



NORFOLK PUBLIC SCHOOLS

Poplar Halls Elementary School

SCHOOL ACCOUNTABILITY PLAN

Year: 2006-07

Dr. Stephen Jones, Superintendent of Schools
Barbara Higgins, Principal

October 1, 2006

Dear Poplar Halls 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 Poplar Halls Elementary School better.

Sincerely,

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Barbara Higgins	A
Angela Spruill	T
Margo Fowler	T
Patricia Horne	T
Carla Johnson	R
Leslie Roy	T
Jaime Barksdale	P
Bob Rawls	C

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 29, 2006	12:00	Conference Room
September 12	:	:
September 28	:	:
October 2	:	:
October 10	:	:
	:	:
	:	:
	:	:
	:	:
	:	:

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.

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>3rd graders, 85.2% of 4th graders, and 88.3% of 5th graders were proficient or better on the 2006 SOL English RLR</p> <p>Gap Difference – Major Ethnic Groups Gr. 3-18.6 Gr. 4-2.1 Gr. 5-13.2</p> <p>Specific areas to address include:</p> <p>Word Analysis 75% of Gr. 3</p> <p>Word Analysis 71.4% Gr 5</p> <p>84.6% of 3rd graders, 85.2% of 4th graders, and 88.3% of 5th graders were proficient or better on the 2006 SOL English RLR</p> <p>Gap Difference – Major Ethnic Groups Gr. 3-18.6</p>	<p>Increase the percentage of students scoring proficient or better on monthly/ quarterly English assessments in grades 3, 4 and 5.</p> <p>Increase the percent of disabled students who score proficient or better on the monthly/ quarterly English</p> <p>Increase the percent of minority students who score proficient or better on the monthly/ quarterly English assessments in grades 3, 4, and 5.</p>	<p>Students will identify rhyming words, phonograms, show knowledge of vowel patterns, homophones, and decode multi-syllable words, prefixes and suffixes, inflected endings, use context to clarify and infer meaning of unfamiliar words and use context clues to verify word choice. (PL4,5)</p>	<p>Data driven decision making</p> <p>On-going Central office staff development across the curriculum on vocabulary</p> <p>Utilizing links to SOL related Websites ie (Virginia SOL, Department of Education and Jefferson Lab and Computer lab (Skillmaster, Compass Learning)</p> <p>Staff development by Child Study Team (G)</p> <p>Testing, Research and Statistics and Special Ed. Coordinator to assist teachers in maximizing student accommodations for effective teaching</p> <p>NPS Reading Initiative</p>	<p>Walkthroughs(O)</p> <p>On-going review of IEP goals and objectives. Update when needed. (O)</p> <p>Analyze monthly and quarterly test results(O)</p> <p>Monitor lesson plans for needs identified from accountability plan(O)</p> <p>Utilize Interactive Notebooks(O)</p>	<p>What will we look for as Student results? D2sc(local assessment) quarterly results</p> <p>Increase the number of students by 10% in Grades 3, 4, 5 (PL)</p> <p>Decrease the achievement gap between Major Ethnic Groups by 5%in Grades 3 and 5 and 1% in Grade 4. (S)</p> <p>90% of the third grade students will score proficient or higher on the Word Analysis portion of the SOL. (S)</p> <p>90% of fifth grade students will score proficient or higher on the Word Analysis portion of the SOL. (S)</p>

<p>Gr. 4-2.1 Gr. 5-13.2</p> <p>Specific areas to address include:</p> <p>Word Analysis 75% of Gr. 3</p> <p>Word Analysis 71.4% Gr 5</p>					
<p>B.</p> <p>Increase by 25% the number of disabled students who meet state benchmarks for math proficiency</p> <p>44.2% of 4th grade students scoring at or below 425 on the SOL were not proficient in Number & Number Sense.</p> <p>42.3% of 4th grade students scoring at or below 425 on the SOL were not proficient in Probability & Statistics.</p>	<p>Increase the % of students who meet the grade level standards in math as measured by weekly, monthly, and quarterly assessments, weekly performance assessments.</p> <p>Increase the % of 2nd, 3rd, 4th, & 5th grade students who master grade level objectives in Number and Number Sense S</p>	<p>Interactive notebooks PL12,10,4</p> <p>Vocabulary journals.</p> <p>Regular use of graphic organizers, manipulatives, charts, graphs, calculators, and appropriate learning tools.</p> <p>Engage in lessons that require selecting measurement tools, units/intervals, and recording methods using a variety of materials. PL2,4,8</p> <p>Bi-monthly problem solving activities that integrate data collection, statistical analysis, graphing, and probability. O</p>	<p>Twice monthly meetings with grade level teams. Model alternative strategies, bridging activities, and use of learning aids. O</p> <p>In-services on the integration of strategies that foster numerical fluency into daily math instruction.</p> <p>Bi-monthly challenges. Math club Casino Night (games of chance) Interactive notebook—highlighting specific probability vocabulary terms O</p>	<p>The Instruction Leadership Team, Principal, and Math Res. Teacher will conduct focused observations in the area of math to monitor best practice implementation O</p> <p>Twice monthly assessments of quarterly objectives Monthly fact mastery challenges. Targeted instruction for students scoring below quarterly benchmarks</p> <p>Math Resource will provide coaching, collaborative teaching, assessment tools, and feedback in the area of math instruction.</p>	<p>Disaggregated data will reveal a narrowing of the achievement gap among all subgroups by 5-10 points. Increased number of disabled students will be proficient on the SOL tests.</p> <p>Increased percentage of students performing at or above grade level in Number & Number Sense as measured by monthly & quarterly assessments.</p> <p>Monthly assessments to document increase in percent of students who can accurately describe the probability of an event, using grade level vocabulary, and display mastery of grade level statistical representations</p>
<p>C.</p> <p>There is an achievement gap between black males and the rest of the regular education population in 3rd grade Science</p> <p>5th grade black females achieved at a lower rate than</p>	<p>Increase the percentage of 3rd grade African American boys who score proficient or higher on quarterly/monthly assessments.</p> <p>Maintain the growth and achievement of special education students who score proficient or higher on weekly, monthly, and</p>	<p>Weekly classroom hands-on science investigations followed by grand discussions. G</p> <p>Science interactive notebooks incorporating graphic organizers daily.</p> <p>Teachers will use interactive notebooks to assess student understanding and guide</p>	<p>Training in the use of Interactive Notebooks by It's Elementary.</p> <p>On-going staff development on CITW emphasizing the importance of non-linguistic representation.</p> <p>Staff development on inquiry-based learning with L&C Development.</p>	<p>Faculty feedback from workshops.</p> <p>Learning logs of grade level staff development activities.</p> <p>Regular review of students' interactive notebooks.</p> <p>Review of students'</p>	<p>Increased percentages of students passing tests for higher standards or SOL end of year measures.</p> <p>Increased number of teachers who display and use content area, interactive word walls and graphic organizers to build vocabulary.</p>

<p>the rest of the regular ed population in Science</p> <p>18% of 3rd graders and 14% of 5th graders were not proficient in Force, Motion, Energy and Matter.</p> <p>25% of 5th graders were not proficient in Earth/Space Systems and Cycles Life processes and living systems.</p> <p>16% of 5th graders and 18% of third graders were not proficient in Scientific Investigation</p>	<ul style="list-style-type: none"> - quarterly assessments. - Increase the percentage of 5th grade black females who score proficient or higher. - Increase student performance in Force, Motion, Matter and Energy - Strand, Life Processes and Living Systems strands as measured on weekly, monthly and quarterly tests. - Increase student performance in Earth/Space Systems and Cycles strand. - Improve student performance in Life processes and living systems strand. - Increase student performance in Scientific Investigation in both 3rd and 5th grades. - Increase the % of all students who score proficient in Science. - Increase the % of all students who score Pass Advanced in Science. Increase the percentage of 3rd grade African American boys who score proficient or higher on the Science SOL test. - Maintain the growth and achievement of special 	<p>instruction. PL12,10,4</p> <p>Daily opportunities to write and discuss science with peers.</p> <p>Students will learn and share poems and songs in the content area.</p> <p>The teachers will activate the students' prior knowledge to reveal students' misconceptions before any new lessons.</p>	<p>Staff training at Super-Support Saturdays offered by the Science Department.</p> <p>AIMS Workshops.</p> <p>Workshops and in-service training conducted by the resource specialists in the various departments.</p> <p>Demonstration of model lessons on a weekly basis at 3rd, 4th, 5th and special education classes by science resource teacher.</p> <p>Use of power points to tie visuals to lesson content.</p> <p>5th grade teachers will be trained in the use of a digital proscope (microscope) to enhance student performance in Life processes and living systems strands.</p> <p>Training on the use of technology to enhance science learning. Training by technology specialist.</p> <p>District-wide staff development day seminars in science.</p> <p>Planning with various grade levels on best practices for science instruction.</p> <p>Teachers will regularly use scientific investigations in their lessons that allow for student exploration and discovery.</p>	<p>written responses to Wednesday challenges.</p> <p>Observation of grade-level lessons. Increased use of hands-on, inquiry based activities.</p> <p>Feedback from grade-level planning sessions.</p> <p>Student exhibitions of research projects at school-wide Science Fair.</p> <p>Student presentations of research project at District-wide Science Fair.</p> <p>Student performance on quarterly tests for higher standards.</p>	<p>Increased number of students using nonfiction writing in science.</p> <p>Increased circulation of Science Big Books and Newbridge resource materials from the media center.</p> <p>Increased circulation of science investigation materials from Science Lab.</p> <p>Increase in students' abilities to discuss science topics (in curriculum and in current events) in a powerfully literate way.</p> <p>Increase in students' abilities to question and propose ways to find the answers to those questions.</p> <p>Depth of understanding demonstrated in students' Science interactive notebooks.</p>
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- education students who
- score proficient or higher.

- Increase the percentage of
- 5th grade black females
- who score proficient or
- higher.

- Increase student
- performance in Force,
- Motion, Matter and
- Energy
- Strand as measured on
- quarterly tests for higher
- standards.

- Increase student
- performance in
- Earth/Space Systems and
- Cycles strand.

- Improve student
- performance in Life
- processes and living
- systems strand.

- Increase student
- performance in Scientific
- Investigation in both 3rd
- and 5th grades.

- Increase the % of all
- students who score
- proficient in Science.

- Increase the % of all
- students who score Pass
- Advanced in Science.

Related Professional
Development
Training in the use of Interactive
Notebooks by its Elementary.
On-going staff development on
CITW emphasizing the
importance of non-linguistic
representation.

Staff development on inquiry-
based learning with L&C
Development.

Staff training at Super-Support
Saturdays offered by the
Science Department.

AIMS Workshops.

Workshops and in-service
training conducted by the
resource specialists in the
various departments.

Demonstration of model lessons
on a weekly basis at 3rd, 4th,
5th and special education
classes by science resource
teacher.

Use of power points to tie
visuals to lesson content.

5th grade teachers will be
trained in the use of a digital
proscope (microscope) to
enhance student performance in
Life processes and living
systems strands.

Training on the use of
technology to enhance science
learning. Training by
technology specialist.

District-wide staff development
day seminars in science.

				<p>Planning with various grade levels on best practices for science instruction.</p> <p>Teachers will regularly use scientific investigations in their lessons that allow for student exploration and discovery.</p>		
D.		<p>Increase student performance in Scientific Investigation in both 3rd and 5th grades as measured on weekly, monthly and quarterly assessments.</p>	<p>The students will practice and refine their process skills while preparing a project for the Third Annual Science Expo. Students will orally defend their work to a panel of judges. School representatives will participate in the District-wide Science Fair.</p> <p>Newbridge books will be used weekly to reinforce science content during reading instruction.</p> <p>Students will review content material on a regular basis through the use of web quests and Science Daily Reviews.</p> <p>Science SOL review club after school two days a week during</p>	<p>(Inst. Strat. con't)</p> <p>Teachers will require students to answer in complete sentences and justify their reasoning. PL6</p> <p>The students will practice scientific skills by observing weekly science demos on the "What's Up With That?" Wednesday news segment. Students will write in depth explanations of the phenomenon demonstrated with an emphasis on appropriate use of content vocabulary and cause and effect relationships.</p> <p>The teacher will use current events to connect the curriculum to students' lives.</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.	27% of students surveyed felt students treat classmates with respect.	Increase the percentage of students who feel they are treated with respect as measured by quarterly school climate and safety surveys.	Analyze relevant data and indicators of school climate and safety and develop a school wide discipline plan. Student mediators training and daily mediation sessions. Catch Being Good Campaign. Monthly Kindness Day. Students write a "Problem Solver of the Day" letter for the counselor's Character Day morning news show. Say "No" to Bullies Club PATH intervention project.	RIDE PATH TESA Kersey Kids Virtues Project	Fewer ICE (isolated concentrated education/iss) referrals for harassment. Increase the number of students requesting Conflict Mediation. Small group and whole group PATH lessons that focus on problem solving, making good choices, using manners, self respect, rules and consequences. PATH Lesson Log Parent Contact Log Suggestions to Parent Letters.	Increase the percentage of students that report feeling comfortable with who they are as measured by school climate and safety surveys. Increase the percentage of students who treat one another with dignity and respect.
B.	38% of teachers responded favorably that communication systems promote a flow of information among staff.	Increase the percentage of teachers who respond favorably when surveyed about communications systems promoting the flow of information among staff.	Communication board with daily updates. Master calendar and scheduling grids posted for ease of access. Weekly Grade Chair Forum Drop in the Bucket Focus Faculty Week in Review Email Bulletins	Book talks	Meeting Agendas Informal Surveys	Increase the percentage of teachers who report favorably that communication systems promote the flow of information

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. 39% of parents who responded to a survey indicated a need to become better equipped to help their children with homework	Increase opportunities for parents and community partners to initiate or become involved in school activities.	Activate and support a Parent Teacher Partnership group, PTP. O Interactive Family Nights, Chew and Chat with Principal, Muffins with Mom/Principal Session, Donuts with Dad/Principal Session. Lunch Buddies Civic League Parent Workshops Quarterly Awards Assemblies Volunteer, Parent of the month recognitions Parent Picks-Teacher Recognition Principal Picks Parent Recognition	Training for conducting effective parent conferences and workshops. RIDE PATH	Parent Participation Logs Receipts from parent involvement nights at local restaurants. Partners participation at ongoing monthly events.	Improved satisfaction rating by parents on the Norfolk Quality School Initiative Survey. Participation Logs Increased proficiency percentage on local and state assessments.

<p>B. Fewer volunteers, parents, business partners activities that support student achievement than in the previous year</p> <p>04 Volunteer Hours - 1654 05 Volunteer Hours 1200</p> <p>04 Events of Invitation - 43 05 - 30</p>	<p>Increase opportunities for parents, partners, to initiate and become involved in school activities</p>	<p>Activate and support a Parent Teacher Partnership group, PTP. O</p> <p>Interactive Family Nights, Chew and Chat with Principal, Muffins with Mom/Principal Session, Donuts with Dad/Principal Session.</p> <p>Lunch Buddies/ Civic League</p> <p>Parent Workshops</p> <p>Quarterly Awards Assemblies</p> <p>Volunteer, Parent of the month recognitions</p> <p>Parent Picks-Teacher Recognition</p>	<p>Training for conducting effective parent conferences and workshops.</p> <p>RIDE PATH</p>	<p>Parent Participation Logs</p> <p>Receipts from parent involvement nights at local restaurants.</p> <p>Partners participation at ongoing monthly events.</p>	<p>improved satisfaction rating by parents on the Norfolk Quality School Initiative Survey.</p> <p>Participation Logs</p> <p>Increased proficiency percentage on local and state assessments.</p>
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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

The School Accountability Leadership Team (SALT) at Poplar Halls consists of representatives from all stakeholders in our school community. The plan was introduced to the Poplar Halls Advisory Board August planning meeting, to teachers during pre-service week and introduced again at open house. Team members shared the responsibility for gathering recommendations for ways the document could be modified and/or improved. Each grade level team was tasked with revisiting last year's plans and to assess progress and analyze new data as it became available. Once the plans were in, the School Improvement Leadership Team along with the Data Management Team compiled all the plans, analyzed for commonalities, identified the most urgent needs, and prioritized for this year's focus.

Methods Used to Communicate Our Plan

The School Accountability Leadership Team members share responsibility for communicating our plan to their representative groups as well as seeking their input on the plan throughout the year. Staff SALT members report at grade level meetings, grade level chairs to team members at planning meetings and at sub-committee meetings. Additional opportunities for communicating the plan will be taken at PTP Board Meetings, Parent Workshops, Civic League Meetings, and Your Week. SALT chair and co chair report at faculty meetings on a regular basis. The administrative team will communicate the plan to civic leagues, community task force and area churches. Excerpts from the plan will be distributed in the school newsletter, daily announcement book and the school website.

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>
Topics in Reading Topics in Math Topics in Social Sciences Topics in Science	Weekly Bi-Monthly	Principal, LCD coordinators, Poplar Halls Faculty	Agenda, Attendance, Professional Development Logs, Points and Certificates. Basic Training @- Weekly grade level team meetings with the principal and instructional team members for planning, problem solving, teaching strategy development. Wednesday Workout @- Systematic, on-going professional development workshops in an instructional faculty meeting format, conducted by the principal and LCD coordinators on a rotating basis. Time: Weekly – Wednesdays