



# NORFOLK PUBLIC SCHOOLS

SUBURBAN PARK ELEMENTARY School

**SCHOOL ACCOUNTABILITY PLAN**

**Year: 2006 - 2007**

*Dr. Stephen C. Jones, Superintendent of Schools*  
*Bernette Brock, Principal*

October 30, 2006

Dear Suburban Park 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 Suburban Park Elementary School better.

Sincerely,

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 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)

<b><u>Continuous Growth of Student Academic Achievement</u></b>	<input checked="" type="checkbox"/>	Promotion/Retention Data	<input checked="" 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 checked="" type="checkbox"/>	Students Without Incidents of Possession of Weapons Other than Firearms in School
<input type="checkbox"/> SAT Participation and Test Results	<input checked="" type="checkbox"/>	Teachers Meeting State Licensure		<b><u>Active Engagement of Parents, Business, and Community in Educational Process</u></b>
<input type="checkbox"/> ACT Participation and Test Results	<input checked="" 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		<b><u>Safe, Secure &amp; Disciplined Learning Environment</u></b>
<input type="checkbox"/> Dual Enrollment Class Results and Enrollment			<input checked="" type="checkbox"/>	Total Volunteer Hours by Parents and Community Members in Schools
<input type="checkbox"/> International Baccalaureate Results and Enrollment	<input checked="" 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 checked="" type="checkbox"/> STAR Test Results	<input checked="" type="checkbox"/>	Incidents of Physical Violence		<b><u>Other</u></b>
<input checked="" type="checkbox"/> Gates-MacGinitie Test Results	<input checked="" type="checkbox"/>	Incidents of Possession of Firearms in School	<input checked="" type="checkbox"/>	State Report Card* (also gives demographic information)
<input checked="" type="checkbox"/> PALS Test Results	<input checked="" type="checkbox"/>	Incidents of Possession of Weapons Other than Firearms in School	<input type="checkbox"/>	Other (please specify):
<input checked="" type="checkbox"/> Narrowing of the Achievement Gap	<input checked="" 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. School Board Objectives Linked to Needs and Tier 2 Indicators

For this School Board objective, we identified needs and formulated at least three corresponding Tier 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><u>Reading SOL% Pass:</u></b></p> <table border="1"> <thead> <tr> <th></th> <th>3<sup>rd</sup></th> <th>4<sup>th</sup></th> <th>5<sup>th</sup></th> </tr> </thead> <tbody> <tr> <td>2003-</td> <td>60.3</td> <td>n/a</td> <td>78.3</td> </tr> <tr> <td>2004 -</td> <td>59.7</td> <td>n/a</td> <td>75.9</td> </tr> <tr> <td>2005-</td> <td>63.2</td> <td>n/a</td> <td>74.0</td> </tr> <tr> <td>2006-</td> <td>68.9</td> <td>88.2</td> <td>87.0</td> </tr> </tbody> </table> <p><b><u>Ach. Gap: African Am./White</u></b></p> <table border="1"> <thead> <tr> <th></th> <th>3<sup>rd</sup></th> <th>4<sup>th</sup></th> <th>5<sup>th</sup></th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>5.0%</td> <td>---</td> <td>10.4%</td> </tr> <tr> <td>2006</td> <td>2.1%</td> <td>5.5%</td> <td>11.7%</td> </tr> </tbody> </table> <p><b><u>Ach. Gap: Special Ed / Non-Special Ed.</u></b></p> <table border="1"> <thead> <tr> <th></th> <th>3<sup>rd</sup></th> <th>4<sup>th</sup></th> <th>5<sup>th</sup></th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>17%</td> <td>5.5%</td> <td>0.6%</td> </tr> </tbody> </table>		3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	2003-	60.3	n/a	78.3	2004 -	59.7	n/a	75.9	2005-	63.2	n/a	74.0	2006-	68.9	88.2	87.0		3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	2005	5.0%	---	10.4%	2006	2.1%	5.5%	11.7%		3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	2006	17%	5.5%	0.6%	<p>Increase the percentage of students scoring proficient or better on monthly common assessment.</p>	<p><b><u>Teachers will:</u></b></p> <ul style="list-style-type: none"> <li>-teach SR3 reading strategies during guided-reading weekly.</li> <li>teach word study strategies during guided and /or shared reading lessons.</li> <li>- use meta-cognition strategies daily.</li> <li>- model comprehension reading strategies during shared and guided reading.</li> </ul> <p><b><u>Students will:</u></b></p> <ul style="list-style-type: none"> <li>-visualize and synthesize before, during and after each guide-reading lesson.</li> <li>-use graphic organizers to compare and contrast different reading genres.</li> <li>- apply SR3 reading strategies to assigned reading activities.</li> <li>- apply reading comprehension strategies to text.</li> </ul>	<p><b><u>Teacher will be trained in:</u></b></p> <ul style="list-style-type: none"> <li>- Developmental word study</li> <li>- SR3 strategies</li> <li>- Data Analysis</li> <li>- Implementation of higher order thinking comprehension reading strategies of: <ul style="list-style-type: none"> <li>a) making connection</li> <li>b) asking questions</li> <li>c) determine the importance in text</li> <li>d) making inferences</li> <li>e) visualizing</li> <li>f) synthesizing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring of word study notebooks</li> <li>- Vertical Team Notebooks</li> <li>- review graphs of monthly assessment results</li> <li>- review of teacher lesson plans</li> <li>- formal and informal focus observations</li> <li>- internal and external walk through</li> </ul>	<p>A) Third grade reading SOL results will reach or exceed state benchmarks.</p> <p>B) 70% of special education students will score proficient or higher on the English SOL, thus reducing the achievement gap.</p> <p>C) Decrease the achievement gap between black and white students in grade 5.</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>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>Discipline Referrals</b> Increased number of infraction referrals</p> <table border="1"> <thead> <tr> <th>Year</th> <th># of referrals</th> </tr> </thead> <tbody> <tr> <td>2003</td> <td>257</td> </tr> <tr> <td>2004</td> <td>353</td> </tr> <tr> <td>2005</td> <td>380</td> </tr> </tbody> </table> <p>Target Areas: 03 04 05</p> <table border="1"> <thead> <tr> <th>Disruption</th> <th>62</th> <th>69</th> <th>96</th> </tr> </thead> <tbody> <tr> <td>Harassment</td> <td>83</td> <td>120</td> <td>116</td> </tr> <tr> <td>Insubordination</td> <td>26</td> <td>70</td> <td>73</td> </tr> </tbody> </table> <p>Increase in infractions occurring between the hours of 9:30 – 2:00.</p> <p>2003 – 131 infractions (50%) 2004 – 158 infractions (45%) 2005 - 228 infractions (60%)</p>	Year	# of referrals	2003	257	2004	353	2005	380	Disruption	62	69	96	Harassment	83	120	116	Insubordination	26	70	73	<p><i>Decrease the number of incident referrals.</i></p>	<ul style="list-style-type: none"> <li>-Teachers will utilize Kagen Cooperative learning strategies within daily lessons.</li> <li>- Teachers will incorporated differentiated and tiered activities within daily lessons</li> <li>- Students will complete behavior lessons with ISTO</li> <li>- Staff will continue focus on CIA program (Character in Action)</li> <li>-Administrator’s and guidance counselor will continue to increase role play discipline assemblies for students in grades 2-5 and in class lessons for K and 1.</li> </ul>	<ul style="list-style-type: none"> <li>- Kagen Workshop- “Win , Win Discipline”</li> <li>- Book Talk – Discipline Strategies for the Classroom</li> <li>- Discipline snapshots during faculty and/or grade level planning</li> <li>- Student and Staff Awareness Training</li> </ul>	<ul style="list-style-type: none"> <li>- frequent check of lesson plans for differentiated and tiered lessons</li> <li>- classroom management focus observations</li> <li>- frequent discipline team meetings</li> <li>-monitoring of students being referred</li> </ul>	<p>A) Decrease the number of infraction referrals per SMART report</p> <p>B) Decrease the percentage of incidents occurring during instructional time.</p>
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### III. School Board Objectives Linked to Needs and Tier 2 Indicators

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

#### *Objective #3: Active Engagement of Parents, Business, and community in the Educational Process*

	<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># of hours within school/ # of hours for student achievement</p> <p>Total number of Volunteer hours within the school</p> <p>2003 –1658 hr. 2004 - 1588 hr. 2005 - 1586 hr.</p> <p>Total hours dedicated to student achievement:</p> <p>2003 – 558 2004 – 660 2005 - 675</p>	<p><i>Increase the number parent volunteers hours dedicated to student achievement.</i></p>	<p>-Continue with ‘make it, take it’ activities to support math and reading.</p> <p>- Recruit additional partners.</p> <p>- Utilize parent link to communicate activities related to student achievement.</p> <p>- Recognize parent volunteers for assistance within the classroom.</p>	<p><u>- Parent Workshops-</u></p> <p>*What are you teaching my child in Math.? (Math Resource Teacher)</p> <p>* Reading Comprehension (Literacy Team)</p> <p>* Discipline the Works (Guidance Counselor)</p> <p>* Using Technology</p>	<p>- Volunteer sign-in book.</p> <p>- Attendance logs</p> <p>- Parent Liaison calendar</p>	<p>Increase in students meeting standards on monthly, quarterly and state assessments.</p>

## **VI 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**

Data analysis began during the summer using preliminary SOL data. The leadership team met to analyze the data and patterns based on the data provided at that time. The Accountability Plan was then provided to each teacher during grade level planning for feedback and discussion. One teacher represented their grade level presented their grade level's revisions to their assigned vertical team. Together each vertical team discussed additions and revisions to the plan.

### **Methods Used to Communicate Our Plan**

*The final plan was shared with the staff during our staff meeting. The plan was also shared with our PTA board and mentors in order to seek their assistance in meeting our goals. Parents will also be able to access our plan via our school web page.*

**V. Needs Assessment: School-wide Staff Development Focus**

**Professional Development Hours Related to Continuous Growth of Academic Student Achievement for All**

<b>Staff Development</b>			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Data Analysis	Pre- Service Week	All Teachers	Pre – Service Agenda
Discipline-“Classrooms are like Systems”	September Staff Meeting	All Teachers	Agenda
Data Analysis – What Does World Class Look Like? What Steps have you taken towards World Class?	September Early Release	All Staff ( Teacher Assistants, Special Education Staff and resource staff)	Agenda
Discipline- Gifted Look For	September Staff Meeting	All Teachers	Agenda
Word Study session 1 “How do I begin?”	October Staff Meeting	All Teachers	Attendance Log / Agenda Certificates
Word Study session 2 “I given the test, so what now?”	October Early Release	All Teachers( Teacher Assistants, Special Education Staff and resource staff)	Attendance Log / Agenda Certificates
Word Study session 3 “Effective word study scheduling and planning activities.”	October Vertical Team Meeting	All Teachers	Attendance Log / Agenda Certificates
“Win, Win Discipline Workshop” by Kagen.	October 26, 2006 December Early Release	Various teachers from each grade level	Conference Registration Certificates
Reading Comprehension Strategies and Activities	On-going throughout the year	All Teachers	Attendance Logs
Discipline Strategies that Work	On-going throughout the year	All Teachers	Attendance Logs
Data Driven Decision Making	November, February, March (grade level planning) January & April (1/2 day sessions)	All Teachers	Attendance Logs / Agendas