



NORFOLK PUBLIC SCHOOLS

Fairlawn Elementary School

SCHOOL ACCOUNTABILITY PLAN Year: 2006-2007

Dr. Stephen C. Jones, Superintendent of School
Dennis W. Fifer, Principal
Beverly Ellis, Assistant Principal

Committee Members/Representation

Individual	Position
Dennis Fifer	A- Principal
Beverly Ellis	A – Assistant Principal
Lori Widgeon	T – Kindergarten Teacher
Shelly Otey	T – 1 st Grade Teacher
Regina Glasgow	T – 2 nd Grade Teacher
Kim Tunstall	T – 3 rd Grade Teacher
Sandra Speller	T – 4 th Grade Teacher
Nicole Moore	T – 5 th Grade Teacher
Judy Miller	R – English Specialist
Sharon Flowers	R – Math Specialist
Jackie Levin	R – Literacy Specialist
Angela Gaskins	R- Media Specialist
Diane Blowe	R- Technology Specialist
Crystal Massenberg	T – Special Education Teacher
Melissa Capps	R – Social Worker
Sandra Burton	P – Parent/ PTA Officer
Dennis Young	C – Community Member

Committee Meetings

Date	Time	Location
08-24-06	8:00a.m.	Media Center
09-12-06	8:00a.m.	Media Center
10-03-06	8:00a.m.	Media Center
11-14-06	8:00a.m.	Media Center
12-05-06	8:00a.m.	Media Center
01-17-07	8:00a.m.	Media Center
02-21-07	8:00a.m.	Media Center
03-14-07	8:00a.m.	Media Center
04-18-07	8:00a.m.	Media Center
05-16-07	8:00a.m.	Media Center
06-13-07	8:00a.m.	Media Center

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.

Please note: This table includes initial dates for the full Biennial School Improvement Planning 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 biennial plan. Sub-committee meetings and other occasions when the Biennial School Improvement Plan may be discussed are not included.

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, represents 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)

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

II. School Board Objectives Linked to Needs and Tier 2 Indicators

For this School Board objective, we identified needs and formulated at least three corresponding Tier 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>																																																												
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YR	Gr.3	Gr.5													
05	77.8	78.4													
06	92.0	84.3													

II.
 For this School Board objective, we identified needs and formulated at least one corresponding Tier 2 Indicator and accompanying strategy.
Objective # 2: Safe, Secure, and Disciplined Learning Environment

	<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.	<p><u>District Stakeholder Survey</u> 59% of teachers gave a positive score in the area of administration addresses disruptive students</p> <p><u>Infraction Referrals</u></p> <table border="1"> <thead> <tr> <th>YR</th> <th>#ref</th> <th># stds</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>219</td> <td>88</td> </tr> <tr> <td>06</td> <td>132</td> <td>61</td> </tr> </tbody> </table>	YR	#ref	# stds	05	219	88	06	132	61	<p>Increase the percentage of positive responses on a quarterly discipline survey.</p> <p>Decrease the number of infractions</p>	<p>Teachers will maintain a behavior folder of students who do not follow schoolwide rules.</p> <p>Teachers will maintain a log of interventions used in the classroom to address inappropriate behaviors.</p> <p>Teachers and administrators will utilize P.A.T.H.S. and Project RIDE to address disruptive students.</p> <p>Administrators will maintain an Intervention Log in the discipline binder in the office for students who receive incident referrals.</p> <p>Parent liaisons will conduct workshop for parents to help with discipline.</p> <p>Teacher will make at least one positive contact with a parent.(PL)</p>	<p>Review discipline procedures from teacher handbook</p> <p>Inservices as needed for P.A.T.H.S. and Project RIDE.</p> <p>Administrators, Guidance Counselor, and SSST team and TAT team will work with each grade level on implementing intervention strategies for disruptive behaviors</p> <p>Conflict mediation workshops</p>	<p>Computerized tracking of infraction referrals</p> <p>Student behavior folders</p> <p>Quarterly comparisons of discipline and climate surveys</p> <p>Administrators Discipline Binder</p> <p>Parent Liaison contact forms</p> <p>Parent Workshop Attendance Logs</p>	<p>At least 70% of teachers will give a positive score on the District Stakeholder survey in the area of administration addresses disruptive students.</p> <p>Tiger Days chart of classes with no infraction referrals.</p> <p>Discipline report with decreased number of infraction referrals.</p>
YR	#ref	# stds													
05	219	88													
06	132	61													

III. School Board Objectives Linked to Needs and Tier 2 Indicators

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

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

	<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.	<p><u>District Stakeholder Survey</u></p> <p>59% of teachers gave a positive score in the area of parents cooperate with teachers in addressing academic performance and discipline of their children</p>	<p>Increase the number of P.E.P (Parents as Educational Partners) awards sent home to parents each month.</p>	<p>Teachers will make a minimum of three contacts per child during the year.</p> <p>Teachers will send home P.E.P. awards to parents who support their child’s academic and behavior needs.</p> <p>Teachers will tally the number of P.E.P. awards sent home each month.</p> <p>Principal will schedule quarterly Chat and Chew.</p> <p>Parent liaisons will visit homes of students who have academic or behavior concerns.</p> <p>Teachers will send home the Parental Involvement Report card for parents to assess their level of involvement.</p>	<p>Sensitivity training with staff on parents’ perception of the school</p> <p>Staff development sessions on “Reaching Out to Reluctant Parents”</p> <p>Staff development sessions on P.E.P. awards program</p>	<p>Log showing number of Monthly parental contacts</p> <p>Data showing number of P.E.P. awards sent home</p> <p>Flyers for Principal’s Chat and Chew</p> <p>Parent liaison home visitation logs</p> <p>Copies of Parent Involvement Report card if returned.</p> <p>Workshop Agendas and Attendance Logs</p>	<p>At least 70% of teachers will give a positive score in the area of parents cooperate with teachers in addressing academic performance and discipline of their children</p>

IV. Plan Development and Dissemination Process

We used a multistage process in developing our comprehensive 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

The school administrators reviewed current Tier 1 data and decided on Tier 2 indicators, instructional strategies, related professional development, etc. A draft of the plan was shared with each grade level team to get their support. The plan was shared with our PTA board who provided input towards the development of our goals. Our Leadership Team will review the progress at our regular monthly meetings.

Methods Used to Communicate Our Plan

Copies of the completed plan will be provided to each staff member. The PTA Board members will receive a copy of the plan. Copies of the plan will also be given to the contact person for our Partners-In-Education.

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.

Professional Development Hours Related to Continuous Growth of Academic Student Achievement for All

Staff Development			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Collaborative Domain Scoring of Writing	Ongoing	All Classroom and Resource Teachers	Attendance Logs, Agendas
<u>Classroom Instruction that Works</u> by Robert Marzano	October 2006 – May 2007	All Classroom Teachers and Resource Teachers	Attendance Logs, Agendas
Data Driven Instruction for Specific Strands in all Content Areas (Reading, Writing, Math, Science, History)	Ongoing	All Classroom and Resource Teachers	Attendance Logs, Agendas
Project RIDE	Ongoing as needed	Certain Teachers/Staff as needed	Attendance Logs, Agendas
DRA Assessments	Ongoing as needed	Certain Teachers/Staff as needed	Attendance Logs, Agendas
Parents On Your Side	January 2007 – June 2007	All Teachers and Staff	Attendance Logs, Agendas
Reaching Out to Reluctant Parents	January 2007 – June 2007	All Teachers and Staff	Attendance Logs, Agendas