



# NORFOLK PUBLIC SCHOOLS

Norview Elementary School

## SCHOOL ACCOUNTABILITY PLAN Year: 2006-2007

*Stephen Jones, Superintendent of Schools*  
*Sandra C. Cox, Principal*

### Committee Members/Representation

| Individual                     | Position |
|--------------------------------|----------|
| Sandra C. Cox, Administrator   |          |
| Joy Byrd-Butler, Administrator |          |
| David Faircloth, Teacher       |          |
| Vanessa Kittrell, Teacher      |          |
| Janet Hellmann, Teacher        |          |
| Donna Farrington, Teacher      |          |
| Carolyn Carrington, Teacher    |          |
| Corey Cooper, Teacher          |          |
| Dani Goodman, Teacher          |          |
| Dale Miller, Parent            |          |
| Valerie Parker, Teacher        |          |
| Kim Gajdek, Teacher            |          |
| Tanja Fussell, Teacher         |          |
| Melinda Rohanna, Teacher       |          |

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 18, 2006 | 8:00 a.m. | Norview Media Center |
| October 16, 2006   | “         |                      |
| November 6, 2006   | “         |                      |
| December 11, 2006  | “         |                      |
| January 8, 2007    | “         |                      |
| February 12, 2007  | “         |                      |
| March 12, 2007     | “         |                      |
| April 16, 2007     | “         |                      |
| May 14, 2007       | “         |                      |

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)

|  |   |  |
|--|---|--|
| <p>✓ <b><u>Continuous Growth of Student Academic Achievement</u></b></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>Stanford 9 Test Results</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>✓ <b><u>Safe, Secure &amp; Disciplined Learning Environment</u></b></p> <p>NQSI Survey Data</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 Firearms 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>✓ <b><u>Active Engagement of Parents, Business, and Community in Educational Process</u></b></p> <p>Opportunities for Parents and Community Members to Assist Improving Reading and Mathematics Proficiency</p> <p>Opportunities for Parents and Community Members To Serve As Ambassadors for the Division</p> <p>Opportunities for All to Become Involved with School Division Goal, Objectives, and Expectations</p> <p>Interactive Parent Contacts Involving Student Achievement</p> <p><b><u>Other</u></b></p> <p>State Report Card* (also gives demographic information)</p> <p>Other (<i>please specify</i>):</p> |
|--|---|--|

## 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>   |
|----|---|---|--|--|--|--|
| A. | <p>SOL Pass % Rate<br/><b>English</b><br/><u>Gr. 3 4 5</u></p> <p>02 40.5 74<br/>03 38.6 73.3<br/>04 48.3 74.2<br/>05 74.3 74.5<br/>06 75 82.1 71.9</p> <p><u>Areas to Address</u><br/>62% of Gr. 3 students scored proficient or better in Understand variety of printed materials<br/><br/>85% of Gr. 4 students scored proficient or better on word analysis strategies<br/><br/>69% of Gr. 5 students scored proficient or better in elements of literature</p> <p><b>Special Education GAP</b><br/><u>Gr. 3 4 5</u><br/>05 52.6% NA<br/>06 31% 12% 4</p> | <p>Increase the percentage of students scoring proficient (80%) or better on grade level monthly reading comprehension assessments.</p> <p>Increase the number of students in grades K-2 who are reading at or above grade level as evidenced by DRA.</p> | <p>*Students will use SQ3R for non-fiction reading</p> <p>*Students will use the “Go Chart” for retelling fiction</p> <p>* Students will write summaries of reading materials a minimum of once a week. (PL)</p> <p>*Students will use graphic organizers to make inferences (PL2)</p> | <p>* Provide quarterly full day planning for test development and data analysis.</p> <p>*Meet bi-weekly with literacy team for planning and to discuss instructional strategies</p> <p>* SQ3R (School Wide)</p> <p>*Walkthrough Feedback/Coaching</p> <p>*Guided Reading for Special Education teachers and paras</p> <p>*Collaborative scoring of non-fiction writing</p> | <p>* Review curriculum maps, common assessments and monthly assessments by administrators.</p> <p>* Monthly data meetings with classroom teachers, instructional specialist, and literacy team members.</p> <p>*Review of lesson plans by administrators</p> <p>*Staff development calendar and agendas.</p> | <p>* 80% or more of students in grades 3-5 will be proficient on the SOL test.</p> <p>*70% or more of special education students in grades 3-5 will be proficient on the SOL test.</p> <p>*Graphs of posted monthly assessment data will show increasing results</p> |
|    |   | <p>Increase the percentage of students scoring proficient (80%) or better on grade level monthly math assessments</p>   | <p>*Students will use graphic organizers</p> <p>*Students will complete a minimum of three math exemplars each quarter</p>   | <p>*Meet with math specialist bi-weekly for planning and to discuss instructional strategies</p>   | <p>* Review curriculum maps, common assessments and monthly assessments by administrators.</p>   | <p>*At least 80% of students in grades 3-5 will be proficient on the SOL test.</p>   |

| <p>SOL Pass % Rate</p> <p style="text-align: center;"><b>Math</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 30%; text-align: center;">Gr. 3</th> <th style="width: 30%; text-align: center;">4</th> <th style="width: 30%; text-align: center;">5</th> </tr> </thead> <tbody> <tr> <td>02</td> <td style="text-align: center;">42.3</td> <td></td> <td style="text-align: center;">50.6</td> </tr> <tr> <td>03</td> <td style="text-align: center;">65.5</td> <td></td> <td style="text-align: center;">50.6</td> </tr> <tr> <td>04</td> <td style="text-align: center;">74.6</td> <td></td> <td style="text-align: center;">65.9</td> </tr> <tr> <td>05</td> <td style="text-align: center;">83.1</td> <td></td> <td style="text-align: center;">63.7</td> </tr> <tr> <td>06</td> <td style="text-align: center;">74.6</td> <td style="text-align: center;">69.1</td> <td style="text-align: center;">74.6</td> </tr> </tbody> </table> <p><u>Areas to Address</u></p> <p>67% of Gr. 3 students scored proficient or better in Probability and Statistics</p> <p>72% of grade 4 students scored proficient or better on probability and statistics</p> <p>64% of grade 5 students scored proficient or better in Patterns, Functions, and Algebra</p> <p><b>Special Education GAP</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 30%; text-align: center;">Gr. 3</th> <th style="width: 30%; text-align: center;">4</th> <th style="width: 30%; text-align: center;">5</th> </tr> </thead> <tbody> <tr> <td>05</td> <td style="text-align: center;">38.4%</td> <td style="text-align: center;">NA</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">52.4%</td> <td></td> <td></td> </tr> <tr> <td>06</td> <td style="text-align: center;">25.8%</td> <td style="text-align: center;">35.8%</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">7.8%</td> <td></td> <td></td> </tr> </tbody> </table> |       | Gr. 3 | 4    | 5 | 02 | 42.3 |  | 50.6 | 03 | 65.5 |  | 50.6 | 04 | 74.6 |  | 65.9 | 05 | 83.1 |  | 63.7 | 06 | 74.6 | 69.1 | 74.6 |  | Gr. 3 | 4 | 5 | 05 | 38.4% | NA |  |  | 52.4% |  |  | 06 | 25.8% | 35.8% |  |  | 7.8% |  |  |  | <p>*Students will focus on mastery of math facts each day (PL12)</p> <p>*Students will complete daily math reviews</p> <p>*Students (Gr. 3-5) will begin use of Interactive Notebook (December, 2006)</p> | <p>*Math Vocabulary Workshops, monthly for five months</p> <p>*Interactive Notebooks</p> <p>*Walkthrough Feedback/Coaching</p> <p>*Collaborative scoring of non-fiction writing</p> | <p>* Monthly data meetings with classroom teachers, instructional specialist, and literacy team members.</p> <p>*Review of lesson plans by administrators</p> <p>*Staff development calendar and agendas</p> | <p>*70% or more of special education students in grades 3-5 will be proficient on the SOL test.</p> <p>*Graphs of posted monthly assessment data will show increasing results</p> <p>* The special education GAP in grade 5 math will decrease by a minimum of 50%</p> |
|--|-------|-------|------|---|----|------|--|------|----|------|--|------|----|------|--|------|----|------|--|------|----|------|------|------|--|-------|---|---|----|-------|----|--|--|-------|--|--|----|-------|-------|--|--|------|--|--|--|---|---|--|--|
|  | Gr. 3 | 4     | 5    |   |    |      |  |      |    |      |  |      |    |      |  |      |    |      |  |      |    |      |      |      |  |       |   |   |    |       |    |  |  |       |  |  |    |       |       |  |  |      |  |  |  |   |   |  |  |
| 02   | 42.3  |       | 50.6 |   |    |      |  |      |    |      |  |      |    |      |  |      |    |      |  |      |    |      |      |      |  |       |   |   |    |       |    |  |  |       |  |  |    |       |       |  |  |      |  |  |  |   |   |  |  |
| 03   | 65.5  |       | 50.6 |   |    |      |  |      |    |      |  |      |    |      |  |      |    |      |  |      |    |      |      |      |  |       |   |   |    |       |    |  |  |       |  |  |    |       |       |  |  |      |  |  |  |   |   |  |  |
| 04   | 74.6  |       | 65.9 |   |    |      |  |      |    |      |  |      |    |      |  |      |    |      |  |      |    |      |      |      |  |       |   |   |    |       |    |  |  |       |  |  |    |       |       |  |  |      |  |  |  |   |   |  |  |
| 05   | 83.1  |       | 63.7 |   |    |      |  |      |    |      |  |      |    |      |  |      |    |      |  |      |    |      |      |      |  |       |   |   |    |       |    |  |  |       |  |  |    |       |       |  |  |      |  |  |  |   |   |  |  |
| 06   | 74.6  | 69.1  | 74.6 |   |    |      |  |      |    |      |  |      |    |      |  |      |    |      |  |      |    |      |      |      |  |       |   |   |    |       |    |  |  |       |  |  |    |       |       |  |  |      |  |  |  |   |   |  |  |
|  | Gr. 3 | 4     | 5    |   |    |      |  |      |    |      |  |      |    |      |  |      |    |      |  |      |    |      |      |      |  |       |   |   |    |       |    |  |  |       |  |  |    |       |       |  |  |      |  |  |  |   |   |  |  |
| 05   | 38.4% | NA    |      |   |    |      |  |      |    |      |  |      |    |      |  |      |    |      |  |      |    |      |      |      |  |       |   |   |    |       |    |  |  |       |  |  |    |       |       |  |  |      |  |  |  |   |   |  |  |
|  | 52.4% |       |      |   |    |      |  |      |    |      |  |      |    |      |  |      |    |      |  |      |    |      |      |      |  |       |   |   |    |       |    |  |  |       |  |  |    |       |       |  |  |      |  |  |  |   |   |  |  |
| 06   | 25.8% | 35.8% |      |   |    |      |  |      |    |      |  |      |    |      |  |      |    |      |  |      |    |      |      |      |  |       |   |   |    |       |    |  |  |       |  |  |    |       |       |  |  |      |  |  |  |   |   |  |  |
|  | 7.8%  |       |      |   |    |      |  |      |    |      |  |      |    |      |  |      |    |      |  |      |    |      |      |      |  |       |   |   |    |       |    |  |  |       |  |  |    |       |       |  |  |      |  |  |  |   |   |  |  |

| <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> |   |    |      |      |    |      |      |    |      |      |    |      |      |    |      |      |     |   |   |    |     |      |    |     |    |  |  |  |  |  |
|--|-------------------------|---------------------------------|---|---|--|---|----|------|------|----|------|------|----|------|------|----|------|------|----|------|------|-----|---|---|----|-----|------|----|-----|----|--|--|--|--|--|
| <p>SOL Pass % Rate</p> <table border="1"> <thead> <tr> <th colspan="3"><b>History</b></th> </tr> <tr> <th>Gr.</th> <th>3</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>43.8</td> <td>43.9</td> </tr> <tr> <td>03</td> <td>65.1</td> <td>59.2</td> </tr> <tr> <td>04</td> <td>80.7</td> <td>78.9</td> </tr> <tr> <td>05</td> <td>91.2</td> <td>75.6</td> </tr> <tr> <td>06</td> <td>87.9</td> <td>71.9</td> </tr> </tbody> </table> <p><u>Areas to Address</u><br/> 80 % of Gr. 3 students scored proficient or better in economics and geography<br/> 72% of Gr. 5 students scored proficient or better in geography</p> <p><b>Special Education GAP</b></p> <table border="1"> <thead> <tr> <th>Gr.</th> <th>3</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>22%</td> <td>9.6%</td> </tr> <tr> <td>06</td> <td>13%</td> <td>4%</td> </tr> </tbody> </table> | <b>History</b>          |                                 |   | Gr.                                       | 3  | 5 | 02 | 43.8 | 43.9 | 03 | 65.1 | 59.2 | 04 | 80.7 | 78.9 | 05 | 91.2 | 75.6 | 06 | 87.9 | 71.9 | Gr. | 3 | 5 | 05 | 22% | 9.6% | 06 | 13% | 4% | <p>Increase the percentage of students scoring proficient (80%) or better on grade level monthly history assessments</p> | <p>*Students will use teacher developed study guides</p> <p>*Students will complete daily history reviews</p> <p>*Students will use word walls daily (PL 6,7)</p> <p>*Students will use content texts weekly (PL6,7)</p> <p>* Students will use content vocabulary through fine arts and physical education (PL12)</p> <p>*Students will use maps daily during history instruction (PL10)</p> <p>*Students (Gr. 3-5) will begin use of Interactive Notebook (December, 2006)</p> | <p>*Interactive Notebooks (all day, December)</p> <p>*Collaborative scoring of non-fiction writing</p> <p>*Word Wall Activities for content vocabulary</p> | <p>* Review curriculum maps, common assessments and monthly assessments by administrators.</p> <p>* Monthly data meetings with classroom teachers, instructional specialist, and literacy team members.</p> <p>**Review of lesson plans by administrators</p> <p>*Staff development calendar and agendas</p> | <p>*At least 80% of students in grades 3-5 will be proficient on the SOL test.</p> <p>*Graphs of posted monthly assessment data will show increasing results</p> <p>*70% or more of special education students in grades 3-5 will be proficient on the SOL test.</p> |
| <b>History</b>   |                         |                                 |   |   |  |   |    |      |      |    |      |      |    |      |      |    |      |      |    |      |      |     |   |   |    |     |      |    |     |    |  |  |  |  |  |
| Gr.  | 3                       | 5                               |   |   |  |   |    |      |      |    |      |      |    |      |      |    |      |      |    |      |      |     |   |   |    |     |      |    |     |    |  |  |  |  |  |
| 02   | 43.8                    | 43.9                            |   |   |  |   |    |      |      |    |      |      |    |      |      |    |      |      |    |      |      |     |   |   |    |     |      |    |     |    |  |  |  |  |  |
| 03   | 65.1                    | 59.2                            |   |   |  |   |    |      |      |    |      |      |    |      |      |    |      |      |    |      |      |     |   |   |    |     |      |    |     |    |  |  |  |  |  |
| 04   | 80.7                    | 78.9                            |   |   |  |   |    |      |      |    |      |      |    |      |      |    |      |      |    |      |      |     |   |   |    |     |      |    |     |    |  |  |  |  |  |
| 05   | 91.2                    | 75.6                            |   |   |  |   |    |      |      |    |      |      |    |      |      |    |      |      |    |      |      |     |   |   |    |     |      |    |     |    |  |  |  |  |  |
| 06   | 87.9                    | 71.9                            |   |   |  |   |    |      |      |    |      |      |    |      |      |    |      |      |    |      |      |     |   |   |    |     |      |    |     |    |  |  |  |  |  |
| Gr.  | 3                       | 5                               |   |   |  |   |    |      |      |    |      |      |    |      |      |    |      |      |    |      |      |     |   |   |    |     |      |    |     |    |  |  |  |  |  |
| 05   | 22%                     | 9.6%                            |   |   |  |   |    |      |      |    |      |      |    |      |      |    |      |      |    |      |      |     |   |   |    |     |      |    |     |    |  |  |  |  |  |
| 06   | 13%                     | 4%                              |   |   |  |   |    |      |      |    |      |      |    |      |      |    |      |      |    |      |      |     |   |   |    |     |      |    |     |    |  |  |  |  |  |

|     | <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> |    |    |      |      |    |      |      |    |      |      |    |      |      |     |   |   |    |      |      |    |     |    |  |   |   |   |  |
|-----|---|-------------------------|---------------------------------|---|---|--|----|----|------|------|----|------|------|----|------|------|----|------|------|-----|---|---|----|------|------|----|-----|----|--|---|---|---|--|
| C.  | <p>SOL PASS % Rate</p> <p><b>Science</b></p> <table border="1"> <thead> <tr> <th>Gr.</th> <th>3</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>47.4</td> <td>41</td> </tr> <tr> <td>03</td> <td>65.1</td> <td>54.2</td> </tr> <tr> <td>04</td> <td>71.9</td> <td>81.9</td> </tr> <tr> <td>05</td> <td>89.7</td> <td>72.1</td> </tr> <tr> <td>06</td> <td>77.3</td> <td>77.8</td> </tr> </tbody> </table> <p><u>Areas to Address</u></p> <p>70% of Gr. 3 students scored proficient or better in force, motion, energy, and matter</p> <p>67% of Gr. 5 students scored proficient or better in earth, space systems, and cycles; life processes and living systems</p> <p><b>Special Education GAP</b></p> <table border="1"> <thead> <tr> <th>Gr.</th> <th>3</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>4.5%</td> <td>5.8%</td> </tr> <tr> <td>06</td> <td>29%</td> <td>4%</td> </tr> </tbody> </table> | Gr.                     | 3                               | 5                                       | 02  | 47.4   | 41 | 03 | 65.1 | 54.2 | 04 | 71.9 | 81.9 | 05 | 89.7 | 72.1 | 06 | 77.3 | 77.8 | Gr. | 3 | 5 | 05 | 4.5% | 5.8% | 06 | 29% | 4% | <p>Increase the percentage of students scoring proficient (80%) or better on grade level monthly science assessments</p> | <p>* Students will participate in a minimum of two hands-on activities each month</p> <p>*Students will include non-fiction science writing a minimum of twice a month</p> <p>*Students will use teacher developed study guides</p> <p>*Students (Gr. 3-5) will begin use of Interactive Notebook (December, 2006)</p> <p>*Students will use word walls (PL 6,7,)</p> <p>*Students will use content texts weekly (PL6,7)</p> <p>*Students will use content vocabulary through fine arts and physical education (PL12)</p> | <p>*Interactive Notebooks (December)</p> <p>*Collaborative scoring of non-fiction writing</p> <p>*Word Wall Activities for content vocabulary</p> | <p>* Review curriculum maps, common assessments and monthly assessments by administrators.</p> <p>* Monthly data meetings with classroom teachers, instructional specialist, and literacy team members.</p> <p>**Review of lesson plans by administrators</p> <p>*Staff development calendar, and agendas</p> | <p>*At least 80% of students in grades 3-5 will be proficient on the SOL test.</p> <p>*70% or more of special education students in grades 3-5 will be proficient on the SOL test.</p> <p>*Graphs of posted monthly assessment data will show increasing results</p> |
| Gr. | 3   | 5                       |                                 |   |   |  |    |    |      |      |    |      |      |    |      |      |    |      |      |     |   |   |    |      |      |    |     |    |  |   |   |   |  |
| 02  | 47.4  | 41                      |                                 |   |   |  |    |    |      |      |    |      |      |    |      |      |    |      |      |     |   |   |    |      |      |    |     |    |  |   |   |   |  |
| 03  | 65.1  | 54.2                    |                                 |   |   |  |    |    |      |      |    |      |      |    |      |      |    |      |      |     |   |   |    |      |      |    |     |    |  |   |   |   |  |
| 04  | 71.9  | 81.9                    |                                 |   |   |  |    |    |      |      |    |      |      |    |      |      |    |      |      |     |   |   |    |      |      |    |     |    |  |   |   |   |  |
| 05  | 89.7  | 72.1                    |                                 |   |   |  |    |    |      |      |    |      |      |    |      |      |    |      |      |     |   |   |    |      |      |    |     |    |  |   |   |   |  |
| 06  | 77.3  | 77.8                    |                                 |   |   |  |    |    |      |      |    |      |      |    |      |      |    |      |      |     |   |   |    |      |      |    |     |    |  |   |   |   |  |
| Gr. | 3   | 5                       |                                 |   |   |  |    |    |      |      |    |      |      |    |      |      |    |      |      |     |   |   |    |      |      |    |     |    |  |   |   |   |  |
| 05  | 4.5%  | 5.8%                    |                                 |   |   |  |    |    |      |      |    |      |      |    |      |      |    |      |      |     |   |   |    |      |      |    |     |    |  |   |   |   |  |
| 06  | 29%   | 4%                      |                                 |   |   |  |    |    |      |      |    |      |      |    |      |      |    |      |      |     |   |   |    |      |      |    |     |    |  |   |   |   |  |

**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>*SMART Report: Infraction Referrals:</p> <p>*3 year comparison:<br/>03-04 - 331<br/>04-05 - 234<br/>05-06 – 199</p> <p>*African Am. Male/African Am. Female Discipline Gap: Areas of Concern:<br/>Harassment<br/>Disruption<br/>Disrespect<br/>Fighting</p> | <p>*Decrease the number of discipline referrals.</p> <p>*Decrease in the number of male students with 3 or more referrals.</p> | <p>*Keep ABC Log (Antecedent, Behavior, Consequence) to track patterns of behavior</p> <p>*Implement school-wide Dolphin Drops and positive phone calls to parents from administrators</p> <p>*Implement NPS mentor partnership</p> <p>*Refer student with multiple referrals to school and/or community resource programs</p> <p>*Develop individual behavior improvement plans for students with multiple referrals</p> <p>*Develop Functional Behavior Assessment for students with multiple referrals</p> <p>*Increase the use of Project Ride</p> <p>*Implement Stand Up, Speak out activities in Guidance Lessons gr. 3-5</p> | <p>*Project Ride</p> <p>*Focus on disciplinary strategies during weekly staff development once every six weeks</p> <p>*Peer observation and mentoring</p> <p>*Teacher/principal conferences</p> <p>*Writing Behavior Plans</p> <p>*Writing ABC Logs</p> <p>*Cultural Behavior Awareness (Ruby Payne and Crystal Kuykendall)</p> | <p>*Analysis of Monthly Discipline Reports by SMART committee</p> <p>*Analysis of Monthly Discipline Data related to the major areas of concern</p> <p>*Analysis of Monthly Discipline Data related to students with three or more referrals</p> <p>*Analysis of ABC Log</p> <p>*Administrative Contact Logs</p> | <p>*SMART Report reflecting decreased number of infraction referrals</p> <p>*SMART Report reflecting a decrease in the discipline gap between African Am. Males and African Am. Females</p> |

## II. School Board 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 as Student Results?</i> |
|----|---|--|---|--|---|--|
| A. | <p>We had 5 active community partnerships in 04-05, and 05-06</p> <p>Increase the number of community volunteer hours</p> | <p>Increase the number of community partnerships,</p> <p>Increase the number of volunteers in classrooms</p> | <p>*Make written, phone, and personal contact with previous and potential partners in the community</p> <p>*Add information about parent/community partners in Parent Newsletters</p> | <p>*Parent Technician will meet with nearby Title I Parent Techs</p> <p>*Parent Technician monthly meetings with Instructional Specialist</p> <p>*Implement NPS Mentor Program</p> | <p>*Sign-In Logs for partners and/or volunteers</p> <p>*Number of contacts by parent technician</p> <p>*Feedback from Mentors</p> | <p>Improved student achievement</p>              |

## III. Plan Development and Dissemination Process

### **How Individuals Beyond School Improvement Team Members Were Involved in Developing Our Plan**

Sought input from literacy team members, gifted resource teacher, parent technician to analyze data. The administrative team met in early fall to write a draft of the Accountability Plan. The DRAFT was presented to the Instructional team for feedback.

### **Methods Used to Communicate Our Plan**

Various components of the Accountability Plan was shared during Instructional Team Meetings, Staff Meetings, PTA Meetings, and Parent Newsletters. A letter to parents will be sent when the document is complete.

**IV. Needs Assessment: School-wide Staff Development Focus**

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

| <b>Staff Development</b>                                |   |                                  |   |
|---|---|----------------------------------|---|
| <i>Topic</i>  | <i>Timeline</i>                               | <i>Participants</i>              | <i>Documentation such as Attendance Logs, Agendas, etc.</i> |
| Smart Board   | September/ November                           | All Staff                        |   |
| On-Line Currirulum                                      | September                                     | Teachers, K-5                    |   |
| Instructional Non-Negotiables                           | September                                     | Teachers, K-5                    |   |
| Literacy: Communication Skills and Math                 | Bi-Weekly                                     | Teachers, K-5                    | Attendance and Agenda                                       |
| SQ3R, PALS Update,                                      | September, Early Release                      | All Staff                        | Attendance and Agenda                                       |
| Data Review: Monthly, Quarterly, Remediation Strategies | Quarterly                                     | All Staff                        | Attendance and Agenda                                       |
| Vocabulary in Math:                                     | October, Early Release: Nov., Dec., Jan, Feb. | All Staff                        | Attendance and Agenda                                       |
| Scoring Student Writing                                 | Monthly Staff Meetings                        | All Staff                        | Attendance and Agenda                                       |
| Interactive Notebooks                                   | December 5, 2006                              | Grades 3-5 Teachers and Literacy | Attendance and Agenda                                       |
| Overview of Discipline Data                             | August, 2006                                  | Instructional Staff              | Attendance and Agenda                                       |
| Analysis of Star_Base Discipline Data                   | Monthly                                       | Discipline Team                  | Attendance and Agenda                                       |