



# NORFOLK PUBLIC SCHOOLS

## ST. HELENA ELEMENTARY SCHOOL

# SCHOOL ACCOUNTABILITY PLAN 2006-2007



***Dr. Stephen C. Jones, Superintendent of Schools***  
***Mrs. Vandelyn I. Hodges, Principal***

*Revised 10/25/06*

A message from the Principal.....

October 16, 2006

Dear St. Helena 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 St. Helena School better.

Sincerely,

Mrs. Vandelyn I. Hodges,

Principal

## 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 traced 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 students’ academic achievement, at least one (1) must support a disciplined learning environment, and at least one (1) must support the active engagement of parents, businesses, and the community in the educational process. The other two indicators can support any of the three School Board objectives.**

<p><b><u>Continuous Growth of Student Academic Achievement</u></b></p> <p><input checked="" type="checkbox"/> Standards of Learning Test Results</p> <p><input type="checkbox"/> SAT Participation and Test Results</p> <p><input type="checkbox"/> ACT Participation and Test Results</p> <p><input type="checkbox"/> Advanced Placement Exam Results</p> <p><input type="checkbox"/> Dual Enrollment Class Results and Enrollment</p> <p><input type="checkbox"/> International Baccalaureate Results and Enrollment</p> <p><input type="checkbox"/> Governor's School Results and Enrollment</p> <p><input checked="" type="checkbox"/> STAR Test Results</p> <p><input checked="" type="checkbox"/> Gates- MacGinitie Test Results</p> <p><input checked="" type="checkbox"/> PALS Test Results</p> <p><input checked="" type="checkbox"/> Narrowing of the Achievement Gap</p> <p><input checked="" type="checkbox"/> Attendance Data for students and Staff</p> <p><input type="checkbox"/> Dropout Statistics</p> <p><input type="checkbox"/> Graduation Rates</p> <p><input type="checkbox"/> Stanford 9 Test Results</p>	<p><input checked="" type="checkbox"/> Promotion/Retention Data</p> <p><input type="checkbox"/> PSAT Participation</p> <p><input checked="" type="checkbox"/> Teachers Meeting State Licensure*</p> <p><input checked="" type="checkbox"/> Classes Taught by Certified Teachers</p> <p><input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement</p> <p><b><u>Safe, Secure &amp; Disciplined Learning Environment</u></b></p> <p><input type="checkbox"/> NQSI Survey Data</p> <p><input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to School Climate and Student Discipline</p> <p><input checked="" type="checkbox"/> Incidents of Physical Violence*</p> <p><input type="checkbox"/> Incidents of Possession of Firearms in School</p> <p><input checked="" type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School</p> <p><input checked="" type="checkbox"/> Students Without Incidents of Physical Violence in School</p> <p><input checked="" type="checkbox"/> Students Without Incidents of Possession of Firearms in School</p>	<p><input type="checkbox"/> Students Without Incidents of Possession Weapons Other than Firearms in School</p> <p><b><u>Active Engagement of Parents, Businesses, and the Community in Educational Process</u></b></p> <p><input checked="" type="checkbox"/> Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency</p> <p><input checked="" type="checkbox"/> Total Volunteer Hours by Parents and Community Members in Schools</p> <p><input checked="" type="checkbox"/> Direct Interactive Parent Contacts Involving Student Achievement</p> <p><input checked="" type="checkbox"/> Training Workshops Provided for Parents/Community</p> <p><b><u>Other</u></b></p> <p><input type="checkbox"/> State Report Card* (also gives demographic information)</p> <p><input type="checkbox"/> <b>Other</b> (please specify):</p>
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Committee Members/Representation		Committee Meetings		
Individual	Position	Date	Time	Location
Vandelyn hodges	A	Aug. 29, 2006	8:00 a.m.	Media Center
Diane Williams	T	Sept. 7, 2006	9:30 a.m.	Conference Room
Kelvin Bailey	T	Sept. 12, 2006	9:30 a.m.	Conference Room
Marcia Brown	T	Sept. 15, 2006	9:30 a.m.	Conference Room
Earl Williams	T	Sept. 21, 2006	9:30 a.m.	Media Center
Virginia Bates	R	Sept. 27, 2006	9:30 a.m.	Media Center
Cathy Brodnax	R/P	Oct. 5, 2006	Various times	Grade Level Chairs' rooms
Gerald Stokes	C/P	Oct. 12, 2006	1:30 p.m.	Reading Room
Charlotte Davis	T/P	Oct. 16, 2006	1:30 p.m.	Conference Room
Nicole Karns	T	Oct. 23, 2006	1:30 p.m.	Conference Room
		Oct. 25, 2006	1:30 p.m.	Conference Room
		Nov. 6, 2006	9:30 a.m.	Conference Room
		Dec. 8, 2006	9:30 a.m.	Conference Room
		Jan. 5, 2007	9:30 a.m.	Conference Room
		Feb. 7, 2007	9:30 a.m.	Conference Room
		March 9, 2007	9:30 a.m.	Conference Room
		April 17, 2007	9:30 a.m.	Conference Room
		April 30, 2007	9:30 a.m.	Conference Room
Position codes are noted as follows: <b>A</b> = building administration; <b>P</b> = parent; <b>R</b> = related services and/or support staff; <b>T</b> = teacher		<p><b>Please note:</b> This table includes initial dates for the full School Accountability Planning Schedule. 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.</p>		

## 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><b>SOL Pass % Writing</b></p> <table border="1"> <thead> <tr> <th>Yr</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>02-03</td> <td>100.0</td> </tr> <tr> <td>03-04</td> <td>100.0</td> </tr> <tr> <td>04-05</td> <td>92.5</td> </tr> </tbody> </table> <p>96.9 % of 5<sup>th</sup> grade students scored proficient or better on the SOL Writing Test.</p> <p><u>Specific Categories:</u></p> <ul style="list-style-type: none"> <li>• Repetition within a sentence 88%</li> <li>• Verb tense 72%</li> <li>• Subject-verb agreement 84%</li> </ul> <p>The special education and regular education achievement gap is 3.8%. (G)</p>	Yr	5th	02-03	100.0	03-04	100.0	04-05	92.5	<p>Increase the percentage of 5<sup>th</sup> grade students scoring proficient or better in the area of planning, composing, revising, and editing on monthly and quarterly NPS content assessments and composition evaluation forms.</p>	<p>Students will use non-linguistic representations (e.g., graphic organizers, editing marks). (PLI 2,4,7)</p> <p>Teachers will provide timely and specific feedback during writing conferences. (PLI 6,8)</p> <p>Teachers will provide daily language review editing activities for planning, composing and revising. (PLI 6,7,9)</p> <p>Students will practice daily activities integrating subject-verb agreement. (PLI 4,7,6) (PLSE 2)</p> <p>Students will practice use of SR3 (study, read, return, respond) for writing passages. (PLI 5,6,7)</p> <p>Students will create a Powerpoint presentation using the writing process. (PLI 4,10)</p>	<p>Data Driven Decision Making</p> <p>Collaborative scoring Workshop</p> <p><u>Fantastic Four training:</u> *Vocabulary *SR3 *Compare/Contrast *Summarize to Justify your Thinking</p> <p>Common Mistakes for Subject-Verb Agreement Workshop</p> <p>Writing Process workshop (repetition within a sentence)</p>	<p>Professional Development agendas and logs</p> <p>Grade Level meeting notebook</p> <p>Vertical Team meeting notebook</p> <p>Periodically review lesson plans</p> <p>Walkthrough Feedback (External and Internal)</p> <p>Administrative Data Monthly meeting notebook</p> <p>Informal and formal observation</p> <p>Monthly/Quarterly Reports</p>	<p>90% of 5<sup>th</sup> grade students scoring proficient or better on the 5th grade SOL Writing Test. (S)</p> <p>90% of students will participate in the monthly writing fair.</p> <p>75% of Special Education students will score proficient or better on the 5<sup>th</sup> grade SOL Writing Test. (G)</p> <p>Data chart posted in classroom with the percentage of students scoring 90% proficient or better on the monthly writing assessment</p>
Yr	5th													
02-03	100.0													
03-04	100.0													
04-05	92.5													

	<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>B.</b>	<p><b>SOL Pass % English</b></p> <table border="1"> <thead> <tr> <th>Yr</th> <th>3rd</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>02-03</td> <td>66.7</td> <td>91.7</td> </tr> <tr> <td>03-04</td> <td>71.8</td> <td>87.5</td> </tr> <tr> <td>04-05</td> <td>81.3</td> <td>88.9</td> </tr> </tbody> </table> <p>72% of 3<sup>rd</sup> grade, 96.4% of 4<sup>th</sup> grade students and 87.9% of 5<sup>th</sup> grade students scored proficient or better on the SOL English Test.</p> <p><u>Specific Categories:</u></p> <ul style="list-style-type: none"> <li>• Word Analysis 88.5% grade 3</li> <li>• Comprehension 92.3% grade 3</li> </ul> <p>The special education and regular education achievement gap is 46.7% in 3<sup>rd</sup> grade English. (G)</p>	Yr	3rd	5th	02-03	66.7	91.7	03-04	71.8	87.5	04-05	81.3	88.9	<p>Increase the percentage of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students scoring proficient or better in the categories of word analysis and comprehension of printed materials on monthly and quarterly NPS content assessments.</p>	<p>Students will identify similarities and differences in different genres. (PLI 1,2,4) (SE 1,4)</p> <p>Students will use character analysis charts to draw conclusions. (PLI 4,7) (SE 3,4)</p> <p>Students will use before, during and after reading strategies for each guided reading lesson. (PLI 1,2,5,9)</p> <p>Students will practice use of SR3 (study, read, return, respond ) in reading passages. (PLI 1,3,7,8) (PLSE 4)</p> <p>Students will summarize passages to justify their thinking (written or orally). (PLI 2,3,4) (PLSE 2)</p> <p>Students will use the word wall to review content vocabulary before reading passages. (PLI 2,6,10)</p> <p>Teachers will provide daily word analysis activities/ manipulatives. (PLI 5,7)</p>	<p>DRA training</p> <p><u>Fantastic Four training:</u></p> <p>*Vocabulary</p> <p>*SR3</p> <p>*Compare/Contrast</p> <p>*Summarize to Justify your Thinking</p> <p>Guided Reading</p> <p>Word Analysis Workshop</p> <p>Study Island</p> <p>Data Driven Decision Making</p>	<p>Professional Development agendas and logs</p> <p>Grade Level meeting notebook</p> <p>Vertical Team meeting notebook</p> <p>Periodically review Lesson Plans</p> <p>Walkthrough Feedback (External and Internal)</p> <p>Administrative Data Monthly meeting notebook</p> <p>Informal and formal observations</p> <p>Monthly/Quarterly Reports</p>	<p>90% of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students will score proficient or better on the SOL English Test. (S)</p> <p>75% of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Special Education students will score proficient or better on the SOL English Test. (G)</p> <p>90% of 3<sup>rd</sup> grade students will score proficient or better in the category of word analysis. (S)</p> <p>Data chart posted in classroom with the percentage of students scoring 90% proficient or better on the monthly English assessment.</p>
Yr	3rd	5th																
02-03	66.7	91.7																
03-04	71.8	87.5																
04-05	81.3	88.9																

			<p>Students will make inferences and draw conclusions based on teacher questioning during guided reading lessons.</p> <p>(PLI 2,4,5,8)</p>			
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	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Instruction 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><b>SOL Pass % Math</b></p> <table border="1"> <thead> <tr> <th>Yr</th> <th>3rd</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>02-03</td> <td>88.6</td> <td>91.3</td> </tr> <tr> <td>03-04</td> <td>94.9</td> <td>81.3</td> </tr> <tr> <td>04-05</td> <td>96.7</td> <td>91.7</td> </tr> </tbody> </table> <p>96.7% of 3<sup>rd</sup> grade, 85.7% of 4<sup>th</sup> grade, and 91.7% of 5<sup>th</sup> grade students scored proficient or better on the SOL Mathematics Test.</p> <p><u>Specific Categories</u></p> <ul style="list-style-type: none"> <li>• Number/Number Sense 62.5% grade 4</li> <li>• Measurement/Geometry 80.6% grade 3</li> <li>• Probability/Statistics 77.4% grade 3</li> </ul> <p>The special education and regular education gap is 23.3% in 3<sup>rd</sup> grade Math. (G)</p>	Yr	3rd	5th	02-03	88.6	91.3	03-04	94.9	81.3	04-05	96.7	91.7	<p>Increase the percentage of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students scoring proficient or better in the area of number/number sense ,measurement/geometry and probability/statistics on monthly and quarterly NPS content assessments.</p>	<p>Students will write in math journals using math vocabulary. (PLI 1,2,6)</p> <p>Students will use a wide variety of manipulatives and models for number and number sense. (PLI 2,7,10) (PLSE 2)</p> <p>Students will use non-linguistic representations to construct plane and solid geometric figures by their attributes. (PLI 4,7)</p> <p>Students will utilize a variety of tools for measuring (standard and non-standard units). (PLI 2,7) (PLSE 2)</p> <p>Students will use a variety of manipulatives and non-linguistic representations to show probability and statistics. (PLI 2,3,7)</p> <p>Students will</p>	<p>Collaborative sharing of ideas and strategies for number/ number sense and probability /statistics using technology</p> <p>Data Driven Decision Making</p> <p><u>Fantastic Four training:</u></p> <ul style="list-style-type: none"> <li>*Vocabulary</li> <li>*SR3</li> <li>*Compare/Contrast</li> <li>*Summarize to Justify your Thinking</li> </ul> <p>Walk Through Feedback/Coaching</p> <p>Measurement/ Geometry workshop using manipulatives</p> <p>Study Island</p> <p>Workshop using non-linguistic representations in math</p>	<p>Professional Development agendas and logs</p> <p>Grade Level meeting notebook</p> <p>Vertical Team meeting notebook</p> <p>Periodically review Lesson Plans</p> <p>Walkthrough Feedback (External and Internal)</p> <p>Administrative Data Monthly meeting notebook</p> <p>Informal and formal observation</p> <p>Monthly/Quarterly Reports</p>	<p>90% of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students will score proficient or better on the SOL Math Test.</p> <p>(S)</p> <p>90% of 3<sup>rd</sup>, 4<sup>th</sup> , and 5<sup>th</sup> grade students scoring proficient or better in the category of number &amp; number sense, measurement/geometry and probability/statistics. (S)</p> <p>95% of students will participate in the math fair.</p> <p>75% of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Special Education students will score proficient or better on the SOL Math Test. (G)</p> <p>Data chart posted in classroom with the percentage of students scoring 90% proficient or better on the monthly Math assessment.</p>
Yr	3rd	5th																
02-03	88.6	91.3																
03-04	94.9	81.3																
04-05	96.7	91.7																

			<p>complete daily math reviews. (PLI 4,9) (PLSE2,4)</p> <p>Students will focus on mastery of math facts daily (e.g., mental math activities, calendar math). (PLI 4,5,9) (PLSE 2)</p>			
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	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Instructional 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>D.</b>	<p><b>SOL Pass % Social Science</b></p> <table border="1"> <thead> <tr> <th>Yr</th> <th>3<sup>rd</sup></th> <th>5<sup>th</sup></th> </tr> </thead> <tbody> <tr> <td>02-03</td> <td>88.6</td> <td>87.5</td> </tr> <tr> <td>03-04</td> <td>92.3</td> <td>78.1</td> </tr> <tr> <td>04-05</td> <td>96.9</td> <td>75.0</td> </tr> </tbody> </table> <p>94.4 % of 3<sup>rd</sup> grade and 90% of 5<sup>th</sup> grade students score proficient on the SOL Social Science Test.</p> <p><u>Specific Categories:</u></p> <ul style="list-style-type: none"> <li>History 90% grade 5</li> <li>Economics 90% grade 5</li> </ul> <p>The special education and regular education gap is 29.6 % in 5<sup>th</sup> grade Social Science.</p> <p>33.3% in 3<sup>rd</sup> grade Social Science.(G)</p>	Yr	3 <sup>rd</sup>	5 <sup>th</sup>	02-03	88.6	87.5	03-04	92.3	78.1	04-05	96.9	75.0	<p>Increase the percentage of 3<sup>rd</sup> and 5<sup>th</sup> grade students scoring proficient or better in the area of history and economics on monthly and quarterly NPS content assessment.</p>	<p>Students will identify similarities and differences between Mali and Greece. (PLI 2,10)</p> <p>Students will use non-linguistic representations (e.g., graphic organizers and diagrams). (PLI 4,7,8)</p> <p>Students will use the classroom word bank daily in history and economics. (PLI 6,10)</p> <p>Students will summarize and practice note-taking skills weekly during social science lessons. (PLI 6,7)</p> <p>Students will use content text during at least one guided reading each week. (PLI 1,2,10)</p>	<p>Training on using Marzano’s Strategies for identifying similarities and differences. Note-taking and summarizing workshop</p> <p>Word Bank Content Vocabulary Training Use of computer technology to reinforce vocabulary words workshop</p> <p>Training during grade level meetings on using graphic organizers in Social Science</p> <p><u>Fantastic Four Training</u> *Vocabulary *SR3 *Compare/Contrast *Summarize to Justify your Thinking</p> <p>Training for teachers of grades K-5 in using United Streaming</p>	<p>Professional Development agendas and logs</p> <p>Grade Level meeting notebook</p> <p>Vertical Team meeting notebook</p> <p>Periodically review Lesson Plans</p> <p>Walkthrough Feedback (External and Internal)</p> <p>Administrative Data Monthly meeting notebook</p> <p>Informal and formal observation</p> <p>Monthly/Quarterly Reports</p>	<p>90% of 3<sup>rd</sup> and 5<sup>th</sup> grade students will score proficient or better on the SOL Social Science Test. (S)</p> <p>90% of 3<sup>rd</sup> and 5<sup>th</sup> grade students scoring proficient or better in the category history and economics. (S)</p> <p>75% of 3<sup>rd</sup> and 5<sup>th</sup> grade Special Education students will score proficient or better on the SOL Social Science Test. (G)</p> <p>Data chart posted in classroom with the percentage of students scoring 90% proficient or better on the monthly Social Science assessment.</p>
Yr	3 <sup>rd</sup>	5 <sup>th</sup>																
02-03	88.6	87.5																
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	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Instruction Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>												
E.	<p><b>SOL Pass % Science</b></p> <table border="1"> <thead> <tr> <th>Yr</th> <th>3rd</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>02-03</td> <td>81.3</td> <td>74.2</td> </tr> <tr> <td>03-04</td> <td>89.7</td> <td>75.0</td> </tr> <tr> <td>04-05</td> <td>93.8</td> <td>83..3</td> </tr> </tbody> </table> <p>86.1 % of 3<sup>rd</sup> grade and 90.9 % of 5<sup>th</sup> grade students scored proficient or better on the SOL Science Test.</p> <p><u>Specific Categories:</u></p> <ul style="list-style-type: none"> <li>• Earth/Space Systems and Cycles 80% grade 5</li> <li>• Life Processes and Living Systems 90.3% grade 3 86.7% grade 5</li> </ul> <p>The special education and regular education gap is 3.4% in 3<sup>rd</sup> grade Science. (G)</p>	Yr	3rd	5th	02-03	81.3	74.2	03-04	89.7	75.0	04-05	93.8	83..3	<p>Increase the percentage of 3<sup>rd</sup> and 5<sup>th</sup> grade students scoring proficient or better in the areas of Life Processes and Living Systems and Earth/Space Systems and Cycles on monthly and quarterly NPS assessments.</p>	<p>Students will use non-linguistic representations (e.g., graphic organizers and models). (PLI 5,6,7)</p> <p>Students will classify, compare and contrast essential structures and functions of plant and animal cells. (PLI 3,4,7)</p> <p>Students will create models that will depict life cycles (e.g. frog and butterfly). (PLI 2,7) (PLSE 2)</p> <p>Students will classify natural resources that come from plants. (PLI 4,7)</p> <p>Students will write about and illustrate a fictional animal that has adapted to its environment. (PLI 1,6,7,) (PLSE 3)</p>	<p>Training for teachers of grades K-5 during grade level planning time on using graphic organizers</p> <p>Training during grade level planning time on using Marzano’s strategies for using non-linguistic representations</p> <p>Training for teachers of grades K-5 in using United Streaming when teaching Life Processes and Living Systems</p>	<p>Professional Development agendas and logs</p> <p>Grade Level meeting notebook</p> <p>Vertical Team meeting notebook</p> <p>Periodically review Lesson Plans</p> <p>Walkthrough Feedback (External and Internal)</p> <p>Administrative Data Monthly meeting notebook</p> <p>Informal and formal observation</p> <p>Monthly/Quarterly Reports</p>	<p>90% of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students will score proficient or better on the SOL Science Test. (S)</p> <p>90% of 3<sup>rd</sup> and 5<sup>th</sup> grade students will score proficient or better in the categories of Earth/Space systems and life processes and living systems. (S)</p> <p>95% of students will participate in the science fair.</p> <p>75% of 3<sup>rd</sup> and 5<sup>th</sup> Special Education students will score proficient or better on the SOL Science Test. (G)</p> <p>Data chart posted in classroom with the percentage of students scoring 90% proficient or better on the monthly Science assessment.</p>
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02-03	81.3	74.2																
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## II. School Board Objectives Linked to Needs and Tier 2 Indicators

For this School Board objective, we identified needs and formulated at least one corresponding Tier 2 Indicators 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.	<table border="1"> <thead> <tr> <th colspan="2">Discipline Incidents</th> </tr> </thead> <tbody> <tr> <td>02-03</td> <td>247</td> </tr> <tr> <td>03-04</td> <td>210</td> </tr> <tr> <td>04-05</td> <td>145</td> </tr> <tr> <td>05-06</td> <td>77</td> </tr> </tbody> </table> <p>Decrease of 53% from the previous year 2004-2005</p> <p><b>Areas of concern:</b> Conflict indicators</p> <ul style="list-style-type: none"> <li>• Disrespect</li> <li>• Harassment</li> <li>• Disruption</li> </ul>	Discipline Incidents		02-03	247	03-04	210	04-05	145	05-06	77	Decrease/maintain low occurrences of infraction referrals to the office.	<p>Continue Caught Caring and Bully Prevention programs. (PLI 2) ( PLSE 1,2)</p> <p>Teachers will log parent contacts for objective #2 on logs.</p> <p>Increase usage of Project Ride.</p> <p>Continue to implement the tenets of A Caring Community. (PLSE 1,2)</p> <p>Parents, teachers, and counselor will participate in weekly meetings to discuss behavioral concerns.</p> <p>Continue voluntary teacher/mentor program.</p> <p>Continue quarterly discipline assemblies for students. (PLSE 1,2,4)</p>	<p>Training during staff meetings on <i>How To Identify and Handle Bullying and Harassment</i></p> <p>On-Line Training for new teachers titled <i>Child Abuse and Neglect Recognizing and Responding for Educators</i></p> <p>Caring Community training</p> <p>Project Ride Training</p> <p>Peer observations and Mentoring</p> <p>Training and book study <i>Flipping the Switch</i></p>	<p>Quarterly review of incident referral logs</p> <p>Quarterly review of counselor's logs related to discipline</p> <p>Monthly report of number of teacher-parent contacts for objective #2</p> <p>The counselor and discipline team will monitor the discipline data and provide support to repeat offenders.</p> <p>Training Agendas Attendance Logs Feedback Forms</p>	<p>Monthly Report of Discipline Incidents reflecting a decrease or maintenance of low referrals to the office.</p> <p>Monthly Report of Discipline Incidents reflecting low occurrences of bullying incidents.</p> <p>St. Helena Panther Day chart of classes with no infraction referrals to the office.</p>
Discipline Incidents																
02-03	247															
03-04	210															
04-05	145															
05-06	77															

## II. School Board Objectives Linked to Needs and Tier 2 Indicators

For this School Board objective, we identified needs and formulated at least one corresponding Tier 2 Indicators and accompanying strategies.

### Objective #3: Active Engagement of Parents 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 as Student Results?</i>									
A.	<p>Continue to increase the number of parents, mentors and community stakeholders to support our educational activities/ program.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Parent/Community contacts</th> <th>Volunteer Hours</th> </tr> </thead> <tbody> <tr> <td>04-05</td> <td>241</td> <td>1698</td> </tr> <tr> <td>05-06</td> <td>324</td> <td>1786</td> </tr> </tbody> </table>	Year	Parent/Community contacts	Volunteer Hours	04-05	241	1698	05-06	324	1786	<p>Increase the number of volunteer hours by parents, mentors and community stakeholders.</p>	<p>Provide quarterly newsletters to parents and community stakeholders.</p> <p>Recognize parents, mentors, and community stakeholders in the quarterly newsletters.</p> <p>Parents and students will complete the Compensatory Education Compacts. (PLSE 2)</p> <p>Provide multiple opportunities for parents to participate (e.g., <i>Family Services Night, PTA Meetings, Various Workshops, Math and Reading Family Night, Let's Get Acquainted Workshops, PTA Room Parents, and fundraisers</i>).</p>	<p>Parent Liaison Training</p> <p>Mentor Training</p>	<p>Parent/community stakeholders sign-in sheet.</p> <p>Collecting and assessing the percentage of compacts returned.</p> <p>Parent Workshop Evaluations/ Feedback</p> <p>Parent Workshop Calendar</p>	<p>Increase the number of volunteer hours by parents, mentors and community stakeholders.</p>
Year	Parent/Community contacts	Volunteer Hours													
04-05	241	1698													
05-06	324	1786													

### 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 tell the story behind the numbers.

<b>How Individuals Beyond School Improvement Team Members Were Involved in Developing Our Plan</b>
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The administrator and data lead team held a number of meetings to discuss, analyze and plan for the academic school year. The team met in September to draft the Accountability Plan. The draft was presented to the Vertical Data Team and discussed during Staff development day for each team to make suggestions and corrections to the plan. The PTA The draft was shared with various community members during a PTA meeting and Title I Open House.
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<b>Methods Used to Communicate Our Plan</b>
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We will use a variety of methods to communicate our accountability plan. Discussions will be held during faculty meetings, vertical data team, monthly PTA meetings and Family Learning Nights. Certain strategies will be shared in our quarterly newsletter which is distributed to community partners/businesses. A copy of our plan will be placed in the media center and parents will be notified of workshops via school fliers.
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#### 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.

<b>Staff Development</b>				
<i>Topic</i>	<i>Dates</i>	<i>Times</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Data Driven Decision Making and Closing the Achievement Gap with Special Ed Students	Pre-Service Week	8:30 -11:00 a.m.	Teaching Staff	Staff development log, Certificates and Agenda
Fantastic Four Vocabulary Strategy	September 15, 2006	8:00 -9:00 a.m.	Teaching Staff	Staff development log, Certificates and Agenda
Discipline Gap	September 21, 2006	1:45- 3:30 p.m.	Entire Staff	Staff development log, Certificates and Agenda
Revised Accountability Plan to review Data	October 12, 2006	1:45-3:30 p.m.	Teaching Staff	Staff development log, Certificates and Agenda
Community of Caring	October 20, 2006	8:00 – 9:00 a.m.	Teaching Staff	Staff development log, Certificates and Agenda
Life Cycles and Living Systems	November 15-16, 2006	Grade Level Resource Time	Teaching Staff	Staff development log, Certificates and Agenda
Fantastic Four SR3 Strategy	November 17, 2006	8:00-9:00 a.m.	Teaching Staff	Staff development log, Certificates and Agenda
Comprehension Strategies	December 13, 2006	8:00- 9:00 a.m.	K-2 Teaching Staff	Staff development log, Certificates and Agenda
Number and Number Sense ( Building Basics w/ Place Value	December 14, 2006	Grade Level Resource Time	3-5 Teaching Staff	Staff development log, Certificates and Agenda
Living Safely in a Dangerous World	December 15, 2006	8:00 -9:00 a.m.	Teaching Staff	Staff development log, Certificates and Agenda
Comprehension Strategies	January 10-11, 2007	Grade Level Resource Time	Teaching Staff	Staff development log, Certificates and Agenda
Writing Do's and Don'ts Strategies	January 19, 2007	Grade Level Resource Time	Teaching Staff	Staff development log, Certificates and Agenda
Measurement and Geometry ( Measuring Up Standards)	February 16, 2007	8:00 -9:00 a.m.	Teaching Staff	Staff development log, Certificates and Agenda
Across the Content with Technology	March 15, 2007	1:45-3:30 p.m.	Entire Staff	Staff development log, Certificates and Agenda
History and Economics (Technology)	March 16, 2007	8:00-9:00 a.m.	Teaching Staff	Staff development log, Certificates and Agenda
Review of Data for the Year	April 27, 2007	8:00-9:00 a.m.	Teaching Staff	Staff development log, Certificates and Agenda