



NORFOLK PUBLIC SCHOOLS

Camp Allen Elementary School

SCHOOL ACCOUNTABILITY PLAN Year: 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools
Mrs. I. Newsome, Principal

November 2006

Dear Camp Allen School Family Members:

I would like to inform you that our school will be engaging in an ambitious school improvement planning process during this year which will focus on the School Board goal:

“Improving the Quality of Teaching and Learning For ALL...ALL Meaning ALL.”

In many ways, our School Accountability Plan will serve as our road map for continued success. Our plan which is supported by research-based strategies, will focus on ***the continuous growth of student achievement, ensuring a safe, secure and disciplined learning environment and demonstrating that parents, business, and community members are actively engaged in the educational process.*** Because your input and support are needed, I invite you to join us as we work to make Camp Allen School better.

Sincerely,

Irene B. Newsome,
Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Irene Newsome	A
Sue Yuditsky	A
Ruth Prattis	T
Barbara Robertson	T
Michelle Wills	T
Erica Adamek	T
Frank Lawler	T
Mary Doyle	T
Jeanelle Douglass	T
Cora Donham	R
Victoria Kuhlmann	R
Tina Shannon	R
Carolyn Stephenson	R
Lisa Tallman	O
Lecia Spencer	P
Cathy Lincoln	O
Kathleen Cosco	R
Jessica Riehle	B

Position codes are noted as follows: **A** = building administration;
B = business partner; **C** = community member; **O** = Other; **P** = parent;
PT = Parent of identified Title I service; **R** = related services and/or
support staff; **S** = student; **T** = teacher

Committee Meetings

Date	Time	Location
Aug. 4	8:15 a.m.	Lounge
Sep. 14	8:15 a.m.	Lounge
Sep. 28	8:15 a.m.	Lounge
Oct. 5	8:15 a.m.	Lounge
Oct. 27	8:15 a.m.	Lounge
Nov. 9	8:15 a.m.	Lounge
Jan. 11	8:15 a.m.	Lounge
Feb. 8	8:15 a.m.	Lounge
Mar. 15	8:15 a.m.	Lounge
May 17	8:15 a.m.	Lounge

Please note: This table includes initial dates for the full School Accountability Team. These meetings will be used to develop, refine and monitor progress toward meeting the target indicators and implementation of instructional strategies outlined in the accountability plan. Sub-committee meetings and other occasions when the School Accountability Plan may be discussed are not included.

I. Needs Assessment

Data for Tier 1 Indicators (division and state expectations) were compiled, reviewed and analyzed as part of our needs assessment process. This analysis included division and school level results. The Tier 1 Indicators noted below with an “X” were reviewed as part of our needs assessment process. Please note that an asterisk (*) indicates information we viewed as most important in our needs assessment process. As a result of the team’s review of the data, analyses, and discussions, and keeping in mind Norfolk Public Schools’ long range plans, we were able to identify needs and to develop corresponding Tier 2 Indicators (selected by each school) and instructional strategies tied to each of our identified needs. The Tier 2, school – based indicators, represent classroom and building-level data that can be tracked on a monthly basis. Each school in our division **selects seven (7) Tier 2 Indicators to focus on during the year. Of these seven (7) Tier 2 Indicators, at least three (3) must support continuous growth of student academic achievement, at least one (1) must support a disciplined learning environment, and at least one (1) must support the active engagement of parents, business, and the community in the educational process. The other two indicators can support any of the three School Board objectives.**

Tier 1 Indicators (shading indicates areas in which data must be collected at the school level)

Continuous Growth of Student Academic Achievement

- Standards of Learning Test Results
- SAT Participation and Test Results
- ACT Participation and Test Results
- Advanced Placement Exam Results and Enrollment
- Dual Enrollment Class Results and Enrollment
- International Baccalaureate Results and Enrollment
- Governor's School Results and Enrollment
- STAR Test Results
- Gates-MacGinitie Test Results
- PALS Test Results
- Narrowing of the Achievement Gap
- Attendance Data for Students and Staff
- Dropout Statistics
- Graduation Rates
- Reading on Grade Level
- Foreign Language
- Scholarships Earned

- Promotion/Retention Data
- PSAT Participation
- Teachers Meeting State Licensure
- Classes Taught by Certified Teachers
- Professional Development Hours and Involvement Related to Academic Achievement
- Safe, Secure & Disciplined Learning Environment**
- District Stakeholder
- Professional Development Hours and Involvement Related to School Climate and Student Discipline
- Incidents of Physical Violence
- Incidents of Possession of Firearms in School
- Incidents of Possession of Weapons Other than Firearms in School
- Students Without Incidents of Physical Violence in School
- Students Without Incidents of Possession of Firearms in School
- Students Without Incidents of Possession of Weapons Other than Firearms in School

Active Engagement of Parents, Business and Community in Educational Process

- Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
- Total Volunteer Hours by Parents and Community Members in School
- Direct Interactive Parent Contacts Involving Student Achievement
- Training Workshops Provided for Parents/Community
- Other**
- Volunteer Log
- State Report Card* (also gives demographic information)
- Other (please specify): Quarterly Assessments

II. Objectives Linked to Need and Tier 2 Indicators

For this objective, we identified needs and formulated at least one corresponding Tier 2 Indicator and accompanying strategies.

Objective #1: Continuous Growth of Student Academic Achievement for ALL

A	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will we Look for as Student Results?</i>																																								
	<p>ENGLISH: SOL Pass%:</p> <table border="1"> <thead> <tr> <th></th> <th>3rd</th> <th>4th</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>57</td> <td></td> <td>48</td> </tr> <tr> <td>02</td> <td>73</td> <td></td> <td>68</td> </tr> <tr> <td>03</td> <td>55</td> <td></td> <td>72</td> </tr> <tr> <td>04</td> <td>47</td> <td></td> <td>85</td> </tr> <tr> <td>05</td> <td>63</td> <td></td> <td>78</td> </tr> <tr> <td>06</td> <td>75</td> <td>70</td> <td>81</td> </tr> </tbody> </table> <p>28% of first graders are not reading on grade level as of October 27, 2006</p> <p>Only 66% of third grade students scored proficient or better on comprehension of printed materials on the English SOL test</p> <p>Only 64 % of fourth grade students scored proficient or better on comprehension of printed materials of the English SOL test</p> <p>85% of fifth grade students scored proficient or better on comprehension of written materials the on English SOL test</p> <p>African American/White Achievement Gap:</p> <table border="1"> <thead> <tr> <th></th> <th>3rd</th> <th>4th</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>05:</td> <td>14%</td> <td>n/a</td> <td>*16%</td> </tr> <tr> <td>06:</td> <td>*9%</td> <td>*9%</td> <td>12%</td> </tr> </tbody> </table> <p>*reverse gap in place</p>		3 rd	4 th	5 th	01	57		48	02	73		68	03	55		72	04	47		85	05	63		78	06	75	70	81		3 rd	4 th	5 th	05:	14%	n/a	*16%	06:	*9%	*9%	12%	<p>Increase the number of students scoring proficient or better reading and writing tests (monthly, quarterly and yearly)</p>	<p>-use of Marzano strategies including similarities/differences and compare/contrast and cause/effect</p> <p>-use a variety of self-selected reading materials, use standard English in both speaking and writing and revise their work until it is right (powerful literacy skills)</p> <p>-use of student/teacher conferencing for writing</p> <p>-use of higher level thinking questions</p> <p>-students summarize and explain/justify their solutions in writing to peers, parents and community</p> <p>-use of word study strategies as part of the morning work</p> <p>-vocabulary will be included on word walls so that they can be utilized with writing</p> <p>-use of daily language review</p> <p>-use of weekly grade level assessments with A/B forms</p> <p>- Four Square Model</p> <p>-students will justify answers</p>	<p>Communication Skills Specialists will provide training on use of graphic organizers, higher level thinking questions, open ended assessments and word study strategies</p> <p>Demonstration lessons and co-teaching by specialists</p> <p>Provide training on how to utilize the TfHS, SOL and other testing data in lesson planning</p> <p>Review effective instructional strategies using <u>Classroom Instruction That Works</u> during resource blocks</p> <p>In-service activity on creating grade-level assessments</p> <p>Training for all grade level teachers on the Four Square Model</p> <p>- In-school remediation for first grade reading</p>	<p>Lesson Plan Review</p> <p>Evidence of writing in journals and portfolios</p> <p>Collaborative planning notes</p> <p>Testing results</p> <p>External Walkthroughs</p> <p>Workshop agenda/attendance logs</p> <p>Professional Development Logs</p>	<p>Graph of the percentage of students scoring above 60% on the TfHS in Reading and Writing at each grade level will increase each quarter</p> <p>Graph showing an incremental increase in the percentage of students scoring proficient on the Reading and Writing monthly Assessments (Form A)</p> <p>Quarterly graph showing an increased number of students reading on grade level in the first grade</p> <p>At least 89% of the students in grade 3 will score over 400 on the 2007 English SOL test</p> <p>At least 85% of the students in grade 4 will score over 400 on the 2007 English SOL test</p> <p>At least 92% of the students in grade 5 will score over 400 on the 2007 English SOL test</p>
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II. Objectives Linked to Need and Tier 2 Indicators

For this objective, we identified needs and formulated at least one corresponding Tier 2 Indicator and accompanying strategies.

Objective #2: Safe, Secure and Disciplined Learning Environment

A	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will we Look for as Student Results?</i>
	<p>Number of disruption infractions on the school bus: 05-06: 13</p> <p>Number of harassment infractions on the school bus: 05-06: 14</p>	<p>Decrease the number of disruption infractions on the bus</p> <p>Decrease the number of harassment infractions on the bus</p>	<p>-Refer students to the Guidance Counselor for individual and/or small group work</p> <p>-Utilize the Teacher Assistance Team</p> <p>-Increase the use of Project Ride as appropriate (including developing individual behavior plans and positive reinforcement)</p> <p>-Use rewards and recognition programs for students who show appropriate behaviors on a daily basis (with no referrals)</p> <p>-Implement Bus of the Month Program</p> <p>-Recommend students (as appropriate) for the Elementary School Alternative Program and AVB</p>	<p>Project Ride In-service for new teachers</p> <p>Additional support for teachers regarding classroom management (workshops, articles, handouts, etc.)</p>	<p>Data collection and analysis of referrals</p> <p>Participation reports from outside agencies (such as Barry Robinson)</p> <p>Parent Liaison Contact Log</p> <p>Teacher Contact Log</p> <p>Project Ride Log</p> <p>STARBASE data</p>	<p>Decreased number of infraction referrals for disruption and harassment</p>

Objectives Linked to Need and Tier 2 Indicators

For this objective, we identified needs and formulated at least one corresponding Tier 2 Indicator and accompanying strategies.

Objective #3: Active Engagement of Parents, Business and Community in the Educational Process

A	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will we Look for as Student Results?</i>
	<p>Current Partnerships: Food Lion, NATO Glenwood Park Presbyterian Church, Lincoln Military Housing and COMOPTEVFOR</p> <p>Volunteer hours at Camp Allen: 04-05: 1264 05-06: .3362</p> <p>Number of Mentors at Camp Allen: 05-06: 25</p>	<p>Increase the number of community partnerships at Camp Allen</p> <p>Increase the number of hours that community members and parents assists at school (including mentors)</p> <p>Increase the number of student mentors at Camp Allen who participate in the NPS Mentorship Program (created in 2005-2006)</p>	<p>Recommitment/Adoption Ceremonies for all school partnership members</p> <p>School newsletter, art work, thank you notes and holiday greetings will be sent to all partnership members</p> <p>Participation in school wide activities such as Family Learning Night, Multicultural Celebrations, CARE day, etc.</p> <p>SOL workshops for parents and community members</p> <p>Make additions to the Camp Allen website to include SOL links for parents and information regarding community partners</p> <p>Frequent tutoring sessions by volunteers from the NPS Mentorship Program</p> <p>Parent Liason will collaborate with PTA President regarding school-wide activities</p> <p>Selected students will participate in Operation Hero Program (twice a week/after school)</p>	<p>Volunteer Workshops provided for parents and community members</p> <p>Provide tips on helping students in reading and math</p> <p>Parent workshops in content/school-related subject areas including Esembler</p> <p>Parent workshops on SOL testing tips</p>	<p>Volunteer Logs</p> <p>Sign In Sheets as appropriate</p>	<p>Increased proficiency on all state SOL tests</p> <p>Increased number of parents and community members involved in school activities</p>

III. Plan Development and Dissemination Process

We used a multistage process in developing our accountability plan and involved many individuals in order to ensure that it addressed the needs of all our students. Below you will find a very brief summary of how we ensured that many individuals (beyond the members of our planning team) were involved in the development of our plan. Also, we are outlining how we will present our plan and our school's performance to our stakeholders. Information included in both of these areas will be useful when writing the school's Tier 3 Narrative which helps paint a picture of our school's progress and tells the "story behind the numbers".

How Individuals Beyond School Improvement Team Members Were Involved in Developing Our Plan

This plan was developed collaboratively with input from teachers, PTA, parent volunteers and our partners in education. Members of the school Leadership team met to review progress and address areas of concern that were reflected in data collection and analysis. School Leadership team reviewed the Tier 2 goals, strategies and data results to refine and address our needs in this year's accountability plan.

Methods Used to Communicate Our Plan

The finalized accountability plan will be shared with the entire staff and faculty during grade level meetings. The plan will be shared with the PTA/Advisory board and copies will be available in the parent workroom, media center, and office. Announcements will be made in newsletters, on the Parent Link and through notices and meetings. In addition, a copy of the letter found in the beginning of this document was sent home to parents in November..

IV. Needs Assessment: School-wide Staff Development Focus

Based on our staff development needs assessment survey results, along with team member discussions, the following staff development opportunities will be provided. They are linked directly to our Tier 1 needs and Tier 2 Indicators and corresponding strategies. This information also will be useful for the Tier 3 Narrative and school-generated Tier 1 data concerning staff development opportunities and involvement.

Topic	Staff Development		Documentation such as Attendance, Logs, Agendas, etc.
	Timeline	Participants	
Using Project Ride	Ongoing	All new teachers	Log Review
Communication Skills In-service Activities	On-going	All teachers	Sign-in -Sheets
Data Driven Decision Making	On-going	All teachers and Administration	Sign-in -Sheets
Math Mini In-services	Monthly	All teachers	Sign-in -Sheets
Technology Workshops	On-going	All teachers and Administration	Sign-in-Sheets
Continued professional development on Interactive Notebook use – grades K - 5	December 2005	All teachers and Administration	Sign-in-Sheets
Science Workshops	Quarterly	All teachers	Sign-in-Sheets
Four Square Writing	On-going	All Teachers and Administration	Sign-in-Sheets