



NORFOLK PUBLIC SCHOOLS

Lindenwood Elementary School

SCHOOL ACCOUNTABILITY PLAN

Year: 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools
Pam L. Hunter, Principal

October 30, 2006

Dear Lindenwood Elementary 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 Lindenwood Elementary School better.

Sincerely,

Principal

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)

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

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. SOL Pass % - English Gr. 3 03-04 - 34.2% 04-05 - 62.0% 05-06 - 70.2% Gr. 5 03-04 - 78.3% 04-05 - 79.7% 05-06 - 66.7%	Increase the percentage of students scoring proficient or better on the bi-weekly and quarterly assessments	test taking strategies on all assessments PL1 *Students will use graphic organizers that reinforce similarities and differences, nonlinguistic representation and summarizing PL2 * Students will write across the curriculum PL2,4&6 *Students will participate daily in activities that increase levels of fluency PL7 *Students will use before, during, and after reading strategies for each guided reading lesson PL9	* Compass Learning *Data Driven Decision Making *Guided Reading *Literacy Workstations *Writing Workshop for Grades 2-4 *Kidwriting for Grades K and 1 *Interactive Notebooks *Perkins Writing Model for Grade 5 *Inservice on Connecting the Pieces (Marzano & Bloom) *Summarizing with Graphic Organizers *Six Steps to Effective Vocabulary Instruction *Readers Theater	*Periodic review of lesson plans * Formal and informal observations *Professional development agendas and logs *Walkthroughs (internal and external) *Review of reading and writing portfolios *Student work displayed	* Charting of assessment results by teacher and by grade level *80% of students will score proficient or better on the English SOL *5% increase in students reading on grade level *Increase the number of special education students scoring 80% or higher on the SOL tests in reading and writing (5th grade only)

B.	<p>SOL Pass %Math</p> <p>Grade 3 03-04 - 69.9% 04-05- 76.6% 05-06- 81%</p> <p>Grade 5 03-04 - 74.7% 04-05 - 75% 05-06 - 72%</p>	<p>Increase the percentage of students scoring proficient or better on the bi-monthly assessment in math</p>	<p>*Students will increase the use of non-linguistic representations (including charts, graphs and tables) PL7</p> <p>*Students will write in their math journals to provide details on solving problems and justifying solutions PL3&8</p> <p>*Students will distinguish the similarities and differences within geometric, growing, and numerical patterns PL 2,10</p> <p>*Students will increase mathematical vocabulary using the word wall and math talk to explain math concepts PL 3,4,6</p> <p>*Students will utilize real life applications of probability and statistics PL2</p>	<p>*Compass Learning</p> <p>*Data Driven Decision Making</p> <p>*Use of technology in the area of math</p> <p>*Math resource teacher will provide lessons in the use of manipulatives</p> <p>*Math resource teacher will provide an inservice on the use of nonlinguistic representation</p> <p>*Math Exemplars</p> <p>*IPAS</p> <p>*Math resource teacher will provide and inservice on direct vocabulary instruction in math</p>	<p>Professional development agendas and logs</p> <p>Formal and informal observations</p> <p>Periodic review of lesson plans</p> <p>Graphic organizers and student work displayed</p>	<p>Graph student progress by teacher and by grade level on the bi-monthly and quarterly assessments</p> <p>Increase the number of students with disabilities that pass bi-weekly, quarterly and SOL assessments by 10%</p> <p>Increase pass rate of students by 10 points on the math SOL test</p>
C.	<p>SOL Pass % Science</p> <p>Grade 3 03-04- 71.2% 04-05- 74.7% 05-06- 76.3%</p> <p>Grade 5 03-04- 78.3% 04-05-71.9% 05-06-77.5%</p>	<p>Increase the percentage of students scoring proficient or better on bi-monthly, quarterly assessments</p>	<p>*Students will use interactive notebooks PL4</p> <p>*Students will participate in scientific investigations</p> <p>*Students will write observation and procedures from the scientific investigations in their science journals PL6</p> <p>*Students will use the Marzano strategies of Non-linguistic Representation and Identifying Similarities and Differences, and Summarizing</p>	<p>*Inservice on Connecting the Pieces (Marzano & Bloom)</p> <p>*Inservics provided by the science department</p> <p>*Data driven decision making</p> <p>*Inservice on the use of graphic organizers</p> <p>*Inservice on Six Steps to Effective Vocabulary Instruction</p> <p>*IPAS</p>	<p>*Formal and informal observations</p> <p>*Professional development agendas and logs</p> <p>*Periodic review of lesson plans</p> <p>*Graphic organizers, student work displays</p>	<p>*Graphs by teacher and grade level of results from the bi-monthly and quarterly assessments</p> <p>*85% of students will score proficient or better on the science SOL</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.	School discipline report 05-06 Number of infractions 50 Areas of concern, fighting, disruption and insubordination	Decrease the number of incident infractions by 10%	Community of Caring Program Character education program School-wide discipline plan Counseling (individual and small group)	Inservice on Community of Caring program by the guidance counselor Mentoring program for students Inservice - Project Ride Inservice as needed on the use of a Function Behavior Assessment and the development of a Behavior Intervention Plan	Review and monitor referrals on a monthly basis End of year discipline report	Decrease the number of student infractions by 5% as reported on the end of the year discipline report

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.	Continue to increase the number of volunteer hours dedicated to support student achievement by 25%	Increase the number of opportunities for our volunteers to assist in fostering academic achievement	Host frequent workshops for parents to support academic achievement for students Maintain current Partners in Education and actively recruit additional partners	Parent liasion training Training for volunteers for the Reading to Learn and Math to Learn Tutoring programs	Parent contact logs Workshop fliers and sign in sheets	Increased participation by 25% Increase in student achievement on various assessments

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

All staff members, selected parents and community members were provided a summary of the SOL data from the spring testing. The information was discussed in staff meeting and each grade level was charged with reviewing the information and developing appropriate strategies to enhance the skills that the students needed additional skills in. The leadership team reviewed the information and provided input.

Methods Used to Communicate Our Plan

The accountability plan was shared with the staff, PTA board and other stakeholders. A copy of the letter at the beginning of this document was sent to the parents.

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>
Literacy Workstations	September 2006	All teachers and teacher assistants	Attendance logs, Agendas
Connecting the Pieces (Marzano & Bloom)	October, 2006	All teachers and teacher assistants	Attendance logs, Agendas
Interactive Notebooks	October, 2006	All teachers	Attendance logs, Agendas
Data driven decision making	Monthly	Teachers and teacher assistants	Attendance logs
Kid Writing	November, 2006	Teachers, grades K-2	
Writers Workshop	November, 2006	Teachers, grades 2-4	Attendance logs
Perkins Writing Model	November, 2006	Teachers, grade 5	
Smartboard Training	October, 2006	Teachers, K-5	Attendance logs
DRA Training	February, 2007	Teachers, K-5	Attendance logs
Everyday Calendar Math	September, 2006	Teachers, K-5	Attendance Logs
Collaborative scoring of writing	January, 2007	Teachers, K-5	Attendance Logs