



NORFOLK PUBLIC SCHOOLS

Sewells Points Elementary School

SCHOOL ACCOUNTABILITY PLAN 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools
Mary B. Wrushen, Principal

November 1, 2006

Dear Sewells Point 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 join us as we work to make Sewells Point Elementary School better.

Sincerely,

Mary B. Wrushen

Mary B. Wrushen
Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation	
Individual	Position
Mary Wrushen	A
Natalie Wilkerson	A
Cheryl Thornton	R
Pamela Kitterman	T
Angela Vilella	T
Catherine Bunn	T
Cynthia Coleman	T
Marguerite Duncan	T
Melissa Horner	T
Frank Semar	R
Anya Archie	R
Lona Tonelson	R
Liz Dashiell	R
Jayne Calvert	P
Chris Goodman	P
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 28, 2006	1:00-3:00	Media Center
August 30, 2006	8:00-11:00	Media Center
September 21, 2006	1:00-3:45	Media Center
October 12, 2006	1:00-3:45	Media Center
November 1, 2006	8:00-9:00	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>	X	Promotion/Retention Data		Students Without Incidents of Possession of Firearms in School
X	Standards of Learning Test Results		PSAT Participation		
	SAT Participation and Test Results	X	Teachers Meeting State Licensure		Students Without Incidents of Possession of Weapons Other than Firearms in School
	ACT Participation and Test Results	X	Classes Taught by Certified Teachers		<u>Active Engagement of Parents, Business, and Community in Educational Process</u>
	Advanced Placement Exam Results and Enrollment	X	<u>Professional Development Hours and Involvement Related to Academic Achievement</u>	X	<u>Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency</u>
	Dual Enrollment Class Results and Enrollment				
	International Baccalaureate Results and Enrollment		<u>Safe, Secure & Disciplined Learning Environment</u>	X	<u>Total Volunteer Hours by Parents and Community Members in Schools</u>
	Governor's School Results and Enrollment	X	NQSI Survey Data		
X	STAR Test Results	X	<u>Professional Development Hours and Involvement Related to School Climate and Student Discipline</u>		<u>Direct Interactive Parent Contacts Involving Student Achievement</u>
X	Gates-MacGinitie Test Results				
X	PALS Test Results	X	Incidents of Physical Violence		<u>Training Workshops Provided for Parents/Community</u>
X	Narrowing of the Achievement Gap		Incidents of Possession of Firearms in School	X	<u>Other Volunteer Logs</u>
X	Attendance Data for Students and Staff			X	Adequate Yearly Progress
	Dropout Statistics	X	Incidents of Possession of Weapons Other than Firearms in School	X	State Report Card* (also gives demographic information)
	Graduation Rates				
X	Reading on Grade Level	X	Students Without Incidents of Physical Violence in School		Completing Algebra I by the End of 8th Grade
	Foreign Language				Other (please specify):

I. 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 Needs</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 % Science 3rd and Grade 5 Yr. 3rd 5th 77.3% of grade 3 students and 83.7% of grade 5 students scored proficient or better Scientific Investigation strand of the '06 SOL Test</p> <p>88.6% of grade 3 and 78.0% of Grade 5 students were proficient or better on the Life Processes and Living Systems strand</p> <p>88.6% of grade 3 and 71.4% of Grade 5 students were proficient or better on Earth/ Space Systems and Cycles strand of the '06 SOL Test</p> <p>Achievement gap between disabled and non-disabled students in science</p> <p>Non-Disabled 90.4% Disabled 37.5%</p> <p>Achievement Gap between African American students and White students Gr. 3 - 13.6% Gr. 5 - 16.5%</p>	<p>Increase the percentage of Grade k- 5 students scoring proficient or advance on monthly, quarterly and state science assessments</p> <p>Decrease the achievement gap between disabled/ non disabled students</p> <p>Increase the percent of disabled students who score proficient or advance on monthly, quarterly and state science assessments</p>	<p>*Students will engage in activities involving the use of writing to organize, interpret and analyze similarities and differences and evaluate content materials</p> <p>*Students will participate in daily content area vocabulary activities and games</p> <p>*Students will utilize non- linguistic representations/graphic organizers</p> <p>*Students will identify similarities and differences</p> <p>* Students will engage in informative writing using graphic organizers and reflective questions during science instruction</p> <p>Students will use interactive notebooks or foldables to promote an understanding of science materials</p> <p>Students will engage in the integration of content materials through fine arts and Physical Education</p>	<p>Professional Development on effective instructional strategies using Classroom Instruction that Works</p> <p>-non-linguistic representations/graphic organizers</p> <p>-summarize and practice note-taking skills</p> <p>-similarities and differences</p> <p>Professional Development on in- cooperating Powerful Literacy strategies in science instruction</p> <p>Professional Development on Thinking Maps</p> <p>Data Team notebooks Smart Boards Training Interactive Notebook Training by LCD Use of technology for vocabulary reinforcement through the Instructional Technology</p>	<p>Data Team notebooks</p> <p>Formal and Informal observations</p> <p>Periodic review of lesson plans</p> <p>Professional Development agenda and logs</p> <p>Internal and external Walkthrough feedback</p>	<p>Graph of percentage of students scoring proficient or advanced on the monthly and quarterly science assessments</p> <p>90% of 5th grade students scoring proficient or advanced on the Life Processes and Living Systems strand of the spring '07 SOL Test</p> <p>90% of 5th grade students scoring proficient or advanced on the Force, Motion, Energy, and Matter strand of the spring '07 SOL test</p> <p>10% increase in the number of the 5th grade disabled students scoring proficient or advance on the spring '07 science test.</p> <p>Sewells Point School will continue to meet the requirements for AYP (Adequate Yearly Progress) in 06-07</p>

<p>B</p>	<p>2006 SOL Eng./Rdg/Lit/ & Research (All Students) Gr. 3 78.6% Gr.4 93.5% Gr. 5 81.3% 77.6% of grade 3 students scored proficient or advanced on comprehension of printed materials</p> <p>83.7% of grade 3 students scored proficient or advanced on Use Word Analysis strategies 82.6% of grade 4 students scored proficient or advanced on comprehension of printed materials</p> <p>92.8% of grade 4 students scored proficient or advanced on analysis strategies and information resources</p> <p>83.7% of grade 5 students scored proficient or advanced on comprehension of printed materials</p> <p>90.2 % of grade 5 students scored proficient or advanced on word analysis strategies and information resources</p> <p>Grade 3-STAR 57% at or above grade level Grade 5 Gates at or above grade level 63% Vocabulary 71.1% Comprehension</p> <p>Ethnicity and Special Education (% passing)</p> <table border="1"> <thead> <tr> <th></th> <th>Black SPED/White</th> <th>SPED</th> </tr> </thead> <tbody> <tr> <td>Gr. 3</td> <td>38.5%</td> <td>71.4%</td> </tr> <tr> <td>Gr. 4</td> <td>16.7%</td> <td>100%</td> </tr> <tr> <td>Gr. 5</td> <td>50%</td> <td>0%</td> </tr> </tbody> </table>		Black SPED/White	SPED	Gr. 3	38.5%	71.4%	Gr. 4	16.7%	100%	Gr. 5	50%	0%	<p>Increase the percentage of K-5 students who score proficient or advanced on weekly, monthly and quarterly common reading comprehension assessments and End of Quarter assessments</p> <p>Decrease the achievement gap between non-disabled students and disabled students in reading</p> <p>Increase the percent of disabled black students who score proficient or advanced on weekly, monthly and quarterly assessments in grades k-5</p>	<p>*Students will use non-linguistic representations (thinking maps) for each reading lesson</p> <p>*Students will take notes and write summaries of a reading selection at least once a week</p> <p>*Students will identify similarities and differences among story characters and different genres.</p> <p>Utilize parent volunteers as tutors in reading in grades k-5</p> <p>Use data analysis (question by question) report to identify areas of remediation</p> <p>Students will read non-fiction reading materials during other content lessons</p> <p>Students will use SR3 strategies during guided reading at least once a week</p>	<p>Data driven decision making</p> <p>Professional Development on effective instructional strategies using Classroom Instruction that Works</p> <p>*Identifying similarities and differences</p> <p>*summarizing and note taking</p> <p>*non-linguistic representations</p> <p>teachers will attend after school workshops on word study and vocabulary provided by TTAC/Old Dominion University</p> <p>Staff development workshops provided by English Office (NPS)</p>	<p>Formal and informal teacher observations by the principals</p> <p>Periodic review of daily lesson plans by principals</p> <p>Professional development agenda and attendance logs</p> <p>Internal and external WALKTHROUGH feedback</p> <p>Data team notebooks</p> <p>Grade level sweeps during shared reading and guided reading</p> <p>Classroom observations during communication skills by principals</p>	<p>Chart the percent of students scoring proficient and advanced on monthly reading comprehension test and EOQ reading assessments</p> <p>Increase the number of students by 10% in grades 3, 4, and 5 scoring proficient or advanced on the Spring 06-07 English/Reading/Literature and Research SOL Test</p> <p>Students in grades 3,4, and 5 will score 95% or better on the use of word analysis and information strategies on the Spring 06-07 SOL Test</p> <p>50% of the 3rd & 4th grade Black Special Education students will score proficient or advance on the spring 06-07 English Rdg, Lit. and Research SOL Test</p> <p>Decrease the gap between disabled and non-disabled students by 5% in Grades 3, 4, 5 on the English/Reading/Lit./Research SOL Test</p> <p>Sewells Point School will continue to meet the requirements for AYP (Adequate Yearly Progress) in 06-07</p>
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<p>C.</p>	<p>SOL % Pass -Math Gr. 3 Gr. 4 Gr. 5 05-06 88.90 71.0 89.10</p> <p>81.3% of Gr. 3 students scored proficient or advanced in the area of probability and statistics</p> <p>55.0% of Gr. 4 students scored proficient or advanced in the area of probability and statistics</p> <p>81.2% of Gr. 5 students scored proficient or advanced in the area computation and estimation</p> <p>Achievement Gap between Black students/ White students in math</p> <table border="1"> <tr> <td></td> <td>04-05</td> <td>05-06</td> </tr> <tr> <td>Gr. 3</td> <td>11.0%</td> <td>10.2%</td> </tr> <tr> <td>Gr. 4</td> <td></td> <td></td> </tr> <tr> <td>Gr. 5</td> <td>17.2%</td> <td>1.8%</td> </tr> </table> <p>Achievement Gap between Special education students /Regular Education students in math</p> <table border="1"> <tr> <td></td> <td>04-05</td> <td>05-06</td> </tr> <tr> <td>Gr. 3</td> <td>8.6%</td> <td>34.3%</td> </tr> <tr> <td>Gr. 4</td> <td></td> <td>38.6%</td> </tr> <tr> <td>Gr. 5</td> <td>61.5%</td> <td>13.1%</td> </tr> </table>		04-05	05-06	Gr. 3	11.0%	10.2%	Gr. 4			Gr. 5	17.2%	1.8%		04-05	05-06	Gr. 3	8.6%	34.3%	Gr. 4		38.6%	Gr. 5	61.5%	13.1%	<p>Increase the percent of k-5 students scoring proficient or advanced on monthly, quarterly assessments</p> <p>Decrease the gap between white students and black students on monthly, quarterly, and state math assessments</p> <p>Increase the percent of disabled students who score proficient or advanced on monthly, quarterly and state math assessments</p>	<p>Students in grades 3, 4, and 5 will use the computer program, First in Math to practice computation skills</p> <p>Students will focus on mastering needed skills on daily DMR (Daily Math Review (grades k-5)</p> <p>Students will use a wide variety of manipulatives and hands -on to demonstrate comprehension of math concepts</p> <p>Integrate math in weekly Science lessons</p> <p>Students will complete monthly exemplars to strengthen problem solving skills</p> <p>Students will use non-linguistic representations (thinking maps) for math lesson</p> <p>Students will use and graphic organizers to connect and summarize ideas</p> <p>Students will use graphical representations (charts and graphs) and write to justify their thinking</p> <p>Teaches will display math vocabulary on math word wall as vocabulary is introduced</p> <p>Teachers will provide literature linked to math lessons to promote math comprehension</p> <p>Students will use interactive notebooks as a current and on-going learning tool</p>	<p>Data driven decision making</p> <p>Professional Development on effective instructional strategies using Classroom Instruction that Works</p> <p>*Identifying similarities and differences</p> <p>*summarizing and note taking</p> <p>*non-linguistic representations</p> <p>Peer observations to see modeling of menu activities in math</p> <p>Math Interactive notebook training by LCD-math teacher specialist</p>	<p>Review of informative writing in math lesson plans by principals</p> <p>Review of differentiated math lesson plans by principals</p> <p>Observations of best practices in math instruction by principals</p> <p>Walkthrough feedback</p> <p>Workshop logs</p> <p>Formal and informal teacher observations by the principals</p> <p>Grade level sweeps during shared Math and Science</p> <p>Grade level sweeps for differentiated instruction of math by principals</p>	<p>Increase the percent of all subgroups in grades 3, 4, and 5 scoring proficient and advanced on the math Spring '07 SOL Test.</p> <p>Graph of percentage of all subgroups scoring proficient and advanced on monthly math assessments and EOQ math test</p> <p>The achievement gap will close by 5% in math in grades 3 and 4 between black students and white students in math</p> <p>The achievement gap will close by 20% in grades 3 and 4 in math between Special Education students and Regular Education students</p> <p>Sewells Point School will continue to meet the requirements for AYP (Adequate Yearly Progress) in 06-07</p>
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D.	<p>SOL Pass %- History</p> <table border="1"> <tr> <td></td> <td>Gr. 3</td> <td>Gr. 5</td> </tr> <tr> <td>04-05</td> <td>88.2</td> <td>81.1</td> </tr> <tr> <td>05-06</td> <td>96.6</td> <td>81.3</td> </tr> </table> <p>72.2% of gr. 5 students scored proficient or advanced on the geography strand of the 05-06 History Social Science SOL Test Areas to address : Map skills and Virginia</p> <p>Geography 76.1% of Grade 5 students scored proficient or advanced on the Civics strand of the 05-06 History Social Science SOL Test</p> <p>Achievement Gap between Black students /White students in History Social Science</p> <table border="1"> <tr> <td></td> <td>Gr. 3</td> <td>5.2%</td> </tr> <tr> <td></td> <td>Gr. 5</td> <td>3.5%</td> </tr> </table> <p>Achievement Gap between Special education students and Regular education students in History Social science</p> <table border="1"> <tr> <td></td> <td>Reg Ed</td> <td>Sp. Ed.</td> </tr> <tr> <td>Gr. 3</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>Gr. 5</td> <td>93.5%</td> <td>31.2%</td> </tr> </table> <p>Achievement Gap between Black Sp Ed. Students and White Sp. Ed.</p> <table border="1"> <tr> <td></td> <td>Black</td> <td>White</td> </tr> <tr> <td>Gr. 3</td> <td>50%</td> <td>100%</td> </tr> <tr> <td>Gr. 5</td> <td>25%</td> <td>40%</td> </tr> </table>		Gr. 3	Gr. 5	04-05	88.2	81.1	05-06	96.6	81.3		Gr. 3	5.2%		Gr. 5	3.5%		Reg Ed	Sp. Ed.	Gr. 3	100%	75%	Gr. 5	93.5%	31.2%		Black	White	Gr. 3	50%	100%	Gr. 5	25%	40%	<p>Increase the percent of K-5 students scoring proficient or advanced on monthly and End of Quarter History Social Science assessments</p> <p>Decrease the gap between the non-disabled and disabled students on the monthly and End of Quarter History Social Science assessments</p> <p>Decrease the gap between Black Special Education students and White Special Education students</p>	<p>Students in K-5 will use the word wall daily</p> <p>Students will summarize and use note-taking skills through their use of the interactive notebooks</p> <p>Students will learn content based songs during music instruction</p> <p>Students will use graphic organizers, KWL charts, anticipation guides and reflective responses during History Social science instruction</p> <p>Teachers will apply targeted strategies from Classroom Instruction that Works</p> <p>*identifying similarities and differences</p> <p>*summarizing and note taking</p> <p>Students will integrate non-fiction writing</p>	<p>Data driven Decision making</p> <p>Interactive notebook workshops provided by LCD Walkthroughs (Internal and External) feedback/coaching</p> <p>Use of technology for vocabulary development/reinforcement(use of the smart board)</p> <p>Professional Development for all teachers on research based strategies from Classroom Instruction that Works</p> <p>*identifying similarities and differences</p> <p>*summarizing and note taking</p> <p>*non-linguistic representation</p> <p>Professional development on using Thinking Maps</p>	<p>Formal and informal observations by principal</p> <p>Periodic review of lesson plans by principals</p> <p>Internal and external Walkthrough feedback</p> <p>Data Team notebooks</p> <p>Professional development logs and agendas</p>	<p>Graph of percentage of grade K-5 students scoring proficient and advanced on monthly and End of Quarter History Social Science assessments</p> <p>90% of students in Grade 5 will score proficient or advanced on the 06-07 History Social Science SOL Test</p> <p>The achievement gap will close by 5% in grades 3 and 5 between the black students and white students on the spring 06-07 History Social Science SOL Test</p> <p>The achievement gap will close by 10% in grades 3 and 5 between the black Special Education students and the White Special education students</p> <p>Sewells Point School will continue to meet the requirements for AYP (Adequate Yearly Progress) in 06-07</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.	<p>Discipline referrals involving African Am. males in the areas of (1)harassment (2)disruption</p> <p>2005-2006 of the 28 referrals in the area of harassment - 17 (61%) were African American males while 4 (14%) were white males</p> <p>Of the 30 referrals in the area of disruption -19 (63%) were African American males while 5 (17%) were white males</p>	<p>Decrease the number of African American males receiving incident referrals involving harassment and disruption on monthly discipline report</p>	<p>Teachers will serve as mentors for selected students who had 3 or more referrals in the areas of harassment or disruption on the 05-06 discipline report</p> <p>Provide small group counseling sessions for students for the male students who received 3 or more referrals</p> <p>Implement discipline talks in September and January for all K-5 students</p> <p>Monitor areas where incidents happen in the building using monthly discipline report</p> <p>*recess</p> <p>*cafeteria</p> <p>*physical education</p> <p>*recess</p> <p>Implement Behavior Intervention Plans (BIP) for disabled males who have received 3 or more referrals in the areas of harassment or disruption</p>	<p>Provide professional development to review Project Ride</p> <p>Provide professional development on learning modalities</p> <p>Professional development on learning styles of girls/boys</p> <p>Provide professional development on how to handle harassment in the classroom</p>	<p>Monthly discipline report data</p> <p>Formal and informal observations by the principals focusing on differentiated instructional practices</p> <p>Student of the Month bulletin board</p> <p>Infraction referral log</p> <p>Monthly Discipline Team meeting</p>	<p>50% decrease in the number of African American male students with infractions dealing with disruption and harassment</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	1500 volunteer hours as measured by monthly volunteer log	Increase volunteer hours (specifically the number of volunteer hours) from 1500 by 10%	<p>Recruit volunteers from local civic leagues, Old Dominion University and Norfolk State University</p> <p>In-service volunteers to do at-home project for teachers (e.g cut, paste, make a game)</p> <p>Send brochures and flyers home for up coming workshops</p> <p>Continue to host annual volunteer appreciation luncheon</p> <p>Create a partnership by having parents sign up as room mothers</p> <p>Continue to implement Family Math and Science Night</p> <p>Continue the after school read-a-thon for K- 5 students</p>	<p>Provide volunteer training workshops</p> <p>Host Volunteer Tea to provide orientation for parents</p>	<p>Meeting and workshop agendas</p> <p>Volunteer sign-in logs</p> <p>Classroom volunteer sign-in logs</p>	Increase in the number of volunteers supporting student achievement

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 Tier 3 Narrative which helps paint a picture of our school 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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After examination of Sewells Point Standards of Learning (SOL) scores members of the school data team sought input from their team members. Feedback from team members was brought back to the school data team for discussion and inclusion in the final document. Input was sought from the PTA President and PTA Board.
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Methods Used to Communicate Our Plan

Our plan will be communicated to our faculty and staff through school data team updates and reports presented at faculty meetings, grade level meetings, and staff development training sessions. The plan will be shared with our community through Open House, the school web page, school newsletters, parent workshops, and PTA functions. SOL results will be available to our stakeholders, businesses, and the community through the local newspaper. Sewells Point families will receive a copy of the school’s State Report Card. Additionally, staff members will have a copy of the school’s Accountability Plan to share with parents and the community.
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Collaboratively Grading Student's Writing		LCD (English Office)	
School Accountability Plan	December	Kg-5th- Principals	Staff Development Agenda
School Accountability Plan African American Learners Classroom Instruction That Works Revisiting -Identifying Similarities and Differences -Summarizing and Note taking How to review for SOL History/ Social Science Test Collaboratively Grading Student's Writing School Accountability Plan	January	Kg-5th Resource Teachers LCD –History/Social Science Dept.	Staff Development Agenda
Effective/Meaningful Literacy Centers continued Collaboratively Grading Student's Writing School Accountability Plan	February	Kg-5th Resource Teachers	Staff Development Agenda
Make It/Take It Sharing Effective Instructional Strategies Collaboratively Grading Student's Writing	March	Kg-5th Resource Teachers	Staff Development Agenda
Collaboratively Grading Student's Writing School Accountability Plan	April	Kg-5th Resource Teachers	Staff Development Agenda
School Accountability Plan	May/June	All Staff Members	Staff Development Agenda