The Success For All (SFA) reading component of Project GRAD is tailored to provide instruction based on students' functional reading level, including students identified in the lowest quartile, those with special needs and students with limited English proficiency. This program provides 90 minutes of uninterrupted reading instruction and features direct strategy instruction with guided practice, cooperative grouping and other research-based strategies that boost student achievement in reading. Reading tests are administered using the same format as the Georgia Criterion Referenced Competency Test (GCRCT) and norm-referenced tests identified by the system and state. The data is utilized to identify students' weaknesses and strengths and to group them for instruction. Based on performance, students in first through fifth grades are regrouped every eight weeks. All certified staff are implementing the SFA reading program in our school.

Our mathematics curriculum (Move-It-Math) consists of a daily 90-minute block that focuses on problem solving, warm-up skills, direct instruction, center-based math activities, homework discussions and reflections about the daily lesson. Students have opportunities to use manipulatives regularly, work with peers to solve math problems, and review skills previously mastered. Students are administered quarterly assessments to determine growth and gains made in math.

Social studies, science, art, music, French, and health are taught through concept-based units (CBUs). CBUs allow the students to participate in a hands-on approach to learning by creating projects, researching topics, writing essays, stories and poems, and delivering presentations, all guided by standards-based rubrics. The CBUs consist of approximately nine weeks of instruction ending with a celebration of student learning. Student work is displayed prominently throughout the building and parents are invited to watch creative student demonstrations of learning as the capstone to rigorous instruction. Teachers plan for CBUs instruction twice a week during their common planning time. The model teacher leaders and our instructional specialist trained teachers on how to meet the curriculum standards and effectively implement the CBUs.

Based on the Georgia Performance Standards and the Quality Core Curriculum, teachers work collaboratively to develop instructional learning units focusing on a central concept. Past CBUs have explored the concepts of Cultural Unity and Diversity, Systems, and Change.

The faculty and staff of Venetian Hills Elementary School are committed to providing a hands-on, intriguing, motivating, life-long educational experience to all students who enter our school.

### **2a. Reading:**

Our school selected the Project GRAD reform model after visiting a Success For All (SFA) school in Houston, Texas. That school posted great gains and results for students working below, on and above grade level. The program emphasized prevention and early intervention to anticipate and solve any learning problems. We believed that SFA, a component of Project GRAD, would improve our students' reading skills.

SFA is a research-based program tailored to provide instruction based on the functional reading level of each student. The program is 90 minutes of uninterrupted daily reading instruction and is aligned with the Quality Core Curriculum and Georgia Performance Standards. Beginning in first grade, children are grouped across classes and grades by reading level abilities, giving most teachers the opportunity to work

intensively with students on one reading level. Assessments are administered every eight weeks to determine whether adequate progress is being made and if tutoring or family support services are needed.

SFA features activities and performance tasks that address the needs of the visual, auditory, tactile, and kinesthetic learner. Heavy emphasis is placed on the five elements of reading: phonemic awareness, phonics, vocabulary, fluency, and reading comprehension. Teachers use graphic organizers to help develop students' ideas. Cooperative learning is embedded throughout the program and focuses on individual accountability, common goals, and recognition of group success. Students participate in small group discussions and use self-questioning, prediction strategies, clarification and summarizing strategies. Students are engaged in story mapping activities to increase higher order thinking and critical analysis skills.

Daily lessons are modeled and monitored using think-aloud strategies for literal and inferential comprehension. Teachers read to students daily as a way to model fluency and encourage recreational reading. Students are encouraged to read 20 minutes daily at home. Opportunities are provided daily for students to respond creatively to literature through non-traditional book reports and summaries.

Reading First is a new program that is utilized in kindergarten through third grade classes. These students receive an additional 30 minutes of daily reading focused on the reading elements of fluency, vocabulary, phonemic awareness, phonics, and comprehension. Teachers create literacy intervention centers to address student deficiencies in these elements of reading. Students work in centers with interactive, hands-on, and researched-based activities to strengthen identified areas of weakness. They are tested bi-weekly to monitor their progress toward mastery.

The language arts block is 30 minutes and features the Shurley English Method. With this method, students are exposed to various songs, acronyms and learning methods to build skills in grammar and mechanics.

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

Many changes are taking place in Georgia's classrooms, making it difficult to keep up with new policies, legislative mandates, and recommendations. However, one recommendation from government, education, and business leaders is to increase emphasis on math and science instruction in public schools.

At Venetian Hills, it is imperative that instructional practices reflect the learning styles of the students. Venetian Hills adopted MOVE IT Math (Math Opportunities, Valuable Experience, Innovative Teaching) as a reform model that expects success in mathematics for all students by integrating skills with a strong foundation of conceptual understanding. MOVE IT Math implementation means using manipulatives to build conceptual knowledge. Instruction begins with the concrete and transitions to the abstract.

MOVE IT Math is organized around the five content standards and five process standards of the National Council of Teachers of Mathematics. Within a daily 90-minute time frame for grades one through five (60 minutes for kindergarten), MOVE IT Math utilizes daily problem solving, skill development, and carefully selected manipulatives to develop necessary concepts for real success in mathematics while addressing a variety of learning styles.

Instructional pacing is vital for the successful learning of mathematics concepts. The daily math block is broken down into shorter segments, allowing for individual focus, cooperative grouping, whole class instruction, application time, and varied center activities (review, extension, practice, and individualized instruction). Daily instruction ends with reflection, which is important for processing the learning that has taken place.

In order for any school to guide and stimulate the development of students, the faculty and staff must plan, implement, and evaluate an educational program that allows students to develop to their maximum potential. MOVE IT Math provides hands-on, captivating, encouraging, and real-life experiences to all students at Venetian Hills.

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

Venetian Hills has a four-tiered Pyramid of Intervention which is a systematic plan of instruction to address the needs of all students. The strategies in the bottom tier are for *all* students. Students are placed into higher tiers based on assessed needs. The higher the tier, the more intense the intervention becomes.

All students at Venetian Hills receive research-based, hands-on instruction in all subject areas. We have implemented two of Robert Marzano's research-based strategies for increasing student achievement: nonlinguistic representations and identifying similarities and differences. These instructional strategies can be used to help students understand content in a variety of ways. Students engage in tasks that involve comparisons, classifications, metaphors, and analogies. They also use graphic organizers, physical models, and role-playing/pantomime to synthesize and demonstrate learning.

Additional instructional strategies implemented at Venetian Hills include standards-based teaching, flexible grouping, and the incorporation of summarizing and note taking. The instructional methods are considered highly effective; however, progress monitoring of students' academic performances helps the teacher and the instructional team plan effective intervention for individual students.

Technology is a major component during the implementation of the literacy and math centers. Teachers are also encouraged to design lessons using instructional technology by visiting our newly established computer lab. The use of instructional technology also allows an alternative method for differentiated instruction.

As outlined in our Pyramid of Intervention, teacher tutors, peer tutors and/or volunteers provide daily assistance to identified students based on teacher recommendations and student data. We have implemented Book Buddies and Math Mates that are peer tutors for math and reading. The student tutors reinforce skills and concepts previously taught by the teacher. The reading and math coordinators consistently monitor students' progress and make necessary modifications.

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

Structural features of professional development that significantly affect teacher learning include meaningful activities, the collective participation of the teachers from the same grade level and/or subject, and learning communities. Along with these features, quality professional development at Venetian Hills is characterized by a focus on content knowledge, opportunities for active learning, and data analysis. These key elements and features make professional development effective at Venetian Hills.

Extensive training on the Project GRAD reform model is required. The program coordinators and designated master teachers provide ongoing demonstrations at weekly common planning meetings. The principal, instructional specialist, and/or program coordinators monitor teachers during weekly observations and provide feedback during grade level, SFA component, and staff meetings.

Teachers often request short how-to sessions to refresh the knowledge they acquired from their experiences in professional development sessions. Other sessions focus on vertical planning across grades, examination of a particular content standard, or reflection on student products from a particular content area. These sessions are often led by the instructional specialist and program coordinators.

Ongoing professional development sessions are provided for teachers throughout the school year. They are structured for deep learning and understanding. The topics are selected based on needs of the teachers and fulfillment of goals as determined by the Instructional Team.

Additionally, a Teacher Mentoring program was established at Venetian Hills for new and novice teachers (0-3 years of experience). New teachers are assigned a certified Teacher Support Specialist to assist them with:

- Organization
- Management
- Curriculum/Instruction
- Record Keeping
- Conferencing with parents

Bi-monthly meetings are held by the principal and the instructional specialist to dialogue with new teachers about their successes and challenges. Demonstrations are conducted during these sessions to model the components of a good lesson. Enrichment teachers are trained to assist the homeroom teachers during grade level and faculty meetings.

# **PART VII - ASSESSMENT RESULTS**

## **GEORGIA CRITERION-REFERENCED TESTS**

### **Data Display Table for Reading, English/Language Arts, and Mathematics**

#### **Disclaimer: Interpretation of Scores**

**Meets State Standards = Student scored between 300 – 349 on the state assessment**

**Exceeds State Standards = Student scores between 350 – 450 on the state assessment**

Grade 1<sup>st</sup>  
 Test Georgia Criterion Referenced Competency Test  
 Edition/Publication Year 2006  
 Publisher Riverside Publishing Company

Testing month	2005-2006		2004-2005		2003-2004	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
April						
<b>1. Reading</b>						
% "Exceeding" State Standards	37	34	27	46	27	47
% "Meeting" plus "Exceeding" State Standards	88	87	86	91	85	92
Number of students tested	65	123,501	59	120,443	89	116,904
Percent of total students tested	100	100	100	100	100	100
<b>2. English/Language Arts</b>						
% "Exceeding" State Standards	31	17	42	39	34	38
% "Meeting" plus "Exceeding" State Standards	86	80	88	85	83	86
Number of students tested	65	123,441	59	120,388	89	116,869
Percent of total students tested	100	100	100	100	100	100
<b>3. Mathematics</b>						
% "Exceeding" State Standards	66	42	32	41	25	40
% "Meeting" plus "Exceeding" State Standards	91	90	98	89	84	90
Number of students tested	65	123,907	59	120,338	88	116,818
Percent of total students tested	100	100	100	100	100	100

Grade **2<sup>nd</sup>**  
 Test **Georgia Criterion Referenced Competency Test**  
 Edition/Publication Year **2006**  
 Publisher **Riverside Publishing Company**

Testing month <b>April</b>	2005-2006		2004-2005		2003-2004	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
<b>1. Reading</b>						
% "Exceeding" State Standards	40	39	35	53	26	50
% "Meeting" plus "Exceeding" State Standards	94	89	79	87	76	85
Number of students tested	50	120,760	72	116,999	58	113,364
Percent of total students tested	100	100	100	100	100	100
<b>2. English/Language Arts</b>						
% "Exceeding" State Standards	22	19	36	40	31	34
% "Meeting" plus "Exceeding" State Standards	84	83	82	89	76	86
Number of students tested	50	120,722	72	116,941	58	113,329
Percent of total students tested	100	100	100	100	100	100
<b>3. Mathematics</b>						
% "Exceeding" State Standards	36	33	22	34	21	32
% "Meeting" plus "Exceeding" State Standards	94	88	89	88	74	87
Number of students tested	50	121,161	72	116,917	58	113,293
Percent of total students tested	100	100	100	100	100	100

Grade **3<sup>rd</sup>**  
 Test **Georgia Criterion Referenced Competency Test**  
 Edition/Publication Year **2006**  
 Publisher **Riverside Publishing Company**

Testing month <b>April</b>	2005-2006		2004-2005		2003-2004	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
<b>1. Reading</b>						
% "Exceeding" State Standards	48	26	62	49	54	44
% "Meeting" plus "Exceeding" State Standards	77	83	87	92	87	90
Number of students tested	60	119,891	61	116,561	70	115,355
Percent of total students tested	100	100	100	100	100	100
<b>2. English/Language Arts</b>						
% "Exceeding" State Standards	38	21	33	28	39	28
% "Meeting" plus "Exceeding" State Standards	85	82	85	87	93	87
Number of students tested	60	119,828	61	116,488	70	115,314
Percent of total students tested	100	100	100	100	100	100
<b>3. Mathematics</b>						
% "Exceeding" State Standards	60	30	25	28	27	28
% "Meeting" plus "Exceeding" State Standards	93	91	89	90	87	90
Number of students tested	60	120,288	61	116,487	70	115,296
Percent of total students tested	100	100	100	100	100	100

Grade **4<sup>th</sup>**  
 Test **Georgia Criterion Referenced Competency Test**  
 Edition/Publication Year **2006**  
 Publisher **Riverside Publishing Company**

Testing month <b>April</b>	2005-2006		2004-2005		2003-2004	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
<b>1. Reading</b>						
% "Exceeding" State Standards	60	28	56	47	43	42
% "Meeting" plus "Exceeding" State Standards	92	81	86	87	79	79
Number of students tested	52	117,513	73	115,797	68	116,685
Percent of total students tested	100	100	100	100	100	100
<b>2. English/Language Arts</b>						
% "Exceeding" State Standards	40	23	32	28	31	27
% "Meeting" plus "Exceeding" State Standards	88	80	88	84	91	84
Number of students tested	52	117,479	73	115,744	68	116,600
Percent of total students tested	100	100	100	100	100	100
<b>3. Mathematics</b>						
% "Exceeding" State Standards	52	20	14	17	19	18
% "Meeting" plus "Exceeding" State Standards	92	80	74	75	75	76
Number of students tested	52	117,922	73	115,756	68	116,651
Percent of total students tested	100	100	100	100	100	100

Grade **5<sup>th</sup>**  
 Test **Georgia Criterion Referenced Competency Test**  
 Edition/Publication Year **2006**  
 Publisher **Riverside Publishing Company**

Testing month <b>April</b>	2005-2006		2004-2005		2003-2004	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
<b>1. Reading</b>						
% "Exceeding" State Standards	12	17	55	40	25	40
% "Meeting" plus "Exceeding" State Standards	94	81	90	89	70	85
Number of students tested	60	118,574	65	118,208	93	118,224
Percent of total students tested	100	100	100	100	100	100
<b>2. English/Language Arts</b>						
% "Exceeding" State Standards	28	26	20	27	12	23
% "Meeting" plus "Exceeding" State Standards	93	85	85	89	72	85
Number of students tested	60	118,521	65	118,144	93	118,204
Percent of total students tested	100	100	100	100	100	100
<b>3. Mathematics</b>						
% "Exceeding" State Standards	47	34	12	27	5	19
% "Meeting" plus "Exceeding" State Standards	95	88	70	87	67	84
Number of students tested	60	118,969	65	118,186	93	118,187
Percent of total students tested	100	100	100	100	100	100