



# NORFOLK PUBLIC SCHOOLS

Chesterfield Academy **School**

## SCHOOL ACCOUNTABILITY PLAN

**Year: 2006-2007**

*Dr. Stephen C. Jones, Superintendent of Schools*  
*Sterling A. White, Principal*

October 27, 2006

Dear Chesterfield Academy 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 Chesterfield Academy School better.

Sincerely,

Principal

## SCHOOL ACCOUNTABILITY TEAM

### Committee Members/Representation

Individual	Position
Sterling White	A
Phillip Pitts	A
Kathy Verhappen	T
Shelly Spain	T
Denise Green	T
Stacy Nicholson	T & P
Kenneth Vaughan	T & P
Sharon Ferron	T
Kimberly Taylor	R
Karen Foster	T
Margie Thompson	T & P
Natasha Lemelle	T
Willie Smith	T & P
Alley Dariah	T
Kathy Caple	T
Marsha Burleson	T
Angela Winters	T
Ada Johnson	T

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
The first and third Wednesday of each month	8:00-8:45	Science Lab

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)

<input checked="" type="checkbox"/>	<b><u>Continuous Growth of Student Academic Achievement</u></b>	<input type="checkbox"/>	Promotion/Retention Data	<input type="checkbox"/>	Students Without Incidents of Possession of Weapons Other than Firearms in School
<input checked="" type="checkbox"/>	Standards of Learning Test Results	<input type="checkbox"/>	PSAT Participation	<input checked="" type="checkbox"/>	<b><u>Active Engagement of Parents, Business, and Community in Educational Process</u></b>
<input type="checkbox"/>	SAT Participation and Test Results	<input type="checkbox"/>	Teachers Meeting State Licensure		Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
<input type="checkbox"/>	ACT Participation and Test Results	<input type="checkbox"/>	Classes Taught by Certified Teachers	<input checked="" type="checkbox"/>	Total Volunteer Hours by Parents and Community Members in Schools
<input type="checkbox"/>	Advanced Placement Exam Results and Enrollment	<input type="checkbox"/>	Professional Development Hours and Involvement Related to Academic Achievement	<input checked="" type="checkbox"/>	Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/>	Dual Enrollment Class Results and Enrollment	<input type="checkbox"/>	<b><u>Safe, Secure &amp; Disciplined Learning Environment</u></b>	<input checked="" type="checkbox"/>	Training Workshops Provided for Parents/Community
<input type="checkbox"/>	International Baccalaureate Results and Enrollment	<input type="checkbox"/>	District Stakeholder	<input checked="" type="checkbox"/>	<b><u>Other</u></b>
<input type="checkbox"/>	Governor's School Results and Enrollment	<input type="checkbox"/>	Professional Development Hours and Involvement Related to School Climate and Student Discipline		Volunteer Log
<input type="checkbox"/>	STAR Test Results	<input type="checkbox"/>	Incidents of Physical Violence	<input checked="" type="checkbox"/>	Adequate Yearly Progress (AYP)
<input type="checkbox"/>	Gates-MacGinitie Test Results	<input type="checkbox"/>	Incidents of Possession of Firearms in School	<input checked="" type="checkbox"/>	State Report Card* (also gives demographic information)
<input checked="" type="checkbox"/>	PALS Test Results	<input type="checkbox"/>	Incidents of Possession of Weapons Other than Firearms in School	<input checked="" type="checkbox"/>	Completing Algebra I by the End of 8 <sup>th</sup> Grade
<input checked="" type="checkbox"/>	Narrowing of the Achievement Gap	<input type="checkbox"/>	Students Without Incidents of Physical Violence in School	<input type="checkbox"/>	Other ( <i>please specify</i> ):
<input checked="" type="checkbox"/>	Attendance Data for Students and Staff	<input type="checkbox"/>	Students Without Incidents of Possession of Firearms in School		
<input type="checkbox"/>	Dropout Statistics				
<input type="checkbox"/>	Graduation Rates				
<input type="checkbox"/>	Reading on Grade Level				
<input checked="" type="checkbox"/>	Foreign Language				
<input type="checkbox"/>	Scholarships Earned				

**II. Objectives Linked to Needs and Tier 2 Indicators**

For this objective, we identified needs and formulated at least three corresponding Tier 2 Indicators and instructional strategies.

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

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>
A.	76% of Grade 3 students and 75% of Grade 5 students scored proficient or better on the English SOL test.	Increase the percentage of students scoring proficient or better in English on monthly and quarterly assessments.	<p>TSW utilize non-linguistic representations in weekly vocabulary instruction.</p> <p>TTW implement tactile and kinesthetic methods for analyzing words by identify similarities and differences.</p> <p>TSW use flip books, graphic organizers, and foldables to enhance reading comprehension.</p>	<p>Training during weekly Staff Development on using:</p> <ul style="list-style-type: none"> <li>* various graphic organizers</li> <li>* usage of nonlinguistic representations</li> <li>* Compass Learning</li> </ul>	<p>Workshop agendas &amp; minutes</p> <p>Internal Walkthroughs</p> <p>Formal &amp; Informal Observations w/feedback</p> <p>Periodic review of lesson plans by administrators</p> <p>Evident in student work samples</p>	<p>Post graphs of percentage of students scoring proficient or better on monthly and quarterly assessments.</p> <p>Increase the number of students scoring proficient or better to 80%.</p>

B.	67% of Grade 4 students and 70% of Grade 5 students scored proficient or better on the Math SOL test.	Increase the percentage of students scoring proficient or better on monthly and quarterly assessments in measurement, interpreting data and algebraic expressions.	<p>TSW utilize interactive graphic organizers (non-linguistic representations) to make real-life connections in measurement and geometry.</p> <p>TTW provide opportunities for tactile and kinesthetic approaches in measurement.</p> <p>TSW utilize hands on manipulatives to demonstrate algebraic expressions.</p> <p>TSW compare and contrast similarities and differences with mathematical concepts.</p>	<p>NASA educator will provide professional development in measurement and interpreting data.</p> <p>Weekly staff developments focusing on various modalities of instruction in interpreting data, algebraic equations, and measurement.</p> <p>Collaborative planning with 4<sup>th</sup> and 5<sup>th</sup> grade teachers.</p> <p>Integration of technology: Compass Learning.</p>	<p>Workshop agendas &amp; minutes</p> <p>Internal walkthroughs</p> <p>Formal &amp; Informal Observations w/feedback</p> <p>Periodic review of lesson plans by administrators</p> <p>Evident in student work samples</p>	<p>Post graphs of percentage of students scoring proficient or better on monthly and quarterly assessments.</p> <p>Increase the number of students scoring proficient or better to 75%.</p>
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C.	67% of Grade 5 students scored proficient or better on the Social Studies SOL test.	Increase the percentage of scoring proficient or better in Social Studies on monthly and quarterly assessments.	<p>TTW engage students in cooperative learning groups which focus on exploring economic concepts.</p> <p>TSW create and maintain Interactive notebooks</p> <p>TTW engage students in content related reading.</p> <p>TTW utilize questioning strategies to produce higher level thinking in order to follow deeper learning.</p> <p>TSW will use nonlinguistic representations to convey the meaning of various Social Studies concepts.</p>	<p>Support from Leadership and Capacity in the area of economics.</p> <p>NPS walkthroughs for observations of best practices and powerful literacy in action.</p>	<p>Workshop agendas &amp; Minutes</p> <p>Internal Walkthroughs</p> <p>Formal &amp; Informal Observations w/feedback</p> <p>Periodic review of lesson plans by administrators</p> <p>Evident in student work samples</p>	<p>Post graphs of percentage of students scoring proficient or better on monthly and quarterly assessment.</p> <p>Increase the number of students scoring proficient or better to 75%.</p>
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**II. Objectives Linked to Needs 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**

	<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>
A.	Based on the yearly STARBASE Discipline Data Report, 45% of negative student behavior involving harrasment occurred during instructional time with 64% of the offenses involving 4 <sup>th</sup> and 5 <sup>th</sup> grade students.	TSW show a decrease in the number of incidents in classroom disruptions, harassment, and insubordination as evidenced by the STARBASE Discipline Report	Implement new school wide behavior modifications program for behaviorally challenged students. Students will meet weekly with Guidance Counselor, School Social Worker, School Psychologist, and Assistant Principal.  TTW post and utilize CMCD (Consistency Management and Cooperative Discipline strategies and implement the 15 key CMCD strategies.	Project RIDE  In- Service all teachers on implementing CMCD Program.  Staff meetings to address discipline procedures and problem solving strategies.  CMCD teacher support by school advisors.	Discipline Report  Monthly discipline data  Teacher feedback  Observations  Walk about data  Agendas and attendance logs	Starbase reports reflect a decrease in the number of incidents involving harrasment amongst 4 <sup>th</sup> and 5 <sup>th</sup> grade students.

B.

Continue "Caught  
Doing The Right  
Thing."

CMCD Schoool  
Advisors will provide  
assistance to teachers  
who are new to the  
building and those  
needing  
support.

TSW attend quarterly  
grade level assemblies.  
Identified students will  
participate in the school  
wide mentor program.

Administrators,  
Guidance Counselor  
and SST Team will  
work w/ each grade  
level on implementing  
intervention strategies.

**II. Objectives Linked to Needs and Tier 2 Indicators**

For each 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**

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Monitor Implementation?</i>	<i>What Will We Look for as Student Results?</i>
A.	<p>Increase the number of parents participating in after school functions. Last year 322 parents attended workshops and afterschool functions.</p>	<p>Increase the percentage of parents involved in the academic achievement of their students.</p> <p>Increase the percentage of parents, businesses and community members that are supporting after school workshops.</p>	<p>Host parent workshops at Grandy Village Recreation Center.</p> <p>Survey parents to determine optimal meeting time.</p> <p>Post flyers in the community.</p> <p>Create web page for Parent Liason informing parents of upcoming events.</p> <p>Create a database of parents that will receive monthly emails of upcoming events in the school.</p> <p>Post key events on telemonitors in hall.</p>	<p>Monthly Parent Liaison meetings</p>	<p>Attendance logs</p> <p>Graph each class' parent participation after each event.</p>	<p>Increase in percentage of parents involved in the academic achievement of students.</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**

Each team member was given a graphic organizer. This organizer requested information regarding adaptive challenges within our school and community. Each representative then met with their team to list their adaptive challenges and brainstorm various strategies to address each challenge. Recommendations and additional comments were made by the School Accountability Team to enhance the overall effectiveness of the plan.

#### **Methods Used to Communicate Our Plan**

A plethora of methods will be used to communicate our plan with stakeholders. All staff members will have a copy. Sections of the plan will be addressed at every SPMT (Strategic Planning and Management Team) meeting. Parents will have access to the plan in the main office. Additionally, goals will be shared at all parent events and weekly newsletters.

**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.

<b>Staff Development</b>			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Quality Work Stations	Each Quarter	All Grade Levels	Attendance Logs & Agendas
Compass Learning	Each Quarter	All Grade Levels	Attendance Logs & Agendas
NASA/Science & Math	Each Quarter	All Grade Levels	Attendance Logs & Agendas
Measurement & Algebraic Equations	Each Quarter	All Grade Levels	Attendance Logs & Agendas
CMCD/Discipline	Each Quarter	All Grade Levels	Attendance Logs & Agendas
Social Studies/Economics	Each Quarter	4 <sup>th</sup> & 5 <sup>th</sup>	Attendance Logs & Agendas