



NORFOLK PUBLIC SCHOOLS

Ingleside Elementary School

SCHOOL ACCOUNTABILITY PLAN Year: 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools
Vincent M. Darby, Sr., Principal
Dwana White, Asst. Principal

A Message from the Principal . . .

October 27, 2006

Dear 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 school better.

Sincerely,

Vincent M. Darby, Sr.
Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Vincent Darby	Principal
Dwana White	Assistant Principal
Lisa Cannon	Instructional Specialist
Miriam Land	Math Specialist
Alice Cosendine	Communication Skill Spec.
Mary Williams	Literacy Teacher
Charlotte Brunswick	Literacy Teacher
Treva Reaves	Media Specialist
Pamela Edmond	Guidance Counselor
Diane Quarterman	Pre-K Teacher
Deborah Hill	Kindergarten Teacher
Rebecca Montoya	1 st Teacher
Glenn Wilder	2 nd Teacher
Stacey Rushing	2 nd Teacher
Jannie Robinson	3 rd Teacher
Samantha Richardson	4 th Teacher
Nicole Griffin	5 th Teacher
Lisa Wright	Parent Liaison
Emma Griffin	PTA President

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
September 13, 2006	3:00 pm	Media Center
September 28, 2006		
October 13, 2006		
October 24, 2006		
October 27, 2006		
December 14, 2006		
February 08, 2007		
April 19, 2007		

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)

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

	<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>3rd Grade SOL PASS RATES for Spring 2006</u></p> <table border="1"> <thead> <tr> <th></th> <th>District</th> <th>Ingeside</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>78</td> <td>76</td> </tr> <tr> <td>Math</td> <td>87</td> <td>92</td> </tr> <tr> <td>Science</td> <td>86</td> <td>88</td> </tr> <tr> <td>History</td> <td>92</td> <td>98</td> </tr> </tbody> </table> <p>76% of third grade students scored proficient or better on the English SOL test.</p> <p>76.7% Grade 3 Black students scored proficient or better on English SOL test.</p> <p>66.7% Grade 3 White students scored proficient or better on English SOL test.</p> <p>The achievement gap between black and white students is 10.1 %.</p> <p>24% of students did not demonstrate comprehension of printed materials.</p>		District	Ingeside	English	78	76	Math	87	92	Science	86	88	History	92	98	<p>Increase the number of students who can read at or above grade level as measured by the DRA.</p> <p>Decrease the achievement gap between African Americans and White students on tri-weekly and quarterly assessments.</p> <p>Increase the number of students who take and pass AR reading tests.</p>	<p>Teachers will focus on the use of higher levels questioning techniques.</p> <p>Teachers will continue the use of non-fiction books, stories, and passages which are correlated with content SOL.</p> <p>Teachers will use interactive Word Walls.</p> <p>Students will use non-linguistic representation to reinforce and review comprehension from reading text.</p> <p>Teachers will utilize a variety of materials to teach test taking strategies.</p> <p>Refocus on the non-negotiable (guided reading)</p>	<p>Training in non-fiction reading strategies.</p> <p>Training on effective literacy work stations.</p> <p>Training on the implementation of Harcourt Trophies.</p> <p>Training on how to use the Connecting the Pieces instrument.</p> <p>Training on effective use of non-linguistic representation.</p> <p>SR3 strategies</p> <p>Training on the use of higher level questioning techniques.</p> <p>SQ3R strategies</p> <p>Guided reading training</p>	<p>Administrative team will monitor weekly strategies through formal and informal observation.</p> <p>Periodic review of lesson plans.</p> <p>Tri-weekly and quarterly assessments on English strands.</p> <p>STAR results of reading.</p> <p>Re-teaching concepts in non-mastered areas identified from biweekly assessment and retest non-mastered strands.</p> <p>Staff will monitor the level of AR books read and tests taken.</p> <p>Follow-up monitoring on strategies taught in staff developments.</p> <p>Walkthroughs (External Internal)</p>	<p>Increase scores on tri-weekly, quarterly and SOL assessment.</p> <p>The achievement gap will close by 10 percent.</p> <p>At least 90 % of students will score proficient or better on the English SOL test.</p>
	District	Ingeside																			
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B.	<p><u>STAR Results –Grade 3</u></p> <table border="1"> <thead> <tr> <th>Above Grade Level</th> <th>At Grade Level</th> <th>At or Above Grade Level</th> </tr> </thead> <tbody> <tr> <td>28.8</td> <td>30.8</td> <td>59.6</td> </tr> </tbody> </table> <p>28.8% Grade 3 students read above grade level as measured by STAR.</p> <p>30.8% of Grade 3 students read on grade level as measured by STAR.</p> <p>59.6% of Grade 3 students read on or above grade level as measured by STAR.</p>	Above Grade Level	At Grade Level	At or Above Grade Level	28.8	30.8	59.6	<p>Increase the percentage of students reading on or above grade level as measured by DR A reports.</p>	<p>Implement Power Reading Strategies:</p> <ul style="list-style-type: none"> • QAR • SQ3R • Interactive Notebook • Higher level questioning • Literacy Work Stations <p>During the daily news show students will respond to an Analogy of the Day.</p> <p>Teachers will include vocabulary lessons across the curriculum.</p>	<p>Training on effective use of PALS / DRA data.</p> <p>Grade level meeting with instructional team to identify students' needs and collaboratively plan instruction.</p> <p>Utilize gifted teacher for Staff Development on vocabulary.</p>	<p>STAR reports.</p> <p>DRA and PALS results.</p> <p>Lesson Plans</p> <p>Accelerated Reader.</p> <p>Walkthroughs</p> <p>Teachers in grades 2-5 will set monthly goals and record average comprehension rates for students on Accelerated Reader.</p>	<p>Increase pass rate on the AR test and STAR Test.</p> <p>Higher achievement in all other subject areas based on quarterly assessments.</p>									
Above Grade Level	At Grade Level	At or Above Grade Level																			
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C.	<p>4 out of 5 kindergarten classes met the time requirement for BTL.</p> <p>3 out of 5 kindergarten classes met explore words requirement.</p>	<p>Increase the percentage of time students spend on the computers as measured by the BTL reports.</p>	<p>Hold quarterly meetings to review BTL reports.</p> <p>Teachers will utilize BTL as a workstation.</p>	<p>Utilize Instructional Technology teacher to assist teachers in monitoring monthly reports and analyzing the data.</p> <p>Training on the use of BTL</p>	<p>BTL reports</p> <p>Lesson Plans</p> <p>Monitor monthly BTL reports.</p>	<p>All kindergarten classes meeting the time requirement and the explore words requirement</p>															

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.	The number of incidents of possessions of weapons other than firearms has remained at one per year over the last four years	Eliminate the number of incidents involving weapons on the monthly discipline report.	<p>We will implement a club STAND (Students Taking A New Direction) to encourage positive behavior and academic excellence.</p> <p>School wide lessons provided by the guidance counselor on making good choices</p> <p>During the daily news show stress the importance of safety in our schools.</p> <p>Increase students use of resolving conflict utilizing conflict mediation.</p> <p>Students will utilize the guidance box to share problems and conflicts.</p>	The guidance counselor will provide strategies on conflict mediation.	Quarterly discipline reports.	No incidence of weapons found in school																								
B.	<p>SY 2005-2006 Demographics</p> <table border="1" data-bbox="218 1057 747 1227"> <thead> <tr> <th>AfrA /F</th> <th>AfrA /M</th> <th>Whit/F</th> <th>Whit/M</th> <th>Asai /F</th> <th>Asai/M</th> </tr> </thead> <tbody> <tr> <td>37%</td> <td>41%</td> <td>6%</td> <td>5%</td> <td>1%</td> <td>1%</td> </tr> <tr> <td></td> <td>His /F</td> <td>His/M</td> <td>Mult/F</td> <td>Mult/M</td> <td></td> </tr> <tr> <td></td> <td>2%</td> <td>2%</td> <td>2%</td> <td>3%</td> <td></td> </tr> </tbody> </table> <p>41 % of our students are African American males but they account for 65% of student referrals.</p>	AfrA /F	AfrA /M	Whit/F	Whit/M	Asai /F	Asai/M	37%	41%	6%	5%	1%	1%		His /F	His/M	Mult/F	Mult/M			2%	2%	2%	3%		Decrease the number of infraction referrals.	<p>Continue with school wide rules.</p> <p>Increase mentoring program for students with multiple referrals.</p> <p>Utilize community resources to work with students.</p> <p>Increase parent workshops and communication.</p>	<p>Classroom management workshops</p> <p>Book Talk on Educating African American Males</p> <p>Invite guest speakers to address the need for an education.</p>	Monthly smart reports and reports from guidance	SMART report reflecting a decrease in the number of referrals.
AfrA /F	AfrA /M	Whit/F	Whit/M	Asai /F	Asai/M																									
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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.	67% of parents surveyed believed the principal used a variety of methods to effectively communicate information about school activities and their child's education.	Increase the number of parents receiving information about the school and their child's education.	<p>Publish a monthly parent/community newsletter with parental tips related to the SOL's.</p> <p>Effectively utilize the school 's marquee for communication</p> <p>Institute a chew and chat with the principal for monthly sharings with parents.</p>	<p>Parent Liaison training</p> <p>Workshop for parents on how to use Esembler</p>	<p>Volunteer sign-in logs</p> <p>Increase parental involvement</p>	Increase number of methods used to improve communication of information given to parents about the school and education of their children.
B.	Increase building security	Increase physical security of building	<p>Increase parent and staff awareness of the need for passes for all visitors.</p> <p>Enforce the wearing of badges by all staff members.</p>	Review Crisis Plan	Monitor access to building.	More secure environment for students' safety.

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 reviewed and discussed preliminary draft during faculty meeting for additional suggestions. Each grade level was given the opportunity to read and give additional input. A copy of the plan was given to the community civic league president to share at local meeting for additional input.

Methods Used to Communicate Our Plan

We will share this information in each volume of the parent and community newsletter. We will discuss the success and need to revise our plan during our PTA meetings, faculty meetings and our newsletter. The School Marquee will also be utilized to share important information outlined in our plan.

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			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Flipping The Switch – Book Talk	October Early Release Day	Entire Staff	Attendance Log
Data Notebooks	October	3-5	Grade level agendas
Reading – Guided reading	November Grade level meeting	K-5	Faculty meetings
Closing the Achievement Gap	November Staff Meeting	Pre-K – 5	Faculty meetings
Guided Reading	November Grade level meeting	K-5	Grade level agendas
Connecting the Pieces	December	K-5	Grade level agendas
Non-negotiables	December	K-5	Faculty meetings
Word Walls and Word Study	January	K-5	Faculty meetings
Book Talk	Ongoing	K-5	Faculty meetings
Parent Workshops	Ongoing	Parents and Community	
SQ3R – Training	February	K-5	Faculty meetings
SR3 - Training	February	K-5	Faculty meetings
Students Behavior / Bullying	January - March	Students	Lesson Plans