



NORFOLK PUBLIC SCHOOLS

Oakwood Elementary School

SCHOOL ACCOUNTABILITY PLAN Year: 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools
Sheila Tillett Holas, Principal

October, 2006

Dear Oakwood 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 Oakwood Elementary School better.

Sincerely,

Sheila Tillett Kolas
Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Sheila T. Holas	A
Cathy Johnson	R
Daniel White	R
Lavern Lee	R
Bryan Herndon	R
Cameron Edwards	T
Diane Price	R
Valarie Batts	R
Jim Davis	B
Scott Burton	R
Andrea Jennings	T
Jamie Ward	PT
Tanika Bailey	P
Valarie Pitt	R
Lance Hinton	C
Kim O'Brien	R
Laurie Jones	R
Derwin Harris	R

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
August 17, 2006	8:30 a.m.	Lafayette Clubhouse
August 29, 2006	9:30 a.m.	Media Center
October 6, 2006	2:00 p.m.	Reading Room
October 20, 2006	2:00 p.m.	Reading Room
December 14, 2006	2:00 p.m.	Reading Room
February 16, 2007	2:00 p.m.	Reading Room
April 20, 2007	2:00 p.m.	Reading Room
June 8, 2007	2:00 p.m.	Reading Room
July 27, 2007	8:30 a.m.	Principal's Office

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.**

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>SOL Pass % English <u>Gr. 3</u> <u>Gr.5</u> 03: 70.8 03: 80.3 04: 66.7 04: 82.9 05: 90.9 05: 79.3 06: 95.1 06: 94.1</p> <p><u>Gr. 4</u> 06: 93.5</p> <p>Areas of focus for Grades 3,4,5:</p> <p>Comprehension of Printed Materials</p> <p>*Specific areas to address: To be determined based on item analysis report</p> <p>Word Analysis/ Information Resources</p> <p>*Specific areas to address: To be determined based on item analysis report</p>	<p>Increase the percentage of students scoring 80% or better on grade level reading comprehension weekly, bi-weekly, monthly, and quarterly assessments</p> <p>Increase the percentage of students scoring 80% or better in word analysis on weekly common, teacher- made assessments</p>	<p>*Students will use before, during, and after reading strategies for each guided reading lesson</p> <p>*Students will use interactive notebooks daily</p> <p>*Students will use graphic organizers to make inferences and connections using evidence from text and real life situations daily</p> <p>*Students will use similarities and differences to make text-to-text, text-to-self, and text-to-world connections daily</p> <p>*Students will use the SR3 approach to assist with understanding text daily</p> <p>*Students will participate in word study instruction and workstations daily</p> <p>*Students will use summarizing and note-taking daily</p>	<p>*LCD Workshop using Similarities and Differences</p> <p>*LCD Workshop using note-taking and summarizing</p> <p>*Principal will provide a SR3 Inservice</p> <p>*LCD Interactive Notebooks</p> <p>*Using Graphic Organizers Workshop</p> <p>*Data Driven Decision Making</p> <p>*Make'em/ Take'em Word Analysis Workshops</p> <p>*Inservice on using the Making Connections Document</p> <p>*Compass Learning</p> <p>*L2 Together</p>	<p>*Professional development logs</p> <p>*Formal and informal observations</p> <p>*Peer Observations/Feedback Forms</p> <p>*Periodic review of lesson plans</p> <p>*Walkthrough/Feedback Coaching</p> <p>*Admin/Faculty Meeting Agendas</p>	<p>*Graph of percentage of students scoring proficient or better on the Monthly Reading Assessment charts</p> <p>*95% or more of Grades 4 & 5 will score proficient or higher on the English SOL</p> <p>*95% or more of Grades 3, 4, & 5 will score proficient or higher on the Word Analysis strand of the SOL test</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 as Student Results?</i>															
B.	<p><u>SOL Pass% - Math</u> Gr. 3 03:80.0 04:80.3 05:93.9 06: 93.56</p> <p>Areas of Concern: 87.1% of Gr. 3 students scored proficient or better on Measurement and Geometry</p> <p>Closing Achievement Gap: %Passing Math</p> <table border="1"> <thead> <tr> <th></th> <th>Black</th> <th>White</th> </tr> </thead> <tbody> <tr> <td>03-</td> <td>85</td> <td>83.3</td> </tr> <tr> <td>04-</td> <td>95</td> <td>83.3</td> </tr> <tr> <td>05-</td> <td>100</td> <td>83.3</td> </tr> <tr> <td>06-</td> <td>100</td> <td>83.3</td> </tr> </tbody> </table> <p>This results in a 16% achievement gap for Grade 3 Math</p>		Black	White	03-	85	83.3	04-	95	83.3	05-	100	83.3	06-	100	83.3	<p>Increase percentage of students scoring 80% on weekly, monthly, and quarterly assessments after intervention in the areas of using standard and nonstandard instruments to measure objects</p>	<p>*Students will demonstrate understanding of the math vocabulary through writing and drawing pictures of the written term</p> <p>*Students will use math journals and interactive notebooks daily</p> <p>*Students will practice measuring daily in workstation activities</p> <p>*Students will complete daily math reviews</p> <p>*Students will use a wide variety of standard and nonstandard instruments when measuring</p> <p>*Math Resource Teacher will develop weekly/quarterly assessments using the D2SC program</p> <p>*Grade 3 teachers will create a math word wall and reference it daily</p>	<p>*Data Driven Decision Making</p> <p>*Walkthrough Feedback /Coaching</p> <p>*Peer Observations/ Feedback</p> <p>*Monthly Grade Level Training by Math Specialist</p> <p>*D2SC Training</p>	<p>*Informal/formal observations</p> <p>*Walkthrough Feedback Forms</p> <p>*Professional Development agendas and logs</p> <p>*Periodic review of lesson plans</p> <p>*D2SC training log</p>	<p>*80% or better pass rate on all weekly, monthly, and quarterly assessments</p> <p>*Graphs of the percentage of students scoring proficient or better on monthly math assessments after intervention</p> <p>*90% of students will score proficient or better on the Measurement and Geometry strand of the SOL test</p>
	Black	White																			
03-	85	83.3																			
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05-	100	83.3																			
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	<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>Science SOL Pass % for Grade 5: 03: 54.8 04: 87.1 05: 91.3 06: 86.0</p> <p>Areas of Concern: 85.7 % of Low SES Students passed the SOL test</p> <p>100 % of Non-Low SES Students passed the SOL test</p> <p>This results in a 14.3% achievement gap for Grade 5 Science</p>	<p>Increase the percentage of Low SES students scoring 80% or better on weekly, monthly, and quarterly assessments in Science</p>	<ul style="list-style-type: none"> * Students will engage in using graphic organizers and reflective questions in Science instruction * Students will participate in daily content area vocabulary review through Word Wall activities, games, and learning work stations * Students will use interactive notebooks to write across the Science content area * Students will use interactive bulletin boards to reinforce concepts that were taught during Science instruction * Students will categorize information using similarities and differences on a daily basis * Students will summarize and practice note taking during Science instruction 	<ul style="list-style-type: none"> *Word Study/Word Wall activities *Interactive notebooks provided by LCD *Interactive bulletin boards provided by LCD *Teaching using similarities and differences *Summarizing and note-taking *Think Maps Workshop *SR3 Strategies 	<ul style="list-style-type: none"> * Instructional Team review of monthly and quarterly tests in 5th Grade Science using DS2C * The data team will graph the number of students scoring 90% or above in Science on monthly or quarterly assessments * Peer and Administrative observations to include Walkthroughs * Review of Professional Development logs and agendas 	<ul style="list-style-type: none"> *Achievement gap between Low SES and Non-Low SES students on the 5th Grade Science SOL test will be closed by 9 points *90% of students will score proficient or better on the Science SOL test

	<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>
D.	<p>Adequate Yearly <u>Progress</u></p> <p>Areas Of Concern: <u>2006 Participation:</u></p> <p>82.5% of students identified as disadvantaged participated in the English SOL Test</p> <p>84.52% of students identified as disadvantaged participated in the Math SOL Test</p> <p><u>Attendance Rate %:</u></p> <p>93.90% of students identified as students with disabilities attended school daily</p>	<p>Maintain or increase the percentage of students identified as disadvantaged participating in the English and Mathematics SOL Test</p> <p>Increase the percentage of students identified as students with disabilities attending school 95% or more of the academic school year</p>	<p>*Classroom teachers will ensure that all students identified as disadvantaged will be given the opportunity to participate in all content areas of the SOLs</p> <p>*The principal will ensure that all students identified as disadvantaged will be given the opportunity to participate in all content areas of the SOLs</p> <p>*Classroom teachers will take accurate attendance</p> <p>*Classroom teachers will call parents the same day the students are absent</p> <p>*The principal will schedule September meetings with parents of students who are identified as truant</p> <p>*The principal and the instructional behavioral specialist will meet with the parent once the student has been absent 5 days</p> <p>*Intermittent Homebound will be in place for those students who qualify based on medical needs</p> <p>*The principal and IBS will encourage parents to sign a release of information form to create an open line of communication with the student's physicians</p> <p>*Truancy Team will meet weekly to discuss and monitor attendance plan.</p>	<p>*Faculty Meetings</p> <p>*Instructional Leadership Team Meetings</p> <p>*Attendance Workshop for administrators, attendance monitors, and parent liaisons</p>	<p>*Enrollment/ Participation SOL Test Form</p> <p>*Periodic review of Starbase Attendance by EICS</p> <p>*Attendance logs</p> <p>*Teacher telephone log</p> <p>*Parent Technician telephone log</p> <p>*Principal Parent telephone logs</p>	<p>*100 percent participation on English and Math SOL Test</p> <p>*95% average daily attendance rate</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.	<p>Infraction Referrals:</p> <p>03-04: 286 04-05: 93 05-06: 86</p> <p>Areas of Concern:</p> <p>Although overall infraction referrals have decreased, there is an increase in the areas of Harassment:</p> <p>05-06: 23 06-07: 27</p> <p>Disruptions:</p> <p>05-06: 30 06-07: 38</p>	<p>*Increase the number of students who display positive appropriate behaviors, thereby alleviating negative behaviors in the areas of Harassment and Disruptions</p>	<p>* The leadership team developed a school-wide discipline plan that will be implemented consistently throughout the building</p> <p>* During the first week of school, classroom teachers created lessons to teach the students the new school-wide discipline plan</p> <p>* The guidance counselor will provide classroom and small group lessons that include role-play to help the students to move from knowing to doing</p> <p>* Rules and consequences will be displayed in every classroom and throughout the building</p> <p>* The morning news show will review all rules daily</p> <p>* The school-wide rules are on the scrolling announcements broadcasted through the closed-circuit system in the school</p> <p>* Implement the “Caught being Kind” program</p> <p>* Increase the use of Project Ride</p> <p>* Guidance counselor will train students as Conflict Mediators</p> <p>* Student of the Month Chart is displayed outside of the classroom and on the scrolling announcements</p> <p>* After-School Extra-Curricular Club Activities</p> <p>*Align ourselves with Community-based programs: Barry Robinson Center, NAC, Chrysalis Center</p>	<p>*Guidance Counselor will in-service teachers on Project Ride</p> <p>* Conflict mediation workshop</p> <p>* “Building Positive Relationships with Students”- Barry Robinson Center</p> <p>* Classroom Management discussions during weekly administrative grade level meetings</p> <p>*Positive Phrasing</p>	<p>* Infraction Referral log</p> <p>* Conflict Mediation log</p> <p>* Weekly Grade-Level Agendas</p> <p>* Caught being Kind bulletin board</p> <p>* Student of the Month showcase outside each classroom</p> <p>* Teacher/ Parent Contact Log</p> <p>*Administrator’s Parent Contact Log</p>	<p>* Decrease in the number of referrals as reflected on the SMART report, with emphasis on Harassment and Disruptions by 10 referrals</p> <p>* Teachers experiencing fewer incidents of Harassment or Disruption in their classrooms</p> <p>* Administration observing fewer incidents of Harassment or Disruption around the school</p> <p>* Administration and Teachers will observe more time spent on instruction and less time spent monitoring student behavior</p>

III. 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.	<p>To provide opportunities for parents and community members to assist in improving reading proficiency in K-2</p> <p>Areas of Concern: Oakwood had one parent volunteer who assisted with the AR program</p>	<p>*Increase the number of parents who are Reading to students or listen to students read on a daily basis.</p> <p>*Increase the number of parents who are assisting with the Accelerated Reader program on a daily basis.</p> <p>*Increase the number of parent volunteers working one on one with students on the “L2 Learning Together” Program</p> <p>*Increase the number of parent volunteers working with students on the Breakthrough to Literacy Program</p>	<p>* Parents will work with selected students for 45 min/ a week for 30 sessions in the L2 program</p> <p>* Parents will read AR books to students in K, 1, and 2 and have them take the corresponding test</p> <p>* Parents will receive monthly training in best practices for teaching students to learn to read and understand text</p> <p>* Training for parents on “L2 Learning Together and Breakthrough to Literacy</p> <p>*Parents will be given viewing access to their child’s grades through the eSembler program</p> <p>* Hold monthly powerfully literate training sessions for parents to support student achievement</p> <p>* Administration will use “Parent Link” and fliers to recruit parent volunteers</p>	<p>* Hold monthly powerfully literate training sessions for parents to support student achievement</p> <p>* Faculty and Staff will be trained to use “Parent Link” and fliers to recruit parents</p> <p>* L2, AR, and Breakthrough Training</p>	<p>* Volunteer sign-in logs</p> <p>* Professional development training logs and agendas</p> <p>* Parent workshop training calendar</p>	<p>* Increased test scores in the area of Reading Comprehension on standardized and non-standardized tests</p> <p>* Increase the number of correct responses on AR tests</p> <p>* Increase in the end of year promotions in grades K-2</p> <p>* Increase in proficiency percentage on PALS, STAR results</p>

	<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>
B.	<p>Direct interactive parent contacts involving student achievement</p> <p>Areas of Concern: 9.1% retention without teacher evidence to indicate that the parent was notified and a plan of action was in place</p>	<ul style="list-style-type: none"> * Increase the number of direct and indirect academic contacts made by teachers * Increase the number of parent/teacher conferences held related to academics * Increase the number of parents using “eSembler Parent Access” to monitor their child’s academic achievement * Increase teachers’ consistency in sending student academic bi-weekly or weekly progress reports home * Increase the number of administrative quarterly conferences held with teachers and parents 	<ul style="list-style-type: none"> * Teachers will select a designated day to send home weekly(K-2) or bi-weekly(3-5) progress reports * Teachers will record all academic conferences held via telephone, electronic, or in person * Teachers will encourage parents to use “eSembler Parent Access” *Based on quarterly data, the principal will schedule parent conferences with students performing below grade level *Teachers will use Parent Link to notify parents of test and projects 	<ul style="list-style-type: none"> * Parents will receive training on how to effectively use eSembler to monitor their child’s academic progress * At weekly grade level meetings, the principal will have open dialogues with teachers concerning the importance of consistently staying in contact with parents especially for those whose students are below grade level *Parent Link Training 	<ul style="list-style-type: none"> * Teachers will submit a carbon copy of weekly/bi-weekly progress reports * Parent contact logs * eSembler access log *Administrative Parent conference log *Quarterly Progress Conference Forms *Parent Link Logs 	<ul style="list-style-type: none"> * Decrease in the number of student retentions from 9.1% to 3% *Graph of percentage of students performing below grade level based on quarterly report cards

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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The principal and the Leadership Team met during the summer to discuss and analyze school data. The Leadership Team met twice to discuss drafting the Accountability Plan. The academic, parental involvement and safe & secure committees met separately to prepare the first draft. The draft was presented to the Leadership Team to meet and discuss revisions to the plan. The Instructional Team then met to integrate ideas for the second draft. This draft was then shared with each grade level for their additional input. Members of the Instructional Team met to finalize the plan.

Methods Used to Communicate Our Plan

The Accountability Plan was shared with each grade level during the weekly administrative staff development session. The plan was also shared with the PTA Board. Finally, a copy of the letter found in the beginning of this document was sent home to 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>