



NORFOLK PUBLIC SCHOOLS

RICHARD BOWLING ELEMENTARY School

SCHOOL ACCOUNTABILITY PLAN

Year: 2006-2007

Dr. Stephen Jones, Superintendent of Schools
Mrs. Brenda P. Shepherd, Principal

October 30, 2006

Dear Richard Bowling 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 Richard Bowling Elementary School better.

Sincerely,

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Brenda P. Shepherd	A
Mamie Johnson	R
Connie Smith	R
Jamie Howard	T
Monica Lewis	T
Tasha Hancock	R
Virtley Smith	R
Dominique Lawson	R
Kimberly June	T
Cynthia Reitz	T
Terry Scott	T
Latisha Barnes	T
Gloria Tillery	T
Joyce Goodman	T
Elizabeth Jordan	T
Patrina Gilliam	T
Tywana Branch	R
Tracy Moore	P
Priscilla Taylor	R
Timothy Parker	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
Each Thursday morning from September 2006 through June 2007.	8:15 a.m.	Media Center

Please note: This table includes initial dates for the full School Accountability Team. These meetings will be used to develop, refine, and monitor progress toward meeting the target indicators and implementation of instructional strategies outlined in the accountability plan. Sub-committee meetings and other occasions when the School Accountability Plan may be discussed are not included.

I. Needs Assessment

Data for Tier 1 Indicators (division and state expectations) were compiled, reviewed and analyzed as part of our needs assessment process. This analysis included division and school level results. The Tier 1 Indicators noted below with an “X” were reviewed as part of our needs assessment process. Please note that an asterisk (*) indicates information we viewed as most important in our needs assessment process. As a result of the team’s review of the data, analyses, and discussions, and keeping in mind Norfolk Public Schools’ long range plans, we were able to identify needs and to develop corresponding Tier 2 Indicators (selected by each school) and instructional strategies tied to each of our identified needs. The Tier 2, school-based indicators, represent classroom and building-level data that can be tracked on a monthly basis. Each school in our division **selects seven (7) Tier 2 Indicators** to focus on during the year. **Of these seven (7) Tier 2 Indicators, at least three (3) must support continuous growth of student academic achievement, at least one (1) must support a disciplined learning environment, and at least one (1) must support the active engagement of parents, business, and the community in the educational process. The other two indicators can support any of the three School Board objectives.**

Tier 1 Indicators (shading indicates areas in which data must be collected at the school level)

<u>Continuous Growth of Student Academic Achievement</u>	<input type="checkbox"/>	Promotion/Retention Data	<input type="checkbox"/>	Students Without Incidents of Possession of Firearms in School
<input checked="" type="checkbox"/> Standards of Learning Test Results	<input type="checkbox"/>	PSAT Participation	<input type="checkbox"/>	Students Without Incidents of Possession of Weapons Other than Firearms in School
<input type="checkbox"/> SAT Participation and Test Results	<input type="checkbox"/>	Teachers Meeting State Licensure		
<input type="checkbox"/> ACT Participation and Test Results	<input type="checkbox"/>	Classes Taught by Certified Teachers		<u>Active Engagement of Parents, Business, and Community in Educational Process</u>
<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"/>	Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
<input type="checkbox"/> Dual Enrollment Class Results and Enrollment		<u>Safe, Secure & Disciplined Learning Environment</u>	<input checked="" type="checkbox"/>	Total Volunteer Hours by Parents and Community Members in Schools
<input type="checkbox"/> International Baccalaureate Results and Enrollment	<input type="checkbox"/>	NQSI Survey Data	<input checked="" type="checkbox"/>	Direct Interactive Parent Contacts Involving Student Achievement
<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"/>	Training Workshops Provided for Parents/Community
<input type="checkbox"/> STAR Test Results	<input type="checkbox"/>	Incidents of Physical Violence		<u>Other</u>
<input type="checkbox"/> Gates-MacGinitie Test Results	<input 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 type="checkbox"/>	Incidents of Possession of Weapons Other than Firearms in School	<input type="checkbox"/>	Other (please specify):
<input type="checkbox"/> Narrowing of the Achievement Gap	<input type="checkbox"/>	Students Without Incidents of Physical Violence in School		
<input checked="" type="checkbox"/> Attendance Data for Students and Staff				
<input type="checkbox"/> Dropout Statistics				
<input type="checkbox"/> Graduation Rates				
<input type="checkbox"/> Stanford 9 Test Results				

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 Grade 3</p> <p>03-04 87.5</p> <p>04-05 87.5</p> <p>05-06 65.1</p> <p>65.1% of students in grade 3 scored proficient or better on the Spring 2006 English SOL.</p> <p>**70.6% of students in grade 3 scored proficient or better in Word Analysis on the Spring 2005 SOL tests.</p> <p>*Specific areas to address:</p> <p>Vowel sounds</p> <p>Root word & affixes</p> <p>Context Clues</p> <p>Homophones</p> <p>**In 2004-05 85.7% of students in grade 3 scored proficient or better in understanding elements of literature.</p>	<p>Increase the percentage of students scoring proficient or better on common monthly, quarterly benchmark tests in English.</p>	<p>Students will use before/during/after reading strategies in shared and guided reading lessons.</p> <p>Students will complete Daily English Reviews.</p> <p>Students will use interactive word walls and vocabulary activities for word analysis strategies.</p> <p>Students will use graphic organizers and the Four Square Model to make sense of fiction and nonfiction texts.</p> <p>Students will respond to higher level questioning in shared and guided reading lessons.</p> <p>Students will work with tutors and retired teachers in small groups using supplemental focused instructional materials.</p>	<p>*Before/During/After Reading Strategies</p> <p>*Shared Reading Strategies</p> <p>*Accelerated Reading Program and Reports</p> <p>*Interactive Word Walls</p> <p>SMART Boards</p> <p>Four Square Training</p> <p>Data Driven Decision Making</p> <p>Higher Level Questioning Strategies</p> <p>Peoples Publishing Supplemental Materials</p>	<p>Bi-weekly Lesson Plan Reviews</p> <p>Formal/Informal Observations</p> <p>Peer Observation of Guided Reading</p> <p>Accelerated Reader Reports - weekly & monthly</p> <p>Monthly Vertical Team Meetings and Training</p> <p>Tutor logs & feedback</p>	<p>Graphing of student results on the Monthly Common Assessments and quarterly TfHS on the DATA Buzz Bulletin Board.</p> <p>82% or more of students in grade 3 will score proficient or higher on the English strands.</p>

B.	<p>SOL Pass % Math Grades 3 5: 04 100 83 05 97.5 65.9 06 85.4 88.2 *76.5% of Grade 3 students scored proficient or better on Number & Number Sense and Probability & Statistics. *67.5% of Grade 4 students scored proficient or better on Probability & Statistics. **Specific areas to address: -Rounding -Place value -Matching models of a number & word -Use & interpretation of data in charts & graphs.</p>	<p>Increase percentage of students scoring proficient or better on monthly common assessments and the TfHS quarterly benchmark tests.</p>	<p>Students will actively participate in Every Day Counts Calendar Math.</p> <p>Students will complete Daily Math Reviews in the 5 strands of math.</p> <p>Students will use computing technology to practice & reinforce math skills with Study Island.</p> <p>Students will use a wide variety of manipulatives and models to show place value, rounding, and number representations.</p> <p>Students will collect, record, and analyze data in charts and graphs.</p>	<p>Data Driven Decision Making</p> <p>Using nonlinguistic representations in math</p> <p>Study Island</p> <p>Every Day Counts Calendar Math</p>	<p>Lesson Plan Reviews</p> <p>Formal/Informal observations</p> <p>Professional Development logs and agendas</p> <p>Routine monitoring of Every Day Counts</p> <p>Weekly Daily Math Review Tests</p> <p>Study Island Reports</p>	<p>Graphing of student results on the Monthly Common Assessments and quarterly TfHS on the DATA Buzz Bulletin Board.</p> <p>82% of students in Grades 3 & 4 will score proficient or better on the Probability & Statistics strand of the Math SOL test.</p> <p>82% of students in grade 3 will score proficient or better on the Number & Number Sense of the Math SOL test.</p>
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<p>C.</p>	<p>SOL Pass % Science Grade 3 5: 04 80 73.3 05 92.5 68.3 06 78.9 83.8 *83.3% of students in grade 3 and 83.9% of students in grade 5 were proficient or better on Scientific Investigation. **Specific areas to address: -Measurement tools & units, -Scientific process; -Chronological events in nature; -Analyzing data</p>	<p>Increase the percentage of students in grades 3 and 5 scoring proficient or better on monthly common assessments and the quarterly TfHS.</p>	<p>*Students will generate and test hypotheses through scientific investigations and complete two science fair projects. *Students will participate in the integration of content material through art, music, and physical education. *Students will complete Daily Science Reviews. *Students will visit the Science Lab bi-weekly and conduct hands-on experiments. *Students will use content texts during shared reading lessons. *Students will participate in interactive vocabulary activities and word walls exercises. *Students will organize, summarize and practice note- taking in Interactive Science Notebooks. Students will use computing technology to practice & reinforce math skills with Study Island. *Students will use a wide variety of manipulatives and models to show place value, rounding, and number representations. *Students will collect, record, and analyze data in charts and graphs.</p>	<p>Scientific Investigation & Creating Successful Science Fair Projects Data Driven Decision Making Interactive Science Notebooks Content Word Wall Activities Study Island</p>	<p>Lesson Plan Reviews Science Lab Participation Logs Science Fair Project Displays & Citywide Science Fair Participation Professional Development Logs and Agendas Study Island Reports Snapshot of Science on Daily Announcements & e-bulletin board.</p>	<p>Graphing of student results on the Monthly Common Assessments and quarterly TfHS on the DATA Buzz Bulletin Board. 90% of students in Grades 3 & 5 will score proficient or better on the Scientific Investigation strand of the Science SOL test.</p>
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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.	164 infraction referrals were received and processed during the 2005-2006 school year.	Increase the number of students identified as making positive decisions through involvement in programs such as conflict mediation, character education, student government, and safety patrols. (G,O)	<p>Recognition of positive involvement on morning newscast. (G)</p> <p>Weekly meeting with school counselor of identified students. (G)</p> <p>Creating leadership roles through assemblies and safety patrols. (G, O)</p>	<p>PATHS and Project Ride training through school counselor.</p> <p>Discipline Committee headed by school counselor will provide periodic reports on conflict mediation, referrals, and effective behavior strategies.</p>	<p>Monitoring of monthly discipline reports.</p> <p>School-wide discipline plan.</p> <p>Grade level collaborative sessions.</p>	<p>Decrease the number of infraction referrals written and processed by 15%.</p>

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.	Increase parental involvement in school-wide programs and activities that enhance academic achievement	Increase parental involvement in school-wide activities that support academic proficiency in all core areas. (S)	Quarterly Family Learning Nights in all core areas Mentor/Mentee Game nights Parents in Education Community tutoring program School of Global Perspectives	Parent Liaison will provide workshops and instructional strategies to enhance academic performance in all core areas Bi-weekly parental workshops	Agendas and attendance logs at: --Family Night --Workshops Monitor monthly Parent Liaison ISN. Needs assessments generated by Parent Liaison	Increase in the number of hours parents and community members participate in school-wide activities and programs. Increase in student performance on monthly and quarterly assessments and SOL tests

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 accountability team members received input from all professional staff members at the building level. The technical assistance provider assigned to our school (as a result of being awarded the Comprehensive School Reform Grant) provided support in developing the plan. In addition, central office personnel from the Department of Compensatory Education Programs, Leadership and Capacity Development and Research, Testing and Statistics provide on-going assistance with developing strategies to improve professional development, use of time and scheduling, use of data, and curriculum alignment planning.

Methods Used to Communicate Our Plan

Working copies of the Accountability Plan were submitted to grade level team members for review and input. Parents and community members continue to be informed of the plan through regularly scheduled workshops, PTA meetings, and the monthly Hornet's Nest correspondence, to name a few. A PowerPoint presentation describing goals and instructional components will be given at the October Family Learning Night session. All staff members are provided a copy of the plan. A copy of the "living document" is available for review, upon request, in the main office, parent center and media center.

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>
English	9/6/2006, 10/11/2006, 10/25/2006, 12/6/2006, 2/14/2007, 2/21/2007, 3/28/2007	PreK-Grade 5 Teacher & Paras	Attendance Logs, Agendas
Math	9/27/2006, 11/15/2006, 11/29/2006, 1/24/2007, 2/7/2007, 3/21/2007	Pre-K-Grade 5 Teachers & Paras	Attendance Logs, Agendas
Science	9/13/2006, 10/4/2006, 12/13/2006, 2/28/2007, 5/2/2007	PreK-Grade 5 Teachers & Paras	Attendance Logs, Agendas
History	11/8/2006, 1/3/2007, 4/18/2007, 6/4/2007	PreK-Grade 5 Teachers & Paras	Attendance Logs, Agendas
Data Analysis and Planning	9/26/2006, 10/24/2006, 11/28/2006, 1/17/2007, 1/23/2007, 1/31/2007, 2/22/2007, 3/22/2007, 4/28/2007	K-Grade 5 Teachers	Attendance Logs, Agendas
Contractual Professional Development (Kagan, AR, 4-Square, SmartBoard)	8/9/2006, 9/21/2006, 10/12/2006, 3/15/2007	PreK-Grade 5 Teachers & Paras	Attendance Logs, Agendas