



NORFOLK PUBLIC SCHOOLS

Sherwood Forest Elementary **School**

SCHOOL ACCOUNTABILITY PLAN

Year: 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools
Julie Vanidestine, Principal

October 16, 2006

Dear Sherwood Forest 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 Sherwood Forest Elementary School better.

Sincerely,

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Julie Vanidestine	Principal
Cheryl Jordan	Assistant Principal
Augustine Pugh	Math Specialist
Linda Thompson	Coskills Specialist
Rudy Escobar	Guidance Counselor
Chris Knollenberg	Guidance Counselor
Marshall McCorkle	Literacy Teacher
Lynn Winstead	Special Education Teacher

Position codes are noted as follows: **A** = building administration; **B** = business partner; **C** = community member; **O** = other; **P** = parent; **PT** = parent of identified Title I service; **R** = related services and/or support staff; **S** = student; **T** = teacher.

Committee Meetings

Date	Time	Location
Sept. 13, 2006	12:00	conference room
Sept. 20, 2006	.	.
Oct. 4, 2006	.	.
Oct. 11, 2006	.	.
Oct. 18, 2006	.	.
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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)

<input checked="" type="checkbox"/>	Continuous Growth of Student Academic Achievement	<input checked="" type="checkbox"/>	Promotion/Retention Data	<input type="checkbox"/>	Students Without Incidents of Possession of Weapons Other than Firearms in School
<input checked="" type="checkbox"/>	Standards of Learning Test Results	<input type="checkbox"/>	PSAT Participation		
<input type="checkbox"/>	SAT Participation and Test Results	<input type="checkbox"/>	Teachers Meeting State Licensure		Active Engagement of Parents, Business, and Community in Educational Process
<input type="checkbox"/>	ACT Participation and Test Results	<input type="checkbox"/>	Classes Taught by Certified Teachers	<input checked="" type="checkbox"/>	Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
<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"/>	Total Volunteer Hours by Parents and Community Members in Schools
<input type="checkbox"/>	Dual Enrollment Class Results and Enrollment		Safe, Secure & Disciplined Learning Environment	<input checked="" type="checkbox"/>	Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/>	International Baccalaureate Results and Enrollment	<input checked="" type="checkbox"/>	District Stakeholder	<input checked="" type="checkbox"/>	Training Workshops Provided for Parents/Community
<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		Other
<input checked="" type="checkbox"/>	STAR Test Results	<input checked="" type="checkbox"/>	Incidents of Physical Violence	<input checked="" type="checkbox"/>	Volunteer Log
<input checked="" type="checkbox"/>	Gates-MacGinitie Test Results	<input type="checkbox"/>	Incidents of Possession of Firearms in School	<input type="checkbox"/>	Adequate Yearly Progress (AYP)
<input checked="" type="checkbox"/>	PALS Test Results	<input type="checkbox"/>	Incidents of Possession of Weapons Other than Firearms in School	<input type="checkbox"/>	State Report Card* (also gives demographic information)
<input checked="" type="checkbox"/>	Narrowing of the Achievement Gap	<input type="checkbox"/>	Students Without Incidents of Physical Violence in School	<input type="checkbox"/>	Completing Algebra I by the End of 8 th Grade
<input checked="" type="checkbox"/>	Attendance Data for Students and Staff	<input type="checkbox"/>	Students Without Incidents of Possession of Firearms in School	<input type="checkbox"/>	Other (please specify):
<input type="checkbox"/>	Dropout Statistics				
<input type="checkbox"/>	Graduation Rates				
<input checked="" type="checkbox"/>	Reading on Grade Level				
<input type="checkbox"/>	Foreign Language				
<input type="checkbox"/>	Scholarships Earned				

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 In Student Results?</i>																																																												
<p>ENGLISH</p> <p>SOL Pass Rate %</p> <table border="1"> <tr> <td></td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>02</td> <td>58</td> <td>86</td> <td></td> </tr> <tr> <td>03</td> <td>64</td> <td>87</td> <td></td> </tr> <tr> <td>04</td> <td>72</td> <td>88</td> <td></td> </tr> <tr> <td>05</td> <td>80</td> <td>90</td> <td></td> </tr> <tr> <td>06</td> <td>80</td> <td>87</td> <td>91</td> </tr> </table> <p>SOL Gap %</p> <p>Ethnicity</p> <table border="1"> <tr> <td></td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>05</td> <td>2</td> <td>17</td> <td></td> </tr> <tr> <td>06</td> <td>14</td> <td>5</td> <td>2</td> </tr> </table> <p>Pass Advance %</p> <table border="1"> <tr> <td></td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>05</td> <td>5</td> <td>23</td> <td></td> </tr> <tr> <td>06</td> <td>24</td> <td>46</td> <td>36</td> </tr> </table> <p>Sped Pass Rate %</p> <table border="1"> <tr> <td></td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>05</td> <td>46</td> <td>73</td> <td></td> </tr> <tr> <td>06</td> <td>58</td> <td>46</td> <td>75</td> </tr> </table> <p>STAR 3 – June 06 66% students reading at or above grade level</p> <p>GATES – June 06 % at or above grade level vocab – 73% comp – 68%</p>		3	4	5	02	58	86		03	64	87		04	72	88		05	80	90		06	80	87	91		3	4	5	05	2	17		06	14	5	2		3	4	5	05	5	23		06	24	46	36		3	4	5	05	46	73		06	58	46	75	<p>Increase percentage of grade 2-5 students passing biweekly reading comprehension tests.</p>	<p>Teachers will include Marzano strategies of cause/effect and compare/contrast in their daily lessons.</p> <p>Students will use SR3 Strategies in a minimum of one guided reading group per week.</p> <p>Students will use prereading strategies in a minimum of one guided reading group per week.</p> <p>Teachers will design and use literacy work stations in all classrooms at all grade levels.</p> <p>Teachers in grade 4 will implement DLR.</p>	<ul style="list-style-type: none"> • SR3 Strategies • Prereading Strategies • Literacy Work Stations • Guided Reading • Grade level data analysis • DRA for targeted grade 3-5 students 	<ul style="list-style-type: none"> • narrow lens observations of guided reading and literacy work stations • professional development agendas • Quarterly Test analysis • biweekly assessment analysis for reading comprehension 	<p>Continued growth in SOL pass rates for all grade levels and sped students:</p> <ul style="list-style-type: none"> • 85% pass for grade 3 • 92% pass for grade 4 • 95% pass for grade 5 • 70% pass for sped
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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 In Student Results?</i>
<p>MATH SOL Pass Rate % 3 4 5 02 88 78 03 96 87 04 93 93 05 91 94 06 79 81 90</p> <p>SOL Gap % Ethnicity 3 4 5 05 1 15 06 9 5 13</p> <p>Pass Advance % 3 4 5 05 5 23 06 36 25 41</p> <p>Sped Pass Rate % 3 4 5 05 54 77 06 33 36 69</p> <p>WEAK STRANDS grade 3 – significant drop in: • PFA (9 pts.) P/S (17 pts.)</p>	<p>Increase the percentage of students in grades 2-5 who pass biweekly math assessments.</p>	<p>Teachers will incorporate Marilyn Burns Math Menus.</p> <p>Teachers will use interactive notebooks in their math instruction.</p> <p>Teachers will use 5- Block Math consistently.</p>	<ul style="list-style-type: none"> • implementation of new math series for grades kg-2 • Math Exemplars • interactive notebooks • effective use of 5 block math • Math Menus 	<ul style="list-style-type: none"> • narrow lens observations of DMR, calendar math, 5 Block Math and use of manipulatives • professional development agendas • Quarterly Test analysis 	<p>Continued growth in SOL pass rates for all grade levels and sped students:</p> <ul style="list-style-type: none"> • 84% pass for grade 3 • 86% pass for grade 4 • 95% pass for grade 5 • 70% pass for sped

<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 In Student Results?</i>
<p>HISTORY SOL Pass Rate % 3 5 05 92 89 06 92 83</p> <p>SOL Gap % Ethnicity 3 5 05 1 17 06 10 8</p> <p>Pass Advance % 3 5 05 49 34 06 50 24</p> <p>WEAK STRANDS grade 3 – significant drop in: • civics (7 points) grade 5 – significant drop in: • civics (7 points) • geography (7 points)</p> <p>SCIENCE SOL Pass Rate % 3 5 05 91 86 06 84 92</p> <p>SOL Gap % Ethnicity 3 5 05 0 21 06 2 14</p>	<p>Increase the percentage of grade 3-5 students scoring 75% or better on quarterly history and science tests.</p>	<p>Teachers will use interactive notebooks as part of their history and science instruction.</p> <p>Teachers will use Marzano strategies of compare-contrast and analogies in their history and science lessons.</p> <p>Teachers will use a variety of graphic organizers with their history and science lessons.</p>	<ul style="list-style-type: none"> • SMART Board • Interactive Websites • Pathways 	<ul style="list-style-type: none"> • formal and narrow lens observations • professional development agendas • Quarterly Test analysis 	<p>Continued growth in SOL pass rates for all grade levels:</p> <ul style="list-style-type: none"> • 97% pass for grade 3 • 87% pass for grade 5 <p>Continued growth in SOL pass rates for all grade levels:</p> <ul style="list-style-type: none"> • 89% pass for grade 3 • 97% pass for grade 5

<p>Pass Advance %</p> <p style="padding-left: 40px;">3 5</p> <p>05 31 22</p> <p>06 31 16</p> <p style="text-align: center;">WEAK STRANDS</p> <p>grade 3 – significant drop in:</p> <ul style="list-style-type: none"> • FME (7 points) • Sci. Invest. (13 points) 					
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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 Discipline 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 In Student Results?</i>
<p>The number of incidents involving harassment: Increase in incidents from 22 to 85 documented on StarBase</p> <p>Decrease the number of African-American males referred for harassment incidents from 48%</p>	<p>Reduce the number of incidents involving harassment and disruption as evidenced by StarBase data and monitor the closing of the racial gap in regards to discipline.</p>	<p>Character education will focus on a monthly character trait for every classroom. Students of the month will be chosen from those students who exemplify this monthly trait.</p>	<p>Refresher for faculty on Project Ride</p> <p>Professional development workshop for guidance counselor and ISS monitor on “Normalizing Acting Out Behaviors in Kids” – They will train staff.</p> <p>Professional development by SSST members to train staff to diffuse conflict between students.</p> <p>TAT Training for staff members.</p> <p>Provide training for classified staff, including custodial, paraprofessionals and cafeteria workers.</p> <p>Workshop on “Disciplining with Dignity”</p>	<p>Review of Discipline data on a monthly basis.</p> <p>Discipline committee to review trends in discipline referrals.</p> <p>Chart referrals per grade level.</p>	<p>Incidents of harassment will reduce.</p> <p>Incidents of disruption will reduce.</p> <p>Racial discipline gap will close.</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 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 Assess Implementation</i>	<i>What Will We Look For In Student Results?</i>
Increase parental involvement based on the volunteer hours (5860 hours for 05-06)	Increased attendance at parent workshops and activities and volunteer opportunities within the school	Parent survey to create high-interest workshops Begin a tutoring program with volunteers working with students on reading or math skills	Volunteer Orientation	Volunteer Log	Increased number of family members and community volunteering at Sherwood Forest. Sherwood Forest will make Model PTA status for 2006-2007.

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

At Sherwood Forest Elementary, we want all adults that have contact with our students accountable for their success. This includes administrators, teachers, classified personnel and central office personnel. We are also fortunate to have many volunteers who impact our students. It is important that everyone connected with the school know what are goals are and how we are working towards them. By "speaking the same language" we can be sure that we are all striving to close the achievement gaps in terms of ethnicity, gender, economics and special education status. We can all learn from each other. With respect for each other, the adults at Sherwood Forest are moving towards one common goal with a genuine sharing of ideas and purpose

Methods Used to Communicate Our Plan

- Webpages
- Monthly Calendar
- Marquee changed frequently
- Posted in the building
- Morning News Program

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>
Data Analysis Achievement Gaps	August, quarterly	all faculty	agendas
Discipline Strategies	August, grade level meetings	all teachers and paras	agendas
Prereading Strategies	throughout year	teachers	agendas
SR3	throughout year	teachers	agendas
literacy work stations	throughout year	teachers	agendas
new math series	throughout year	grades kg-2	agendas