



NORFOLK PUBLIC SCHOOLS

Larrymore Elementary School

SCHOOL ACCOUNTABILITY PLAN 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools
Dr. Thomas McNulty, Principal

October 1, 2006

Dear Larrymore 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 Means 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 Larrymore Elementary School better.

Sincerely,

Thomas McAnulty

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Tom McAnulty	A
Roni Myers-Daub	A
Sarah Hillian	T
Caroline Winn	T
Sally Legg	T
Mrs. Gabler	T
Ms. Griffin	T
Mrs. Gatz	T
Mrs. Mitchell	T
Ms. Zeno	T
Mrs. McMath	T
Mrs. Harriett Peltz	C
Mrs. Eleanor Miller	C
Mrs. Tricia Cribb	C
Mrs. Debbie Hill	P
Colonel Mark Vanous	C
Mrs. Sherri Kulik	P
Mrs. Tracy Wilson	P

Committee Meetings

Date	Time	Location
Monthly (Tuesdays) immediately before PTA Board Meetings	3:45 p.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 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 (<i>shading indicates areas in which data must be collected at the school level</i>)				
	<u>Continuous Growth of Student Academic Achievement</u>	X	Promotion/Retention Data	Students Without Incidents of Possession of Firearms in School
*			PSAT Participation	
	Standards of Learning Test Results		Teachers Meeting State Licensure	Students Without Incidents of Possession of Weapons Other than Firearms in School
	SAT Participation and Test Results		Classes Taught by Certified Teachers	<u>Active Engagement of Parents, Business, and Community in Educational Process</u>
	ACT Participation and Test Results		<u>Professional Development Hours and Involvement Related to Academic Achievement</u>	X <u>Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency</u>
	Advanced Placement Exam Results and Enrollment	X	<u>Safe, Secure & Disciplined Learning Environment</u>	<u>Total Volunteer Hours by Parents and Community Members in Schools</u>
	Dual Enrollment Class Results and Enrollment		NQSI Survey Data	<u>Direct Interactive Parent Contacts Involving Student Achievement</u>
	International Baccalaureate Results and Enrollment		<u>Professional Development Hours and Involvement Related to School Climate and Student Discipline</u>	<u>Training Workshops Provided for Parents/Community</u>
	Governor’s School Results and Enrollment	X	Incidents of Physical Violence	<u>Other</u>
X	STAR Test Results		Incidents of Possession of Firearms in School	State Report Card* (also gives demographic information)
X	Gates-MacGinitie Test Results		Incidents of Possession of Weapons Other than Firearms in School	Other (<i>please specify</i>):
	PALS Test Results		Students Without Incidents of Physical Violence in School	X DRA Assessments & TfHS Results.
	Narrowing of the Achievement Gap			
	Attendance Data for Students and Staff			
	Dropout Statistics			
	Graduation Rates			
	Stanford 9 Test Results			

II. Objectives Linked to Needs and Tier 2 Indicators

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 In Student Results?</i>												
<p>READING SOL Pass Rates %</p> <table border="1"> <thead> <tr> <th>Gr. 3</th> <th>Gr.4</th> <th>Gr. 5</th> </tr> </thead> <tbody> <tr> <td>2004 66</td> <td>-</td> <td>73</td> </tr> <tr> <td>2005 66</td> <td>-</td> <td>85</td> </tr> <tr> <td>2006 66</td> <td>78</td> <td>84</td> </tr> </tbody> </table> <p><i>Reading3: 33% not proficient in Strand1 (comprehension of printed materials) & 22% not proficient in Strand2 (Using word analysis strategies)</i></p> <p>SOL Gaps Reading3: 25% gap Reading5: 15% gap</p> <p>Met PALS Benchmark Kg 78% v 85% NPS 1st 80% v 83% NPS 2nd 83% v 84% NPS</p> <p>Pass Advanced Grade 3: 25% Grade 4: 25% Grade 5: 30%</p> <p><u>Special Needs Passes</u> Reading 3: 42% Reading 5: 61%</p>	Gr. 3	Gr.4	Gr. 5	2004 66	-	73	2005 66	-	85	2006 66	78	84	<p>Increase the percentage of grades 2-5 students scoring 75% or better on the following reading assessments:</p> <ul style="list-style-type: none"> monthly tests Principal’s tests quarterly tests <p>Monitor Kg Breakthrough Reports to measure expected increases in % making benchmark</p>	<p>Weekly Reading strategies:</p> <ul style="list-style-type: none"> SR3 in grades 2 & 3 Reading Surgery in Grades 4 & 5 <p>Direct teaching of:</p> <ul style="list-style-type: none"> Test-taking strategies Comprehension strategies <p>Weekly Marzano <i>Compare and Contrast</i> writing in grades 3, 4, 5</p> <p>Organize & supplement reading materials for students requiring remediation in the <u>NPS non-negotiable daily guided reading groups.</u></p> <p>Introduce longer reading comprehension passages in March in 2nd grade</p> <p>LCD & Spec.Ed Dept support to SOL Reading3</p>	<p>Converting feedback to strategies with amended <i>QBQ data form.</i></p> <p>SR3 Reading</p> <p>Comprehension Strategies</p> <p>Sample Marzano Compare & Contrast writing activities in grades 1- 5 (Kg where applicable)</p> <p>Develop & share a program to teach test-taking strategies</p> <p>External walkthroughs focused on SR3 Reading</p> <p>Testing specialist to share information on <i>what’s not tested</i></p> <p>1-3 Vertical team meetings focused on SOL3 Reading.</p>	<p>Quarterly TfHS data analysis.</p> <p>Teacher-made & support specialists’ assessments.</p> <p><i>Principal’s Exams</i> at 3rd, 4th and 5th grades – using new bubble sheets.</p> <p>Development of a Principal’s SOL Test for 2nd grade reading.</p> <p>Narrow lens observations on Marzano, guided reading and SR3</p> <p>Evidence from internal & external walkthroughs</p> <p>Monthly DAR Report Quarterly DRA assessments</p> <p>Literacy Profile Sheets (K-2) + 3-5 R & W Portfolio Assessment Sheets</p>	<p>Exceed SOL pass rates and district averages in Reading 3, Reading 4 and Reading 5.</p> <p>Progress towards district achievement benchmarks: English 3 – black %; white % English 5 – black %; white %</p> <p>PALS: Exceed district averages on Spring benchmarks</p> <p>Increase the Reading 3, 4 and 5 SOL pass advanced rates</p> <p>Increase special needs pass rates</p>
Gr. 3	Gr.4	Gr. 5															
2004 66	-	73															
2005 66	-	85															
2006 66	78	84															

Objective #1 (continued) – 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 In Student Results?</i>
<p>MATH SOLs 2006 Pass Rates %</p> <p>Math 4: (68.8%) 30 + % Not Proficient in</p> <ul style="list-style-type: none"> • <i>Number sense</i> • <i>Patterns</i> • <i>Prob. / Stat.</i> <p>Math 3: (82%) 20 + % Not Proficient in same areas as 4th grade:</p> <ul style="list-style-type: none"> • <i>Number sense</i> • <i>Patterns</i> • <i>Prob. / Stat.</i> <p>SOL Gaps Math 3 - ...gap is 25% (100% of White Students Passed)</p> <p>2005-2006 Rates Math Pass Advanced</p> <p>Grade 3: 33%</p> <p>Grade 4: 33%</p> <p>Grade 5: 41%</p> <p><u>Special Needs Pass Rates</u></p> <p>Math 3: 54%</p> <p>Math 5: 56%</p>	<p>Increase the percentage of grades 3-5 students scoring 75% or better on the following math assessments:</p> <ul style="list-style-type: none"> • monthly tests • Principal's tests • quarterly tests 	<p>Use of hands-on <i>Wrap Up</i> learning tool to enhance number sense skills</p> <p>Monitored Inclusion / classroom teacher joint planning using lesson plan books provided.</p> <p>Refocus on minimum monthly use of math exemplars and associated rubrics</p> <p>Concentration on and teacher modeling of the <i>justify your answer</i> strategy</p>	<p>Calcott walkthrough focused on implementation of their inclusion model.</p> <p>Vertical team meetings focused on Math 3 & Math4.</p> <p>Modeled use of math exemplars.</p>	<p>Quarterly TfHS data analysis.</p> <p>Teacher-made & support specialists' assessments – math specialist to track performance using bimonthly assessments.</p> <p><i>Principal's Exams</i> at 3rd, 4th and 5th grades.</p> <p>Math specialist to monitor via narrow lens observations & collection of monthly math exemplar record sheet</p> <p>Evidence from internal & external walkthroughs</p>	<p>Exceed SOL pass rates and district averages in math 3 math 4 and math 5</p> <p>Progress towards district achievement benchmarks:</p> <p>math 3 – black %; white %</p> <p>math 5 – black %; white %</p> <p>Increase the Math 3, 4 and 5 pass advanced rates</p> <p>Increase special needs pass rates</p>

<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 In Student Results?</i>												
<p>GIFTED STUDENTS</p> <table> <thead> <tr> <th></th> <th>% total students</th> <th>% gifted students</th> </tr> </thead> <tbody> <tr> <td>black</td> <td>52</td> <td>29</td> </tr> <tr> <td>white</td> <td>30</td> <td>65</td> </tr> <tr> <td>other</td> <td>18</td> <td>6</td> </tr> </tbody> </table>		% total students	% gifted students	black	52	29	white	30	65	other	18	6	Decrease the racial gap with regards to identified gifted students at Larrymore.	<p>Continued emphasis on HOTS to highlight exceptional thinking skills of all students</p> <p>Continued emphasis on differentiation of instruction including product choices to showcase talents</p> <p>Tiered assignments to address multiple intelligences</p>	Professional development for classroom teachers on gifted characteristics of underrepresented populations to include strategies that will showcase hidden talents (making the invisible visible)	Quarterly updates from GRT regarding teacher referrals and identification progress	Continued progress towards making percentage of students identified as gifted in 2006-2007 in line with racial demographics of the Larrymore population.
	% total students	% gifted students															
black	52	29															
white	30	65															
other	18	6															

II. Objectives Linked to Needs and Tier 2 Indicators

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 In Student Results?</i>
	<p>Larrymore Population black 52% white 30% other 18%</p> <p>The 05-06 racial breakdown for discipline is as follows:</p> <p>Conduct Notices black 79% white 11% other 103%</p> <p>ISS black 70% white 21% other 9%</p> <p>OSS black 77% white 15% other 8%</p>	<p>Decrease the racial gap with regards to discipline at Larrymore.</p>	<p>Expand the counselor/ discipline connection</p> <p>Identify repeat offenders to implement intervention strategies.</p> <p>Assign in-building mentors to identified students (mentor to make two positive, supportive contacts daily with mentee).</p> <p>Teachers to implement relationship building strategies from Friday professional development.</p>	<p>Larrymore Discipline Committee will develop a <i>Character Education Plan</i>. Participate in <i>Bus Positive Behavior Recognition Program</i>.</p> <p>Training on <i>Relationship Building</i></p>	<p>Observation by administration and the discipline team</p> <p>Examination of quarterly data with regards to racial discrepancies and discipline</p> <p>Quarterly by classroom discipline report</p>	<p>Improved racial balance in discipline at Larrymore.</p> <p>A decrease in students repeating the same behaviors.</p>

II. Objectives Linked to Needs and Tier 2 Indicators

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 In Student Results?</i>
A.	<p>Larrymore trailed the district in 9 areas on the Stakeholder Parent Survey.</p> <p>Larrymore scored 79 on the District Customer Service audit. Expand career awareness opportunities for all students</p>	<p>Increase ratings on Parent Survey of the school and on any Customer Service audit performed.</p> <p>More business participation at <i>Expanded Career Day</i></p>	<p>Display District Mission and Vision Statements.</p> <p>Welcome parents Board</p> <p>Expanded career Day</p> <p>Display student work in office.</p> <p>Name tags...</p> <p>Parking signs.</p> <p><i>Career Dress up Day.</i></p> <p><i>College Awareness Week.</i></p>	<p>Training as recommended on importance of not rushing customers, not eating at desk, greeting properly on phone and on door intercom</p>	<p>Checklist accomplishment of items on District Customer Service Audit.</p>	<p>Meet district averages on more items on <i>Parent Stakeholder Survey</i>.</p> <p>Increased number of partners attending and participating in Career Day. (<i>Effective schools research shows that this is a correlate of improved student performance</i>).</p>

III. Plan Development and Dissemination Process

We used a multistage process in developing our accountability plan and involved many individuals in order to ensure that it addressed the needs of all our students. Below you will find a very brief summary of how we ensured that many individuals (beyond the members of our planning team) were involved in the development of our plan. Also, we are outlining how we will present our plan and our school's performance to our stakeholders. Information included in both of these areas will be useful when writing the school's Tier 3 Narrative which helps paint a picture of our school's progress and tells the "story behind the numbers."

How Individuals Beyond School Improvement Team Members Were Involved in Developing Our Plan
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A School Leadership Team developed a first draft after examining data & seeking faculty and staff input. The draft plan was presented to the full School Accountability Team and members were asked to further review it and forward suggestions for improvement. The principal sent a summary of major action items to all parents in the form of a letter and asked for parental input. Content area coordinators will meet with us regularly at our weekly planning sessions to help review data and advise on instructional interventions based on that analysis.

Methods Used to Communicate Our Plan

The plan will be cited regularly in the principal's letters to parents. It will also be referenced in the principal's column in the PTA Newsletter. Copies of the plan will be posted prominently at the school and be made available at the counter in the main office, and one copy will be placed on the school's web page.
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IV. Needs Assessment: *School-wide Staff Development Focus is Powerful Literacy for All!*

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</i>
Customer Service: Not rushing customers, not eating at desk, greeting properly on phone & on intercom	Per semester	Office staff	Attendance Log/ certificate
Converting feedback to strategies using amended SDIS data form.	Certain Friday Staff Development days	Teachers with Lead Team	Grade level data analysis forms and informal tests
SR3 Reading	Certain Friday Staff Development days	Teachers	Attendance Log/ certificate
Exemplar Rubric Use	Certain Friday Staff Development days	Teachers	Attendance Log/ certificate
New Math Series	Certain Fridays + E.R.D.	K-2 Teachers	Attendance Log/ certificate
External walkthroughs focused on SR3 Reading	Staff Development days	Teachers	Attendance Log/ certificate
Testing specialist to share information on what's tested / what's not.	Certain Friday Staff Development days	Teachers	Attendance Log/ certificate
Vertical team meetings Grades 1, 2 and 3 focused on SOL3 Reading Performance	Certain Friday Staff Development days	Teachers	Attendance Log/ certificate
Gifted characteristics of underrepresented populations	Certain Friday Staff Development days	Teachers	Attendance Log/ certificate
Larrymore Discipline Committee will develop a Character Education Plan.	Certain Friday Staff Development days	Teachers	Attendance Log/ certificate