



NORFOLK PUBLIC SCHOOLS
Dreamkeepers Academy
@ J.J. Roberts Elementary School

SCHOOL ACCOUNTABILITY PLAN
2006-2007

Dr. Steven Jones, Superintendent of Schools
Dr. Doreatha White, Principal

A Message from the Principal...

October 15, 2006

Dear Dreamkeepers Academy 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 Dreamkeepers Academy better.

Sincerely,

Dr. Doreatha White,
Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation	
Groups/Individuals	Position
Dr. Doreatha White	A
Dr. Julie Perkins	A
Diane Penix	O
Tamara Glover	R
Arletha Davis	T
Patricia Cole	T
Shaina Wainwright	T
Antoinette Ashley	T
Patricia Costis	T
Dara Coles	T & P
Andrea Lacey	T & P
LaTonya Ricks	T
Mary Otton	T
Karen Tolentino	T
Krystal Blue	T
Spencer Jamison	T
Alison Parker	T
Carolyn Harrell	R & P
Patricia Knight	R
Demerice Webster	C

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		
Dates	Time	Location
9/14/06, 10/19/06, 11/17/06, 12/19/06, 1/18/07, 2/15/07, 3/22/07, 4/19/07, and 5/17/07	4:45-6:00 (Staff Mtg.)	Media Center
Every Friday: 10/6/06 through 6/8/07	1:00-2:00 (GAPP Mtg.)	Tech. Lab
Every Monday: 9/11/06 through 6/4/07	During Team Planning Blocks (45 minute sessions per grade level)	Conference Room
Preservice Week: 8/28/06 through 9/1/06	Various times	Cafeteria

Please note: This table includes initial dates for 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)

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

A.	Identified Need	Tier 2 Indicator	Instructional Strategies	Related Professional Development	How Will We Assess Implementation?	What Will We Look for as Student Results?																																								
ENGLISH	<p>92%-grade 3 100%-grade 4 92%-grade 5 students scored proficient or better the SOL English test.</p> <p>Grade 3 identified need: 94% scored proficient or better on Word Analysis Strategies</p> <p>Grade 4 identified need: 98% scored proficient or better on Word Analysis Strategies</p> <p>Grade 5 identified need: 96% scored proficient or better on Word Analysis Strategies</p> <p>SOL Pass % English</p> <table border="1" data-bbox="113 812 441 966"> <thead> <tr> <th>Yr.</th> <th>Gr. 3</th> <th>Gr. 4</th> <th>Gr. 5</th> </tr> </thead> <tbody> <tr> <td>02-03</td> <td>55%</td> <td>n/a</td> <td>82%</td> </tr> <tr> <td>03-04</td> <td>88%</td> <td>n/a</td> <td>89%</td> </tr> <tr> <td>04-05</td> <td>94%</td> <td>n/a</td> <td>90%</td> </tr> <tr> <td>05-06</td> <td>92%</td> <td>100%</td> <td>92%</td> </tr> </tbody> </table> <p>Achievement Gap <i>(African American/Caucasian)</i></p> <table border="1" data-bbox="113 1047 441 1201"> <thead> <tr> <th>Yr.</th> <th>Gr. 3</th> <th>Gr. 4</th> <th>Gr. 5</th> </tr> </thead> <tbody> <tr> <td>02-03</td> <td>24.0</td> <td>n/a</td> <td>12.0</td> </tr> <tr> <td>03-04</td> <td>7.0</td> <td>n/a</td> <td>6.0</td> </tr> <tr> <td>04-05</td> <td>5.8</td> <td>n/a</td> <td>11.8</td> </tr> <tr> <td>05-06</td> <td>11.3</td> <td>0%</td> <td>5.4</td> </tr> </tbody> </table>	Yr.	Gr. 3	Gr. 4	Gr. 5	02-03	55%	n/a	82%	03-04	88%	n/a	89%	04-05	94%	n/a	90%	05-06	92%	100%	92%	Yr.	Gr. 3	Gr. 4	Gr. 5	02-03	24.0	n/a	12.0	03-04	7.0	n/a	6.0	04-05	5.8	n/a	11.8	05-06	11.3	0%	5.4	<p>* Increase the number of grade 3, 4, and 5 students scoring proficient or better on common monthly Reading and Writing assessments</p> <p>* Maintain the number of students testing to ensure AYP status on the English SOL test</p>	<ul style="list-style-type: none"> * TTW provide daily opportunities for students to edit curriculum-integrated content passages (PL4) * TSW utilize non-linguistic representations to analyze new vocabulary across the curriculum (PL14) * TTW provide opportunities for tactile and kinesthetic approaches for word study skill practice and word analysis strategies (PL9), (G) * TTW provide opportunities for tactile and kinesthetic methods for analyzing a variety of words in content (PL9), (G) * TSW utilize non-linguistic representations, such as flip books, graphic organizers, etc. to analyze the meanings of words (PL6, PL10, PL14) * TSW reflect on their own learning and record entries in their journals & interactive notebooks (PL9, PL10, PL12) * TTW provide daily opportunities to utilize Daily Language Review each quarter (PL4) * TTW use Marzano’s best practice strategies to improve Word Analysis skills (similarities & differences, non-linguistic representation, generating hypothesis, summarizing & note taking, and questions, cues & advanced organizers) (All PLs), (O), (G) * TTW provide daily for remediation and acceleration groups through differentiated instruction 	<ul style="list-style-type: none"> * Junior Great Books * Collaborative Scoring of the Writing Process/ Non-fiction Writing Fair/Writing Process * Future Problem Solving * Integration of Technology with Comm. Skills Curriculum (Interactive Whiteboards, Study Island, Orchard, Reading Center, SOL to GO, Starfall, UnitedStreaming, Breakthrough to Literacy, Lightspan) * Language Arts: William & Mary Units-Curriculum Integration Model * NPS district & schools walkthroughs at selected schools for observations of best practices and powerful literacy in action 	<ul style="list-style-type: none"> * Formal & Informal Observations by Administrators * Observational Checklist by curriculum specialists * Weekly Lesson Plan Evaluations * In-services and attendance training logs * Powerful Literacy checklist * Quarterly review of Literacy (K-2), Reading & Writing (3-5) Portfolios * Harcourt Reading Series & Technology Testing Component * Technology Data reports (Orchard, Study Island, BTL, SOL to Go) * Weekly GAPP Meetings (Data Analysis Matrix, GAPP lessons, Authentic Assessments) 	<ul style="list-style-type: none"> * At least 95% of students in grades 3, 4, and 5 students scoring proficient or better on the SOL English Assessment (S) * Graph of percentage of students scoring proficient or better on scored monthly tests (grades K-5) & district quarterly tests (grades 3-5) * Grade 3: The achievement gap will close by 5.0 points (S) * Grade 5: The achievement gap will close by 2.0 points (S)
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KEY:

PL = Characteristic of Powerful Literacy S = Exceeds Standards
G = Addresses the Achievement Gap O = Expands Opportunities

B.	Identified Need	Tier 2 Indicator	Instructional Strategies	Related Professional Development	How Will We Assess Implementation?	What Will We Look for as Student Results?																																								
MATH	<p>96%-grade 3 100%-grade 4 90%-grade 5 students scored proficient or better the SOL math test.</p> <p>Grade 3 identified need: 83% scored proficient or better on Probability and Statistics</p> <p>Grade 4 identified need: 88% scored proficient or better on Probability and Statistics</p> <p>Grade 5 identified need: 78% scored proficient or better on Probability and Statistics</p> <p>SOL Pass % - Math</p> <table border="1" data-bbox="115 763 441 925"> <thead> <tr> <th>Yr.</th> <th>Gr. 3</th> <th>Gr. 4</th> <th>Gr. 5</th> </tr> </thead> <tbody> <tr> <td>02-03</td> <td>74%</td> <td>n/a</td> <td>38%</td> </tr> <tr> <td>03-04</td> <td>96%</td> <td>n/a</td> <td>80%</td> </tr> <tr> <td>04-05</td> <td>96%</td> <td>n/a</td> <td>95%</td> </tr> <tr> <td>05-06</td> <td>96%</td> <td>100%</td> <td>90%</td> </tr> </tbody> </table> <p>Achievement Gap <i>(African American/Caucasian)</i></p> <table border="1" data-bbox="115 1006 441 1169"> <thead> <tr> <th>Yr.</th> <th>Gr. 3</th> <th>Gr. 4</th> <th>Gr. 5</th> </tr> </thead> <tbody> <tr> <td>02-03</td> <td>11.0</td> <td>n/a</td> <td>12.0</td> </tr> <tr> <td>03-04</td> <td>5.0</td> <td>n/a</td> <td>3.0</td> </tr> <tr> <td>04-05</td> <td>4.5</td> <td>n/a</td> <td>5.9</td> </tr> <tr> <td>05-06</td> <td>9.3</td> <td>0.0</td> <td>10.8</td> </tr> </tbody> </table>	Yr.	Gr. 3	Gr. 4	Gr. 5	02-03	74%	n/a	38%	03-04	96%	n/a	80%	04-05	96%	n/a	95%	05-06	96%	100%	90%	Yr.	Gr. 3	Gr. 4	Gr. 5	02-03	11.0	n/a	12.0	03-04	5.0	n/a	3.0	04-05	4.5	n/a	5.9	05-06	9.3	0.0	10.8	<p>* Increase the percentage of time spent involved in problem/inquiry-based learning activities.</p> <p>* Increase the number of students scoring proficient or better on common monthly Math assessments.</p> <p>* Maintain the number of students testing to ensure AYP status on the Math SOL test</p>	<ul style="list-style-type: none"> * TSW utilize interactive graphic organizers (non-linguistic representations) to make real-life connections in probability & statistics (PL2) * TSW utilize illustrations to demonstrate mastery in computation (PL7) * TTW provide opportunities for tactile and kinesthetic approaches in probability & statistics (PL4) * TSW utilize hands-on manipulatives to demonstrate computation skills (PL9), (G) * TSW utilize interactive graphic organizers (non-linguistic representations) to manage complex information in probability & statistics (PL4) * TSW utilize Accountability & Banking Sheets to make real-life connections and demonstrate computation skills (PL2, PL12), (O) * TSW make conclusions based on information found in a variety of types of graphs (pie, bar, pictograph, etc.) (PL4, PL5) * TSW reflect on their own learning and record entries in their math journals & interactive notebooks (PL9, PL10, PL12) * TTW use Marzano's best practice strategies to improve skills in Probability & Statistics (similarities & differences, non-linguistic representation, generating hypothesis, summarizing & notetaking, and questions, cues & advanced organizers) (All PLs), (O), (G) 	<ul style="list-style-type: none"> * Data Driven Decision Making Using Individual Data Plans * Integration of Technology with Math Curriculum (Interactive Whiteboards, Orchard, SOL to Go, First in Math, Study Island, UnitedStreaming Videos, & Lightspan) * Math Inservice by LC& D on Identified needs (Everyday Counts, 5 Easy Steps) * Using EXEMPLARS to enhance Student Understanding * School-wide training with Banking Program/ & Student Accountability Sheets (<i>Computation of Money</i>) * NPS district & schools walkthroughs at selected schools for observations of best practices and powerful literacy in action 	<ul style="list-style-type: none"> * Formal & Informal Observations by Administrators and Teachers * Weekly Lesson Plan Evaluations * In-services and attendance training logs * Student Accountability & Banking Sheets * Student Individual Individual Data Plans (IDPs) * Technology Data reports (Orchard, SOL to Go, Study Island, First in Math) * Anecdotal Notes (5 Easy Steps and Daily Review) * Weekly GAPP Meetings (Data Analysis Matrix, GAPP lessons, Authentic Assessments) 	<ul style="list-style-type: none"> * At least 97% of students in grades 3, 4, and 5 students scoring proficient or better on the SOL Math Assessment (S) * Graph of percentage of students scoring proficient or better on scored monthly tests (grades K-5) & district quarterly tests (grades 3-5) * Grade 3: The achievement gap will close by 2.0 point (S) * Grade 5: The achievement gap will close by 3.0 point (S)
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SCIENCE	<p>98%-grade 3 87%-grade 5 students scored proficient or better the SOL Science test.</p> <p>Grade 3 identified need: 84% scored proficient or better on “Scientific Investigation”</p> <p>Grade 5 identified need: 84% scored proficient or better on “Force, Motion, Energy and Matter”</p> <p>SOL Pass % Science</p> <table border="1"> <thead> <tr> <th>Yr.</th> <th>Gr. 3</th> <th>Gr. 5</th> </tr> </thead> <tbody> <tr> <td>02-03</td> <td>56%</td> <td>68%</td> </tr> <tr> <td>03-04</td> <td>81%</td> <td>63%</td> </tr> <tr> <td>04-05</td> <td>98%</td> <td>82%</td> </tr> <tr> <td>05-06</td> <td>98%</td> <td>87%</td> </tr> </tbody> </table> <p>Achievement Gap <i>(African American/Caucasian)</i></p> <table border="1"> <thead> <tr> <th>Yr.</th> <th>Gr. 3</th> <th>Gr. 5</th> </tr> </thead> <tbody> <tr> <td>02-03</td> <td>24.0</td> <td>43.0</td> </tr> <tr> <td>03-04</td> <td>2.0</td> <td>19.0</td> </tr> <tr> <td>04-05</td> <td>1.6</td> <td>20.6</td> </tr> <tr> <td>05-06</td> <td>2.1</td> <td>16.0</td> </tr> </tbody> </table> <p>Gender Gap <i>(Male/Female)</i></p> <table border="1"> <thead> <tr> <th>Yr.</th> <th>Gr. 3</th> <th>Gr. 5</th> </tr> </thead> <tbody> <tr> <td>05-06</td> <td>12.4</td> <td>16.0</td> </tr> </tbody> </table>	Yr.	Gr. 3	Gr. 5	02-03	56%	68%	03-04	81%	63%	04-05	98%	82%	05-06	98%	87%	Yr.	Gr. 3	Gr. 5	02-03	24.0	43.0	03-04	2.0	19.0	04-05	1.6	20.6	05-06	2.1	16.0	Yr.	Gr. 3	Gr. 5	05-06	12.4	16.0	<ul style="list-style-type: none"> * Increase the percentage of time spent involved in problem/inquiry-based learning activities * Increase the number of students scoring proficient or better on common monthly Science assessments. * Maintain the number of students testing to ensure AYP status on the Science SOL test 	<ul style="list-style-type: none"> * TSW conduct ongoing investigations, using the scientific method, while taking notes, making charts, and drawing pictures symbolizing the changes they see (PL4, PL7), (G) * TSW summarize and analyze data collected from ongoing experiments and reflect on conclusions made (PL1, PL3, PL4, PL9), (G) * TTW provide opportunities for tactile and kinesthetic approaches by using hands on manipulatives to create meaning and understanding of force, motion, energy and matter (PL4, PL10), (G) * TSW participate in scientific investigation and force and motion activities during physical education class to demonstrate understanding and meaning (PL10), (G) * TTW engage students in technology-based activities to create new meaning and understanding in Scientific Investigation and Force, Motion, Energy and Matter (PL10, PL14), (O) * TSW immerse themselves in daily content-related guided reading and stations to reinforce science vocabulary (PL1, PL10, PL12) * TSW reflect on their own learning and record entries in their journals (PL9, PL10, PL12) * TSW will participate in an outdoor/mobile classroom (PL2, PL9, PL10, PL12) * TTW use Marzano’s best practice strategies to improve skills in Scientific Investigation (similarities & differences, non-linguistic representation, generating hypothesis, summarizing & notetaking, and questions, cues & advanced organizers) (All PLs), (O), (G) 	<ul style="list-style-type: none"> * Leadership, Capacity & Development Science identified needs *Monthly inservices:- Exemplars-Process Skills in Science-Curriculum Review & Test Prep from Leadership & Capacity Department * Integration of Technology with Science Curriculum (Interactive Whiteboards, Orchard, SOL to Go, SOL Pass, Edutest, Windows on Science, UnitedStreaming Videos, Jefferson Lab & Lightspan) * Science Fair Preparation, Procedures & Rubrics * NPS district & schools walkthroughs at selected schools for observations of best practices and powerful literacy in action 	<ul style="list-style-type: none"> * Formal & Informal Observations by Administrators * Weekly Lesson Plan Evaluations * In-services and attendance training logs * Science Fair * Science Exemplars Rubrics & Exemplary Projects * Technology Data reports (SOL to Go, Edutest) * Student Individual Individual Data Plans (IDPs) * Weekly GAPP Meetings (Data Analysis Matrix, GAPP lessons, Authentic Assessments) 	<ul style="list-style-type: none"> * At least 99% of students in grades 3 and 90% of 5 students scoring proficient or better on the SOL Science Assessment (S) *Graph of percentage of students scoring proficient or better on scored monthly tests (grades K-5) & district quarterly tests (grades 3-5) * Grade 3: The achievement gap will close by 1.0 point (S) * Grade 5: The achievement gap will close by 5.0 points (S) * Grade 3: The gender gap will close by 2.0 points (S) * Grade 5: The gender gap will close by 3.0 points (S)
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D.	<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>																														
HISTORY & SOCIAL SCIENCES	<p>100%-grade 3 85%-grade 5 students scored proficient or better the SOL History & Social Sciences test.</p> <p>Grade 3 identified need: 98% scored proficient or better on Geography</p> <p>Grade 5 identified need: 84% scored proficient or better on Geography</p> <p>SOL Pass % H & SS</p> <table border="1"> <thead> <tr> <th>Yr.</th> <th>Gr. 3</th> <th>Gr. 5</th> </tr> </thead> <tbody> <tr> <td>02-03</td> <td>78%</td> <td>50%</td> </tr> <tr> <td>03-04</td> <td>87%</td> <td>79%</td> </tr> <tr> <td>04-05</td> <td>98%</td> <td>92%</td> </tr> <tr> <td>05-06</td> <td>100%</td> <td>85%</td> </tr> </tbody> </table> <p>Achievement Gap <i>(African American/Caucasian)</i></p> <table border="1"> <thead> <tr> <th>Yr.</th> <th>Gr. 3</th> <th>Gr. 5</th> </tr> </thead> <tbody> <tr> <td>02-03</td> <td>16.0</td> <td>25.0</td> </tr> <tr> <td>03-04</td> <td>2.0</td> <td>3.0</td> </tr> <tr> <td>04-05</td> <td>1.6</td> <td>8.8</td> </tr> <tr> <td>05-06</td> <td>5.3</td> <td>12.3</td> </tr> </tbody> </table>	Yr.	Gr. 3	Gr. 5	02-03	78%	50%	03-04	87%	79%	04-05	98%	92%	05-06	100%	85%	Yr.	Gr. 3	Gr. 5	02-03	16.0	25.0	03-04	2.0	3.0	04-05	1.6	8.8	05-06	5.3	12.3	<p>* Increase the number of students scoring proficient or better on common monthly History/Social Science assessments.</p> <p>* Maintain the number of students testing to ensure AYP status on the History & Social Sciences test</p>	<ul style="list-style-type: none"> * TSW utilize non-linguistic representations, such as songs and poems, to express knowledge and understanding in Geography (PL7, PL13) * TTW utilize non-linguistic representations, such as graphic organizers to compare and contrast physical characteristics of the land (PL12, P4, PL7) * TTW engage students in technology-based activities to create new meaning and understanding in Geography (PL10, PL4), (O) * TSW immerse themselves in daily content-related reading (PL1, PL10, PL12) * TTW design a variety of maps and models to demonstrate understanding and create new meaning in geography (PL3, PL4, PL7, PL10, PL12) * TSW utilize non-linguistic representations, such as role playing, to demonstrate understanding in Geography (PL7) * TSW reflect on their own learning and record entries in their journals and interactive notebooks (PL9, PL10, PL12) * TSW participate in geography activities during music education class to demonstrate understanding and meaning (PL10), (G) * TTW immerse students in cultural awareness through participation in Museum walks and Cultural libraries. (PL7, PL10), (O) * TTW use Marzano’s best practice strategies to improve skills in Geography (similarities & differences, non-linguistic representation, generating hypothesis, summarizing & notetaking, and questions, cues & advanced organizers) (All PLs), (O), (G) 	<ul style="list-style-type: none"> * Integration of Technology with Science Curriculum (Interactive Whiteboards, SOL Pass, SOL to Go, Edutest, United Streaming Videos & Lightspan * Language Arts William & Mary Units * IPAS * NPS district & schools walkthroughs at selected schools for observations of best practices and powerful literacy in action 	<ul style="list-style-type: none"> * Formal & Informal Observations by Administrators * Weekly Lesson Plan Evaluations * In-services and attendance training logs * Student Accountability Forms * Technology Data reports (SOL to Go, Edutest * Student Individual Individual Data Plans (IDPs) * Weekly GAPP Meetings (Data Analysis Matrix, GAPP lessons, Authentic Assessments) 	<ul style="list-style-type: none"> * At least 99% of students in grades 3 and 95% of 5 students scoring proficient or better on the SOL History & Social Sciences Assessment (S) * Graph of percentage of students scoring proficient or better on scored monthly tests (grades K-5) & district quarterly tests (grades 3-5) * Grade 3: The achievement gap will close by 1.0 point (S) * Grade 5: The achievement gap will close by 2.0 points (S)
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KEY:

PL = Characteristic of Powerful Literacy S = Exceeds Standards
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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

A.	Identified Need	Tier 2 Indicator	Strategies	Related Professional Development	How Will We Monitor Implementation?	What Will We Look for as Student Results?																											
	<p>Based on yearly STARBASE Discipline Data Report, the total number of incidents are as follows:</p> <p>CD classroom disruptions H harrasment F fighting mutual combat</p> <table border="1"> <tr> <td>Yr.</td> <td>CD</td> <td>H</td> <td>F</td> </tr> <tr> <td>04-05</td> <td>16</td> <td>9</td> <td>2</td> </tr> <tr> <td>05-06</td> <td>2</td> <td>2</td> <td>0</td> </tr> </table> <p>A arson D disrepect I insubordination IPP inappropriate personal property</p> <table border="1"> <tr> <td>Yr.</td> <td>A</td> <td>D</td> <td>I</td> <td>IPP</td> </tr> <tr> <td>04-05</td> <td>0</td> <td>6</td> <td>4</td> <td>IPP</td> </tr> <tr> <td>05-06</td> <td>1</td> <td>0</td> <td>3</td> <td>IPP</td> </tr> </table>	Yr.	CD	H	F	04-05	16	9	2	05-06	2	2	0	Yr.	A	D	I	IPP	04-05	0	6	4	IPP	05-06	1	0	3	IPP	<p>* Students will show a decrease in the number of incidents in classroom disruptions, harrasment, and insubordination as evident by the STARBASE by the Discipine DATA Report</p>	<p>* Implement Student Mentor Program through partnerships with Norfolk Police Dept., Regent University, Hampton Roads Community Care, and Norfolk State University Youth Ambassadors (O)</p> <p>* Promote leadership with the Student Council Association (O)</p> <p>* Infuse Character Education into Standards-based Instruction (Organization Notebooks, Student Accountability sheets, LIP Program, & Morning News Show) (G), (O)</p> <p>* Participation in the Chrysalis Center for students with challenging behavior. (PL7, PL10), (O)</p>	<p>* Mentor training</p> <p>* Character Education provided by school guidance counselor & Regent University</p> <p>* Project R.I.D.E. Conflict mediation, & Rubrics</p>	<p>* Monthly/Yearly STARBASE Dsicipline Report</p> <p>* Teacher observation</p> <p>* Weekly Student Behavior Reports</p> <p>* Banking Sheets (Dream Dollars for positive choices & student accountability system)</p> <p>* Character Education Program evaluation by Regent University</p>	<p>* Decrease the number of incidents in classroom disruptions, harrasment, and insubordination as evident by the STARBASE by the Discipine DATA Report</p> <p>* Increase in the number of classes earning Dream Dollar rewards based on the classes without any referrals for disruptions, harrasment, and insubordination as evident by the STARBASE by the Discipine DATA Report</p>
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II. Objectives Linked to Needs and Tier 2 Indicators

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

A.	Identified Need	Tier 2 Indicator	Strategies	Related Professional Development	How Will We Monitor Implementation?	What Will We Look for as Student Results?
	<p>70% of parent/guardian population are PTA members</p> <p>95% of teacher/staff population are PTA members</p> <p>0% of business partnerships and volunteers population are PTA members</p>	<p>* Increase the % of parents involved in the academic achievement of students</p> <p>* Increase the % of parents, businesses, and community members that are supporting and volunteering in the schools</p> <p>* Increase the % of parents/guardians, teachers/staff, partnerships, businesses, and community members that are PTA members</p>	<p>* Weekly Family & Community Learning Nights (G), (O)</p> <p>* Mentorships & Volunteers: (Norfolk Police Dept., Norfolk State University, Regent Univ., Hampton Roads Community Care Center, US Armed Forces, ROTC Lake Taylor Student Mentorship Program, Corps of Engineers, & US Coast Guard (O))</p> <p>* Financial Sponsorships: (Norfolk Police Dept., Hampton Roads Community Care Center, Hale Funeral Home, Faith Mission Ministries)</p>	<p>* Parent workshops by Parent Liaison</p> <p>* Parent University</p> <p>* Monthly Volunteer & Mentor Meetings</p>	<p>* PTA Sign-in sheets and logs</p> <p>* Signed Weekly Student Academic & Behavior Reports</p> <p>* Signed Student Individualized Data Plans-IDP's</p> <p>* Signed Dreamkeepers Academy Student Admissions Agreement</p> <p>* PTA membership log</p> <p>* Sign in sheets from Volunteer/Mentor Meetings</p> <p>* Log sheets from Volunteer/Mentor - Student/Groups</p>	<p>* Increase in PTA membership from parents by 5%</p> <p>* Increase in PTA membership from business partnerships and volunteers by 2%</p> <p>* Increase in PTA membership from teachers by 3%</p> <p>* Achievement of Model PTA</p> <p>* Increase in % of parents involved in the academic achievement of students</p> <p>* Increase in % of partnerships, businesses, and community members that are supporting and volunteering in the schools</p>

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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

Staff gathered during preservice week and during our first staff meeting and then they were divided into groups. Each group consisted of one person from each grade level, as well as instructional team leaders.

Changes were suggested, recorded and submitted by each of these groups. Then, grade levels met within their own grade levels a week later, and offered new suggestions for improvement in the accountability plan. These revisions were documented and turned in to the principal. Recommendations and additional comments were made by the instructional team, grade level chairs and administration to enhance the overall effectiveness of the accountability plan during two subsequent Instructional Leaders meeting blocks.

Methods Used to Communicate Our Plan

Many methods of communicating our plan were employed to create a school wide vision. Some of these methods include, but are not limited to, the following: PTA meetings, SOL programs, Faculty Meetings, Marquee signs, Parent-Teacher Conferences, Dreamkeepers Academy Website, Groupwise communication, Inservices/Workshops, Ongoing Staff Development, Job-embedded staff development, etc.

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.

Staff Development Schedule (<i>Planning Blocks and Early Release Days</i>)			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation: such as Attendance Logs, Agendas, etc.</i>
Technology-based Trainings: COMM. SKILLS: <i>Reading Center, Orchard, PLATO Network (formerly The Lightspan Network), Reading Center, Interactive Test Prep Resources, Study Island, SOL to Go, Unitedstreaming, Accelerated Reader trainings, e-portfolios, Breakthrough to Literacy</i> MATH: <i>Orchard, PLATO Network (formerly The Lightspan Network), Interactive Test Prep Resources, Study Island, SOL to Go, Unitedstreaming, First in Math, Math Exemplars</i> SCIENCE: <i>PLATO Network (formerly The Lightspan Network), Interactive Test Prep Resources, SOL to Go, Unitedstreaming, Science Exemplars</i> HSS: <i>PLATO Network (formerly The Lightspan Network), Interactive Test Prep Resources, SOL to Go, Unitedstreaming</i> GENERAL: <i>eSembler, Interactive Whiteboards, and IDPs</i>	September 5, 2006 (<i>eSembler</i>) September 13, 2006 (<i>eSembler</i>) September 27, 2006 (<i>eSembler & IDPs</i>) October 4, 2006 (<i>PLATO Network</i>) October 11, 2006 (<i>Reading Center</i>) October 18, 2006 (<i>Interactive Whiteboards</i>) November 8, 2006 (<i>PLATO: Reading Center</i>) November 8, 2006 (<i>Breakthrough to Literacy</i>) November 15, 2006 (<i>UnitedStreaming</i>) December 7, 2006 (<i>A.R., Orchard & SOL to Go</i>) December 14, 2006 (<i>Interactive Test Prep</i>) December 14, 2006 (<i>First In Math</i>) January 3, 2007 (<i>Study Island</i>) January 10, 2007 (<i>PLATO Network</i>) February 7, 2007 (<i>Math & Science Exemplars</i>)	Teachers & Paras	Attendance Log & Agendas

Staff Development Schedule *(Planning Blocks and Early Release Days)*

<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation: such as Attendance Logs, Agendas, etc.</i>
<p>Comm. Skills Inservices*: Procedures & Updates, DRA's, e-portfolios, Reading Center, Breakthrough to Literacy, Accelerated Reader, Orchard, SOL to GO, Interactive Test Prep, and Study Island)</p> <p>*Additional training will be implemented as needed</p>	<p>September 7, 2006 (<i>Reading & Writing Guide to Instruction</i>) September 20, 2006 (<i>DRA's & e-portfolios</i>) October 11, 2006 (<i>Reading Center</i>) October 25, 2006 (<i>Procedures & Updates</i>) November 8, 2006 (<i>PLATO: Reading Center</i>) November 8, 2006 (<i>Breakthrough to Literacy</i>) November 29, 2006 (<i>Procedures & Updates</i>) December 7, 2006 (<i>A.R., Orchard & SOL to Go</i>) December 14, 2006 (<i>Interactive Test Prep</i>) December 21, 2006 (<i>Procedures & Updates</i>) January 3, 2007 (<i>Study Island</i>) January 17, 2007 (<i>Procedures & Updates</i>) February 14, 2007 (<i>Procedures & Updates</i>) March 28, 2007 (<i>Procedures & Updates</i>) May 2, 2007 (<i>Procedures & Updates</i>)</p>	Teachers & Paras	Attendance Log & Agendas
<p>Math Inservices*: Procedures & Updates, Orchard, SOL to GO, First in Math, Interactive Test Prep, Study Island, and Math Exemplars</p> <p>*Additional training will be implemented as needed</p>	<p>September 8, 2006 (<i>Math in the Classroom</i>) December 7, 2006 (<i>Orchard & SOL to Go</i>) December 14, 2006 (<i>First In Math</i>) December 14, 2006 (<i>Interactive Test Prep</i>) January 3, 2007 (<i>Study Island</i>) February 7, 2007 (<i>Math Exemplars</i>)</p>	Teachers & Paras	Attendance Log & Agendas
<p>History & Social Sciences Inservices*: Geography</p> <p>*Additional training will be implemented as needed</p>	<p>February 21, 2007 (<i>Geography & Technology</i>)</p>	Teachers & Paras	Attendance Log & Agendas

Staff Development Schedule *(Planning Blocks and Early Release Days)*

<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation: such as Attendance Logs, Agendas, etc.</i>
<p>Science Inservices*: Science Fair, Outdoor Science Classroom, and Scientific Investigation</p> <p>*Additional training will be implemented as needed</p>	<p>November 1, 2006 (<i>Scientific Investigation</i>) October 25, 2006 (<i>Outdoor Science Classroom</i>) January 10, 2007 (<i>Scientific Investigation</i>) January 24, 2007 (<i>Science Fair</i>) February 7, 2007 (<i>Science Exemplars</i>)</p>	Teachers & Paras	Attendance Log & Agendas
<p>General Categories*: Team Teaching, Classroom Management, , Dreamkeepers Challenge, Master Schedule, Testing, End-of Year Procedures, SOL Testing Procedures, Interactive Whiteboards, IDPs, and eSembler</p> <p>*Additional training will be implemented as needed</p>	<p>September 5, 2006 (<i>eSembler Attendance</i>) September 6, 2006 (<i>Team Teaching Strategies</i>) September 13, 2006 (<i>eSembler Gradebooks</i>) September 21, 2006 (<i>Dreamkeepers Challenge</i>) September 21, 2006 (<i>Team Teaching Practices</i>) September 27, 2006 (<i>eSembler Progress Reports & IDPs</i>) October 18, 2006 (<i>Interactive Whiteboards</i>) April 25, 2007 (<i>Planning for the Summer Basic Skills Program</i>) May 9, 2007 (<i>End of Year Procedures</i>) May 16, 2007 (<i>SOL Testing Procedures</i>) June 6, 2007 (<i>Planning Ahead for 2007-2008</i>)</p>	Teachers & Paras	Attendance Log & Agendas
<p>Character Education Inservices*: Character Education Activities, Classroom Management, and Procedures</p> <p>*Additional training will be implemented as needed</p>	<p>September 6, 2006 (<i>Character Education Procedures</i>) September 7, 2006 (<i>Classroom Management</i>) September 21, 2006 (<i>Character Education Activities</i>)</p>	Teachers & Paras	Attendance Log & Agendas