



NORFOLK PUBLIC SCHOOLS

Tidewater Park School

SCHOOL ACCOUNTABILITY PLAN Year: Revised 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools
Dr. Sylvia E. Spratley, Principal

October 16, 2006

Dear Tidewater 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 Tidewater Park School better.

Sincerely,

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Dr. Sylvia E. Spratley	Principal
Jennifer D. Brown	Instructional Specialist
Larry Skyles	Math Specialist
Tameka Hargraves	Communication Skills Spec.
Janna Drof	Counselor
Angela Palmer	Literacy Specialist
Janice Mc Burney	Media Specialist
Charlie Hinsch	Instructional Technology Sp.
Jacqueline Hadley	Prekindergarten teacher
Yvonne Boone	Kindergarten teacher
Stephen Ricks	First Grade teacher
Susan Heath	Second Grade teacher
Shimeka Scott	Third Grade teacher
Yvette Harrison	Fourth Grade teacher
Shirley Sutton	Fifth Grade teacher
Rosa Long	Parent Liaison
Rosita Burroughs-Nelson	PTA President
Earlene Roseboro	Parent
Kenneth Flemming	Partner-In-Education
Ricardo D. Givens	Partner-In-Education

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
July 19, 2006	2:00-3:30	Media Center
August 28, 2006	1:00-3:30	Media Center
August 29, 2006	1:00-3:30	Media Center
August 30, 2006	1:00-3:30	Media Center
Sept. 12, 2006	8:00-9:00	Media Center
Sept. 19, 2006	8:00-9:00	Media Center
Sept. 26, 2006	8:00-9:00	Media Center
Oct. 3, 2006	8:00-9:00	Media Center
Oct. 17, 2006	8:00-9:00	Media Center
Nov. 14, 2006	3:30-4:30	Media Center
Nov. 28, 2006	8:00-9:00	Media Center
Dec. 5, 2006	8:00-9:00	Media Center
Jan. 9, 2006	8:00-9:00	Media Center
Feb. 13, 2006	8:00-9:00	Media Center
Mar. 6, 2006	8:00-9:00	Media Center
April 3, 2006	8:00-9:00	Media Center
May 8, 2006	8:00-9:00	Media Center
June 5, 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>	<input type="checkbox"/>	Promotion/Retention Data	<input type="checkbox"/>	Students Without Incidents of Possession of Weapons Other than Firearms in School
<input type="checkbox"/> Standards of Learning Test Results	<input type="checkbox"/>	PSAT Participation		<u>Active Engagement of Parents, Business, and Community in Educational Process</u>
<input type="checkbox"/> SAT Participation and Test Results	<input type="checkbox"/>	Teachers Meeting State Licensure	<input type="checkbox"/>	Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
<input type="checkbox"/> ACT Participation and Test Results	<input type="checkbox"/>	Classes Taught by Certified Teachers	<input type="checkbox"/>	Total Volunteer Hours by Parents and Community Members in Schools
<input type="checkbox"/> Advanced Placement Exam Results and Enrollment	<input type="checkbox"/>	Professional Development Hours and Involvement Related to Academic Achievement	<input type="checkbox"/>	Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/> Dual Enrollment Class Results and Enrollment	<input type="checkbox"/>	<u>Safe, Secure & Disciplined Learning Environment</u>	<input type="checkbox"/>	Training Workshops Provided for Parents/Community
<input type="checkbox"/> International Baccalaureate Results and Enrollment	<input type="checkbox"/>	District Stakeholder	<input type="checkbox"/>	<u>Other</u>
<input type="checkbox"/> Governor's School Results and Enrollment	<input type="checkbox"/>	Professional Development Hours and Involvement Related to School Climate and Student Discipline	<input type="checkbox"/>	Volunteer Log
<input type="checkbox"/> STAR Test Results	<input type="checkbox"/>	Incidents of Physical Violence	<input type="checkbox"/>	Adequate Yearly Progress (AYP)
<input type="checkbox"/> Gates-MacGinitie Test Results	<input type="checkbox"/>	Incidents of Possession of Firearms in School	<input type="checkbox"/>	State Report Card* (also gives demographic information)
<input type="checkbox"/> PALS Test Results	<input type="checkbox"/>	Incidents of Possession of Weapons Other than Firearms in School	<input type="checkbox"/>	Completing Algebra I by the End of 8 th Grade
<input type="checkbox"/> Narrowing of the Achievement Gap	<input type="checkbox"/>	Students Without Incidents of Physical Violence in School	<input type="checkbox"/>	Other (please specify):
<input type="checkbox"/> Attendance Data for Students and Staff	<input type="checkbox"/>	Students Without Incidents of Possession of Firearms in School	<input type="checkbox"/>	
<input type="checkbox"/> Dropout Statistics				
<input type="checkbox"/> Graduation Rates				
<input 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 as Student Results?</i>
A.	Pass %- Eng.Sp. Ed. Gr. 3 Gr. 5 03: 75% 100% 04:45% 42.9% 05: 33% 56% 06: 89% 30% English Sp.Ed. Grade4: 16.7% Eng. RegularEd. Gr. 3 Gr. 5 02: 82% 88% 03: 91% 85% 04: 81% 91% 05: 94% 90% 06: 93% 97% English Regular Ed. Grade 4: 06: 100% Disaggregated data of Regular Ed. and Special Ed. data revealed that 30% of Special Ed. grade 5 and 16.7% of grade 4 students scored proficient or better onSOLs proficient or better on the English Virginia SOL test.	Increase the percentage of .students scoring proficient or better on monthly and quarterly benchmark tests in English.	Teachers will learn examples of Smartboard techniques which can be easily integrated: Kidspiration, Inspiration, Gallery Teachers will utilize Virginia Grade Level Alternative (VGLA) Assessment. Teachers will utilize Breakthrough to Literacy in K-1 and Special Education classes Teachers and Specialists will create common assessments that are in alignment with the Virginia SOLs Flexible and cooperative grouping to include SQR3 strategies	Professional Development Training; weekly, monthly, and quarterly to support identified need School-wide training in Interactive notebooks Data-Driven Decision Making training provided by Data Team Debbie Dillar Literacy Workstations training School-wide training on Effective Instructional Strategies using Classroom Instruction that Works	Grade Level Minutes, Agendas, Certificates of Participation Formal and Informal observations Monitoring of data from benchmark and quarterly assessments Esembler Gradebook Data team meetings review of disaggregated data Internal Walk-through process monitoring instructional best practices Reading/Writing	At least 90% of grades 3,4, and 5 students will score proficient or better on monthly, quarterly, and on the English SOL tests. Increase "AYP" goals Increase the percentage of correct items on each SOL objective for students to meet or exceed benchmarks The achievement gap will close by 15 points.

B.	<p>Pass% for Math Special Ed. Gr. 3 5 03: 67% 100% 04: 18% 43% 05: 33% 22% 06: 80% 20%</p> <hr/> <p>Math Special Ed. Gr. 4: 17%</p> <hr/> <p>Math Regular Ed. Gr. 3 5 03: 85% 85% 04: 82% 93% 05: 94% 95% 06: 87% 93%</p> <hr/> <p>Math Regular Ed. Gr. 4: 100%</p> <hr/> <p>Disaggregated data of Regular and Special Ed. students revealed that 20% of gr.5 and 17% of gr.4 scored proficient or better on the Math Virginia SOLs.</p>	<p>Increase the percentage of students scoring proficient or better on the Math monthly and quarterly SOLs.</p>	<p>Teachers will focus on strategies that will help low level readers which include vocabulary building, questioning, and visual help in math.</p> <p>Teachers will explore Non-traditional ways of teaching and assessing Math using Exemplar tasks.</p> <p>Students will learn to use data investigations using the smart boards.</p> <p>Teachers will teach vocabulary and use graphic organizers to enhance math instruction: Alpha boxes, Real/Possible Sentences, Vocabulary Word Map, and games</p> <p>Alternative Assessment (VGLA) may be offered to students in Math.</p>	<p>Professional development training from LCD, math and instructional specialists</p> <p>Ongoing modeling and demonstration of math lessons in the classroom by Math Specialist</p> <p>Training on SmartBoard Technology by the Instructional Technology Specialist.</p> <p>Web page training to inform parents of new math adoption and effective techniques to utilize at home</p>	<p>Professional Logs</p> <p>Math agendas and minutes from workshops, inservices</p> <p>Esembler Gradebook</p> <p>Monitoring of Lesson Plans</p> <p>Professional Development Logs</p> <p>NPS Walkthroughs</p>	<p>At least 90% of grades 3,4, and 5 students will score proficient or better on the Math monthly, quarterly, and SOL tests.</p> <p>Maintain "AYP" Participation</p> <p>Increase the percentage of correct items on each SOL objective for special ed. students to meet or exceed regular ed. percentages.</p> <p>Graph of percentage of students scoring proficient or better on monthly and quarterly common assessments in Math.</p> <p>The achievement gap will close by 15 points.</p>
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C.	<p>Pass % for Science SOLs</p> <hr/> <p>Special Ed. Gr. 3 5</p> <hr/> <p>03: 70% 60% 04: 50% 75% 05: 67% 40% 06: 86% 60%</p> <hr/> <p>Regular Ed. students Gr. 3 5</p> <hr/> <p>03: 68% 88% 04: 82% 91% 05: 80% 80% 06: 70% 90%</p> <hr/> <p>Disaggregated data of regular and special ed. students revealed that 60% of special ed. grade 5 special ed. and 70% of regular ed. grade 3 students scored proficient or better on the Virginia Science SOLs.</p>	<p>Increase the percentage of students scoring proficient or higher on Quarterly, SOL formatted, and teacher made tests.</p>	<p>Students will use Think-Pair-Share in flexible group settings.</p> <p>Students will keep Performance Portfolios in Science.</p> <p>Students will participate in Investigative research in Nonfiction Literacy Workstations.</p> <p>Teachers will mainstream all special education students during Scientific Investigations.</p> <p>Teachers will use Essential Vocabulary to enhance science concepts.</p> <p>Students will begin to use interactive notebooks in science to increase their thinking and learning about concepts in science.</p>	<p>Staff Development Training for teachers and parents on United Streaming.</p> <p>Kagan Workshop on Cooperative Discipline</p> <p>Training on using Content Area Literacy Work Stations</p> <p>Training on the use of Smartboard technology.</p> <p>Webpage Training to inform parents about workshops, inservices</p> <p>LCD training in Science</p> <p>SuperSaturday Science Opportunities</p> <p>Interactive Notebook Training</p>	<p>Inservice Agendas and Attendance log for training</p> <p>Certificate of Participation from Kagan Workshop</p> <p>Formal and Informal Observations</p> <p>"Look Fors"</p> <p>Attendance Logs on Smartboard training</p> <p>Webpage Review and Update</p> <p>Attendance and Sign In sheets</p> <p>Certificate of Participation from inservice</p> <p>Workshop agenda & attendance log</p>	<p>Increase the Proficiency rate to 90% or better on the Science SOLs.</p> <p>The achievement gap will close by 15 points for 5th grade Science.</p> <p>Graphing of percentage of students scoring proficient or better on common assessments.</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 incident referral rates increased by an additional 20 students in the resource classes and cafeteria during the 2005-2006 school year.</p> <p>40% of the incident referrals were written during the resource and cafeteria lunch time.</p> <hr/> <p>2004-2005</p> <hr/> <p>Total Discipline violations- 144</p> <hr/> <p>2005-2006</p> <hr/> <p>Total Discipline Violations -95</p>	<p>Increase the percentage of students using appropriate behavior in the cafeteria and during resource.</p>	<p>Regular reteaching of rules- creative, positive with opportunity for practice.</p> <p>Behavior chart posted in the café.</p> <p>More monitors in the cafeteria</p> <p>Resource and classroom teachers use "dollar bucks" as an incentive to purchase items in the treasure chest</p> <p>Schoolwide rules posted.</p> <p>Jumprope Club for positive behavior</p> <p>Mentoring program used to target at-risk students (academically and socially)</p> <p>Request intervention strategies from T.A.T. team, PATH, and Chrysalis Program</p>	<p>Training for C.M.C.D. (Consistency Management Cooperative Discipline) for new teachers</p> <p>Conflict Mediation Training will be provided.</p> <p>Discipline Team Meetings for brainstorming strategies</p> <p>Kagan- "Win-Win Discipline"</p> <p>SST(Student Services Team) Child Study Team</p> <p>T.A.T. Team meetings scheduled for members and teachers</p>	<p>Behavior Chart monitored</p> <p>Feedback from cafeteria monitor</p> <p>Monthly Review of discipline folders by Principal</p> <p>SCA Participation</p> <p>Student Patrol Reports</p> <p>SMART reports</p> <p>Bulletin Board Display of Student of the Month</p> <p>Morning Announcements of Recognized Students</p> <p>T.A.T. reports</p>	<p>Decrease in number of incident referrals</p> <p>Increase in students receiving positive incentives</p> <p>NPS Discipline report will report a decrease in referrals.</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.	Parental Involvement has shown no growth for 2005-2006 90%- 2003-2004 85%-2004-2005 85%-2005-2006	Increase the number of training workshops provided at community sites and schools. Increase the home visitations/parent conferences/ telephone contacts for teachers, parent liaisons, and instructional leaders	Classroom web pages to connect parents to student learning PTA programs designed to get parents involved SOL Parent night for parent hands-on workshops Rewards and report card for parental involvement Parental contact - telephone calls, parent-teacher conferences, newsletters, Family Literacy Nights	Workshops available on Effective Partnership-Home, School, Community Parent University in the Fall and Spring to teach parents effective strategies PTA Conferences and Inservices	Attendance logs and agendas Parent Resource Calendar Volunteer Sign In Book PTA Program Sign-In sheet	Increase in the number of parent volunteers in the school Student Achievement will increase in formal/Informal Assessments Decrease in incident referrals

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

All stakeholders were represented during the development of the Accountability Plan. The grade levels met to collaborate and develop a plan for each grade level. Subsequently, a representative group of Instructional leaders, grade chairpersons, parents, and community leaders collaborated and shared input on strategies needed to implement the plan. In addition, advisory council members and partners in education met to analyze data with the data team.

Methods Used to Communicate Our Plan

Our plan will be disseminated through a broad range of communication. The plan will be shared with faculty and staff through biennial planning reports and monthly meetings, and faculty inservices, and the "FYI" bulletin board. Additional sharing will be conducted during Open House, web pages, newsletters, and Parent-Teacher-Student Association meetings. The local media will also distribute SOL (Standards of Learning) and the Virginia Report Card Results for Parent/Student perusal.

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>
Accountability Plan	Sept.- Ongoing	PreK-Grade 5 Classroom /Special Ed. and Resource	Agenda, Monthly Calendar
Quarterly Mapping	Sept. - Ongoing	PreK- Grade 5 Classroom /Special Education and Resource	Attendance Logs, Monthly Calendars Agenda
Special Education- BIP and T.A.T.	Oct. - Ongoing	PreK-Grade 5 Classroom/Special Ed. and Resource	Agenda, Monthly Early Release Calendar Attendance Log
Webpage/ Smart Board/United Streaming	Oct.- Ongoing	Prek- Grade 5, Classroom/Special Ed. and Resource	Attendance Log, Monthly Calendar Agenda, Professional Dev. Log
Interactive Notebooks Across the Curriculum	Oct.- Ongoing	Prek- Grade 5, Classroom/Special Ed. and Resource	Attendance Logs, Monthly Calendar, Agenda, Professional Dev. Log
Math Science Integration	Nov.-Ongoing	PreK-Grade 5, Classroom/Special Ed. and Resource	Attendance Log, Monthly Calendar, Agenda, Professional Dev. Log
Data Disaggregation-1 st Quarter	Nov.		
Powerful Literacy	Dec.- Ongoing	PreK-Grade 5, Classroom/Special Ed. and Resource	Attendance Log, Monthly Calendar, Agenda, Professional Dev. Log
Data Driven-Decision Making	Jan. - Ongoing	PreK-Grade 5, Classroom/Special Ed. and Resource	Attendance Log, Monthly Calendar, Agenda, Professional Dev. Log
Data Disaggregation- 2 nd Quarter	Feb. - Ongoing		
Parental Involvement and Effective Home Communication Strategies	Mar.- Ongoing	PreK-Grade 5, Classroom/Special Ed. and Resource	Attendance Log, Monthly Calendar, Agenda, Professional Dev. Log
Data Disaggregation-3 rd Quarter	Mar.- Ongoing		
		Parents	Attendance Log
		PreK-Grade 5, Classroom/Special Ed. and Resource	Attendance Log, Monthly Calendar, Agenda, Professional Dev. Log
		Parents	Attendance Log