



NORFOLK PUBLIC SCHOOLS

Jacox Elementary School

SCHOOL ACCOUNTABILITY PLAN Year: 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools

Kimberly Gray, Principal

A Message from the Principal . . .

October 30, 2006

Dear Jacox 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 Jacox School better.

Sincerely,

Principal

Accountability Plan 2006 – 07

<i>Identified Need</i>	<i>Tier 2 Indicators</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>																								
<p>SOL Pass% Math</p> <table border="1"> <thead> <tr> <th>Gr.3</th> <th>Gr.4</th> <th>Gr. 5</th> </tr> </thead> <tbody> <tr> <td>00 45</td> <td></td> <td>17.9</td> </tr> <tr> <td>01 46</td> <td></td> <td>27.5</td> </tr> <tr> <td>02 65.4</td> <td></td> <td>55.3</td> </tr> <tr> <td>03 90.6</td> <td></td> <td>68.1</td> </tr> <tr> <td>04 65.8</td> <td></td> <td>70.5</td> </tr> <tr> <td>05 82.9</td> <td></td> <td>76.9</td> </tr> <tr> <td>06 81.3</td> <td>61.2</td> <td>76.4</td> </tr> </tbody> </table> <p>Reg.ed/ Sp.ed (G) (check) Achievement Gap: Gr 3 21% Gr.4 52% Gr 5 7%</p> <p>80.2% of Gr. 3 students scored proficient or better on the Number and Number Sense Strand. Specific Areas to address: TBA based on SBQR</p> <p>35.7 % of Gr. 4 students scored proficient or better on the Probability and Stastics strand Specific Areas to address: TBA based on SBQR</p>	Gr.3	Gr.4	Gr. 5	00 45		17.9	01 46		27.5	02 65.4		55.3	03 90.6		68.1	04 65.8		70.5	05 82.9		76.9	06 81.3	61.2	76.4	<p>Increase the % of students scoring proficient or better on common assessments in grades K-5 (two focus questions per assessment)</p> <p>Increase the overall % of students scoring proficient after intervention as measured by tutors / signaling activities or instructional team members (3-5)</p>	<p>Students will support and defend answers on all assessments (benchmarks, and common)</p> <p>Students will use manipulatives in teaching, reteaching activities and in small groups and work stations on a weekly basis</p> <p>Special education students will have Compass Learning time focused on areas of need as referenced in the identified need column</p> <p>Students will receive immediate feedback during test review times (same day or next day)</p> <p>Students will use compare and contrast activities when working in the areas of identified need as referenced in the left column</p> <p>Students will discuss similarities and differences when working with the identified needs reference to the left</p> <p>Students will summarize and take notes in interactive notebooks and daily journals</p>	<p>Interactive vocabulary activities</p> <p>Marzano strategies Compare / contrast Identify similarities and differences Summarizing and note taking</p> <p>Panda Sessions (optional monthly after school sessions based upon best practices) (presented by various classroom teachers)</p> <p>Monthly vertical team meetings</p>	<p>Review of data in weekly / monthly instructional team and grade level meetings</p> <p>Informal and formal observations</p> <p>Grade level sweeps (using look for sheets based on accountability plan)</p> <p>Internal / External walkthroughs</p>	<p>90% or more of Gr.3 students will be proficient in the Number and Number Sense strand of the Math SOL</p> <p>55% or more of Gr.4 students will be proficient in the Probability and Statistics strand of the Math SOL</p> <p>75% or more of Gr. 5 students will be proficient in the Computation and Estimation strand of the Math SOL</p> <p>Graphs representing the % of students answering the focus questions correctly from the common assessments as reported by the math specialist</p> <p>Gr. 3 students will increase their overall math score from 81.3% to 90%, Gr.4 students will increase their overall math score from 61.2 % to 75% and Gr. 5 students will increase their overall math score from 76.4% to 87%</p>
Gr.3	Gr.4	Gr. 5																											
00 45		17.9																											
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<p><u>56.8 % of Gr.5 students</u> scored proficient or better on the Computation and Estimation strand: Specific Areas to address: TBA based on SBQR</p>		<p>Students will complete one content writing per nine weeks based upon one of the identified needs</p> <p>Students will engaged in interactive activities involving content vocabulary</p> <p>Based upon common assessment data students scoring below 70% will participate in small groups sessions with the counselor to practice test taking strategies</p>			<p>Reg.ed/ Sp.ed Achievement Gap will narrow in Gr 5 from 7% to 0%, in Gr.4 from 52% to 25% and in Gr 3 from 21% to 10%</p>
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Accountability Plan 2006 – 07

<i>Identified Need</i>	<i>Tier 2 Indicators</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>																																
<p>SOL Pass % Reading</p> <table border="1"> <thead> <tr> <th></th> <th>Gr. 3</th> <th>Gr.4</th> <th>Gr. 5</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>29.8</td> <td></td> <td>27.9</td> </tr> <tr> <td>01</td> <td>35.6</td> <td></td> <td>41.3</td> </tr> <tr> <td>02</td> <td>37.7</td> <td></td> <td>62.4</td> </tr> <tr> <td>03</td> <td>54.3</td> <td></td> <td>66.3</td> </tr> <tr> <td>04</td> <td>40.4</td> <td></td> <td>78.6</td> </tr> <tr> <td>05</td> <td>72.9</td> <td></td> <td>70.3</td> </tr> <tr> <td>06</td> <td>65.5</td> <td>77.7</td> <td>74.7</td> </tr> </tbody> </table> <p>Reg.ed/ Sp.ed Achievement Gap: Gr. 3 3% Gr. 4 29% Gr. 5 49%</p> <p>69.6% of Gr. 3 Students scored proficient or better on Demonstrate comprehension of printed materials Specific areas to address:</p> <p>TBA when SBQR arrive</p> <p>72.8% of Gr. 4 Students scored proficient or better on Demonstrate comprehension of printed materials Specific areas to address:</p>		Gr. 3	Gr.4	Gr. 5	00	29.8		27.9	01	35.6		41.3	02	37.7		62.4	03	54.3		66.3	04	40.4		78.6	05	72.9		70.3	06	65.5	77.7	74.7	<p>Increase the % of students scoring proficient or better on common assessments (1-5)</p> <p>Increase the overall % of students scoring proficient after intervention as measured by tutors / signaling activities or instructional team members (3-5)</p>	<p>Students will practice use of SR3 reading strategy daily in all subject areas</p> <p>Students will answer inferential questions daily based upon SOL stems and when using STAR's books with the second reading teacher</p> <p>Students will be asked on weekly reading tests to identify the questions where they must infer the answer from other information given</p> <p>Teachers will specifically tell students that they are answering an inference question and model thinking out loud when reviewing common assessments on the overhead</p> <p>Students will support and defend answers on all assessments (common / benchmarks)</p> <p>Students will use compare and contrast activities when working in the areas of identified need as referenced in the left column</p> <p>Students will discuss similarities and differences when working with the identified needs reference to the left</p>	<p>After school Panda Sessions</p> <p>Vertical teams</p> <p>Marzano strategies Compare / contrast Identify similarities and differences Summarizing and note taking</p> <p>Interactive vocabulary activities</p>	<p>Review of data in weekly instructional team and grade level meetings</p> <p>Informal and formal observations</p> <p>Vertical team notebooks</p> <p>Lesson plan sweeps and sweep sheets based upon accountability plan</p> <p>Agendas and sign in sheets</p>	<p>80% or more of Gr.3 students will be proficient in the Demonstrate comprehension of printed materials strand on the English SOL test</p> <p>85% or more of Gr.4 students will be proficient in the Demonstrate comprehension of printed materials strand on the English SOL test</p> <p>85% or more of Gr. 5 students will be proficient in the Demonstrate comprehension of printed materials strand of the English SOL</p>
	Gr. 3	Gr.4	Gr. 5																																		
00	29.8		27.9																																		
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<p>TBA when SBQR arrive</p> <p>76.9% of Gr. 5 Students scored proficient on Demonstrate comprehension of printed materials Specific areas to address:</p> <p>TBA when SBQR arrive</p>		<p>Students will participate in scenario activities with the counselor in which they will need to infer decisions that need to be made in social situations to strengthen their understanding of how to make inferences</p>		<p>Gr. 3 students will increase their overall reading score from 65.2% to 81%, Gr.4 students will increase their overall reading score from 77.7 to 85% and Gr. 5 students will increase their overall reading score from 74.7% to 85%</p> <p>Reg.ed/ Sp.ed Achievement Gap will narrow in Gr 3 from 3 % to 0% , in Gr. 4 from 29% to 15% and in Gr 5 from 49% to 30%</p>
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Accountability Plan 2006 – 07

<i>Identified Need</i>	<i>Tier 2 Indicators</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>																								
<p>SOL Pass % Science</p> <table border="1"> <thead> <tr> <th></th> <th>Gr. 3</th> <th>Gr. 5</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>36</td> <td>16.4</td> </tr> <tr> <td>01</td> <td>49.2</td> <td>51</td> </tr> <tr> <td>02</td> <td>50.4</td> <td>64</td> </tr> <tr> <td>03</td> <td>69.2</td> <td>60.2</td> </tr> <tr> <td>04</td> <td>59.8</td> <td>75</td> </tr> <tr> <td>05</td> <td>80.2</td> <td>58.2</td> </tr> <tr> <td>06</td> <td>76.7</td> <td>77.1</td> </tr> </tbody> </table> <p>Reg.ed/ Sp.ed Achievement Gap: Gr. 3 4% Gr. 5 5%</p> <p><u>65.9% of Gr. 3 students</u> were proficient in the area of Force, Motion, Energy and Matter strand. Specific areas to address: TBA based on SBQR</p> <p><u>63.9% of Grade 5 students</u> were proficient in the area of Earth/Space Systems and cycles strand. Specific areas to address: TBA based on SBQR</p>		Gr. 3	Gr. 5	00	36	16.4	01	49.2	51	02	50.4	64	03	69.2	60.2	04	59.8	75	05	80.2	58.2	06	76.7	77.1	<p>Increase the % of students scoring proficient or better on common assessments in grades</p> <p>K-5 (two focus questions per assessment)</p> <p>Increase the overall % of students scoring proficient after intervention as measured by tutors or instructional team member (3-5)</p>	<p>Students will engage in a hands on science investigation in the science lab with the classroom teacher on a weekly basis (4-5)</p> <p>Students working in small groups will review and defend their solutions to the district science daily reviews (2-5)</p> <p>Students will support and defend answers on all assessments (benchmarks, and common assessments)</p> <p>Students will use content texts during at least one guided reading lesson each week along with content texts during shared reading. (3-5)</p> <p>Students will discuss similarities and differences when working with the identified needs reference to the left</p> <p>Students will summarize and take notes in interactive notebooks and daily journals</p> <p>Students will complete one content writing per nine weeks based upon one of the identified needs</p>	<p>After school Panda Sessions</p> <p>Vertical teams</p> <p>Marzano strategies Compare / contrast Identify similarities and differences Summarizing and note taking</p> <p>Content vocabulary integration and making vocabulary interactive</p>	<p>Review of data in weekly / monthly instructional team and grade level meetings</p> <p>Informal and formal observations</p> <p>Grade level sweeps (using look for sheets based on accountability plan)</p> <p>Sign in sheets / agendas</p> <p>Internal and external walkthroughs</p>	<p>76% or more of Gr.3 students will be proficient in the strand Force, Motion, Energy and Matter on the Science SOL test</p> <p>75% or more of Gr. 5 students will be proficient in the Earth/Space Systems and cycles strand of the Science SOL</p> <p>Graphs representing the % of students answering the focus questions correctly from the common assessments as reported by the science specialist</p> <p>Reg.ed/ Sp.ed Achievement Gap will narrow in Gr 5 from 5% to 0% and in Gr 3 from 4% to 0%</p>
	Gr. 3	Gr. 5																											
00	36	16.4																											
01	49.2	51																											
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		<p>Students will engaged in interactive activities involving content vocabulary</p> <p>Students will use SR3 reading strategy on all content text.</p> <p>Students will participate in small group sessions with the counselor to engage in interactive vocabulary activities</p>			
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	Gr.3	Gr. 5																											
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<i>Identified Need</i>	<i>Tier 2 Indictors</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>
<p>% of students meeting PALS benchmark in Spring</p> <p>K Gr.1</p> <p>Gr.2</p> <p>04 69% 53% 74%</p> <p>05 68% 63% 54%</p> <p>06 66% 52% 63%</p> <p>% of Students meeting independent DRA Level in the Spring</p> <p>K Gr. 1</p> <p>Gr. 2</p> <p>05 87% 40% 60%</p> <p>06 83% 52% 63%</p> <p>% students reading at or above grade level at the end of third grade</p> <p>Gr. 3</p> <p>04 24.2% 05 34.2% 06 28.7%</p>	<p>Increase the % of students scoring proficient or better on common monthly assessments in grades K-2</p> <p>Increase the overall % of students scoring proficient after intervention as measured by tutors / signaling activities or instructional team members (3-5)</p> <p>Increase the % of students scoring proficient or better on monthly cloze/timed passages (2-5)</p>	<p>Students will be regrouped on a quarterly basis based upon PALS / DRA / Common Assessment data</p> <p>Students will demonstrate their awareness of concepts of print strategies during shared reading</p> <p>Students will participate in teacher lead vocabulary activities such as (labeling pictures including content specific pictures, word sorts, and making words)</p> <p>Students will participate in teacher lead comprehension activities such as “Chaining” to develop sequential memory</p>	<p>Weekly planning/training sessions with the literacy teachers</p> <p>Interactive vocabulary activities</p>	<p>Review of data in weekly / monthly instructional team and grade level meetings</p> <p>Informal and formal observations</p> <p>Lesson Plans</p> <p>Grade level sweeps (using look for sheets based on accountability plan)</p> <p>Sign in sheets / agendas</p> <p>Internal and external walkthroughs</p>	<p>Increase the % of Kindergarten students meeting the spring benchmark for PALS from 66% to 80%,</p> <p>Increase the % of Gr. 1 students meeting the spring benchmark for PALS from 52% to 70%,</p> <p>Increase the % of Gr.2 students meeting the spring benchmark for PALS from 63% to 80%,</p> <p>Increase the % of Kindergarten students meeting the spring independent benchmark for DRA from 83% to 90%,</p> <p>Increase the % of Gr. 1 students meeting the spring independent benchmark for DRA from 52% to 70%,</p> <p>Increase the % of Gr.2 students meeting the spring independent benchmark for DRA from 63% to 75%,</p> <p>Increase the % of Gr.3 students scoring at or above grade level on the STAR test from 28.7% to 60%</p>

Accountability Plan 2006 – 07

<i>Identified Need</i>	<i>Tier 2 Indicators</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>
<p>To reduce the number of referrals for insubordination and disrespect from grades four and five</p> <p>Increase usage of conflict mediation forms from students by teachers</p> <p>Gap:</p> <p>Number of referrals for black females compared to the number of referrals for black males</p> <p>Number of increased referrals from girls being referred for conflicts</p>	<p>Review monthly discipline date for the % of students being referred for insubordination and disrespect</p> <p>Monthly email questions (two) to receive teacher feedback regarding disrespect and insubordination</p>	<p>Behavior intervention groups provided by part-time discipline coach</p> <p>On-going small group counseling session by the full and part-time counselors</p> <p>Count mediations successfully resolved</p> <p>Building-wide focus on character education embedded in instruction</p> <p>Teacher support team coaching (IST beginnings)</p> <p>Quarterly discipline grade level meetings with the administrators to review 5 school rules</p>	<p>Dean of the school of education from Regent to present character education in-service</p> <p>Quarterly discipline workshops provided by the discipline committee</p> <p>Panda sessions offered in January, February and March pertaining to discipline</p>	<p>Student surveys given on a quarterly basis</p> <p>Observations</p> <p>Lesson plans</p> <p>Sign in sheets</p> <p>Feedback forms</p> <p>End of year staff surveys</p> <p>Morning announcements of students displaying great behavior (character education)</p>	<p>To reduce the number of referrals for insubordination and disrespect by 50% from the 04-05 data to the 05-06 data</p> <p>Increased student achievement as identified in the academic section of this plan</p> <p>Gap:</p> <p>To reduce the gap by 20%</p>

Accountability Plan 2006 – 07

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<p>To improve the quality of customer service to all students from all adults (bus drivers, cafeteria employees, teachers, office staff, etc)</p> <p>Academic session for grade 5 parents informing about sixth grade expectations</p>	<p>Monthly feedback from randomly selected students regarding interaction with all adults throughout the building</p>	<p>Building-wide focus on character education embedded in instruction</p> <p>Teacher support team coaching (IST beginnings)</p>	<p>Dean of the school of education from Regent to present character education in-service</p> <p>Panda sessions offered in January, February and March pertaining to discipline</p>	<p>Student surveys given on a quarterly basis</p> <p>Observations</p> <p>End of year NPS student survey</p> <p>Follow-up survey to evaluate from attendees</p>	<p>Decreased student and parent complaints regarding bus drivers and cafeteria employees</p> <p>We will look for a decrease by month being that we have not previously measured this indicator and do not have 04-05 data to compare</p>

<i>Identified Need</i>	<i>Tier 2 Indictors</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>
<p>Increased involvement from all stakeholders during academic events, such as AR nights SOL nights, Honor roll assemblies and special classroom activities related to specific instructional objectives</p>	<p>Review monthly sign in sheets from any event held with in the month</p> <p>Work samples from partners</p> <p>Pictures and displays portraying participation of stakeholders</p>	<p>Students will create hand made invitations during a writing center for upcoming events. Specific partners will be assigned to certain classes</p>	<p>Parent liaison and teacher training with partners regarding instructional strategies from the accountability plan</p>	<p>Sign in sheets</p> <p>Feedback forms</p>	<p>Increased student achievement as identified in the academic section of this plan</p>