



# NORFOLK PUBLIC SCHOOLS

W. H. Taylor Elementary School

## SCHOOL ACCOUNTABILITY PLAN

Year: 2006-2007

*Dr. Stephen C. Jones, Superintendent of Schools*  
*Mary Ann Bowen, Principal*

October 31, 2006

Dear W. H. Taylor 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 W. H. Taylor Elementary School better.

Sincerely,

Principal

## SCHOOL ACCOUNTABILITY TEAM

### Committee Members/Representation

Individual	Position
Mary Ann Bowen	A
Tristan Warren	C
Cynthia Powell	P
Amber Pickrell	P
Sarah Turgeon	T
Imane Mouak	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
08/31/06	All meetings will be held at 5:30 p.m.	Media Center
10/26/06		
11/16/06		
01/18/07		
02/22/07		
03/29/07		

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)

<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 Weapons Other than Firearms in School
<input checked="" type="checkbox"/> Standards of Learning Test Results	<input checked="" type="checkbox"/>	PSAT Participation		<b><u>Active Engagement of Parents, Business, and Community in Educational Process</u></b>
<input checked="" type="checkbox"/> SAT Participation and Test Results	<input checked="" type="checkbox"/>	Teachers Meeting State Licensure	<input checked="" 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 checked="" type="checkbox"/>	Classes Taught by Certified Teachers	<input checked="" type="checkbox"/>	Total Volunteer Hours by Parents and Community Members in Schools
<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"/>	Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/> Dual Enrollment Class Results and Enrollment		<b><u>Safe, Secure &amp; Disciplined Learning Environment</u></b>	<input checked="" type="checkbox"/>	Training Workshops Provided for Parents/Community
<input type="checkbox"/> International Baccalaureate Results and Enrollment	<input checked="" type="checkbox"/>	District Stakeholder	<input checked="" type="checkbox"/>	<b><u>Other</u></b>
<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"/>	Volunteer Log
<input checked="" type="checkbox"/> STAR Test Results	<input checked="" type="checkbox"/>	Incidents of Physical Violence	<input checked="" type="checkbox"/>	Adequate Yearly Progress (AYP)
<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 checked="" type="checkbox"/>	Completing Algebra I by the End of 8 <sup>th</sup> Grade
<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"/>	Other ( <i>please specify</i> ):
<input checked="" type="checkbox"/> Attendance Data for Students and Staff	<input checked="" type="checkbox"/>	Students Without Incidents of Possession of Firearms in School		Plato, edu-test, Performance Assessments, DOE Resource Guides and Blue Prints, Student and Teacher Portfolios and Adequate Yearly Progress
<input checked="" type="checkbox"/> Dropout Statistics				
<input checked="" 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.	68.3% passing in Grade 4 math (number and number sense) Spring SOLs	Increase the percentage of students scoring proficient or better on a quarterly math assessment after intervention	<p>Students will focus on mastery of math facts by completing daily math reviews</p> <p>Students will use non-linguistic representation and manipulatives to sort, classify, and construct plane and solid geometric figures by their attributes</p> <p>Students will practice math skills using computing technology</p> <p>Fourth and fifth grade teachers will use Elapsed Time Challenge</p>	<p>Workshop using non-linguistic representations in math by math resource teacher</p> <p>Walk Through feedback/coaching</p> <p>Learning strategies for Levels 1-2 LEP students</p> <p>Enhanced Curriculum and Standards of Powerful Literacy SOL Blue Print</p>	<p>Vertical Data Team Notebook</p> <p>Informal and formal observations</p> <p>Periodic review of lesson plans</p> <p>Professional Development agendas and logs</p>	<p>Graph of percentage of students scoring proficient or better on the monthly Math Problem Solving Assessment after intervention</p> <p>90% or more of all grade 3, 4 and students will score proficient on the Number/Number Sense strand of the Math SOL</p>
B.	63.6% of grade 3 black males scored proficient in Life Processes and Living Systems strand/SOL science	Increase the number of students scoring proficient or better on weekly, monthly, and quarterly assessments	<p>Use Marzano's research-based teaching strategies that have a positive effect on student learning</p> <ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Generating and testing hypothesis</li> </ol>	Grade level teams using nonlinguistic representations: graphs, physical models, mental pictures, kinesthetic activity Standards of Powerful Literacy	<p>Staff development attendance, grade level and resource teacher sharing of lesson plans, formal and informal observations of teachers</p> <p>Walk-Throughs</p>	The achievement gap will close by 15%
C.	Increase parent participation in home reading activities by providing assignments on the Lightspan Reading Center	Number of log-ins on student accounts	<ol style="list-style-type: none"> <li>1. Information sessions for parents</li> <li>2. Workshop opportunities for parents</li> </ol>	Teachers attend professional development sessions concerning adding assignments to The Reading Center (Plato Learning)	Weekly, monthly and quarterly electronic reports generated from The Lightspan/Plato website	Proficiency increase as indicated by Developmental Reading Assessments



**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.	<ul style="list-style-type: none"> <li>- SMART Report for 2005:</li> <li>- 40 Suspensions - Harassment and disruption</li> <li>- 2006:</li> <li>- 20 Suspensions</li> </ul>	<ul style="list-style-type: none"> <li>- Increase the number of students who follow the NPS Code of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>- Use research based behavioral strategies</li> <li>- Teachers Request:</li> <li>1. Proactive and preventive practices Project Ride</li> <li>2. Behavioral interventions Instructional Support Team strategies Example: Lessons to teach inference through feelings</li> <li>3. Academic and curricular restructuring</li> <li>4. Bi-monthly parent gatherings</li> </ul>	<ul style="list-style-type: none"> <li>- Meet weekly with grade level chairs to avoid pitfalls and soft spots by increasing training in Project RIDE</li> <li>- Strategies taught and evaluated monthly with teachers</li> <li>- IST strategies emailed weekly by School Social Worker</li> </ul>	<ul style="list-style-type: none"> <li>- Frequent recognition of positive behavior through electronic bulletin board and special events</li> </ul>	<ul style="list-style-type: none"> <li>- A reduction in incident referrals resulting in suspensions</li> </ul>
B.	<ul style="list-style-type: none"> <li>- Increase the number of students who feel safe and secure at school</li> <li>- Peer pressure and increased exposure to violence in the home and community</li> </ul>	<ul style="list-style-type: none"> <li>- Increase the number of students who participate in student citizenship programs</li> </ul>	<ul style="list-style-type: none"> <li>- Teach Character Education</li> <li>- Social Skills Instruction</li> <li>- Cooperation</li> <li>- Organization</li> <li>- Honesty</li> <li>- Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Follow implementation plan with bi-monthly guidance meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Review of incident referrals by guidance counselor</li> </ul>	<ul style="list-style-type: none"> <li>- Reduction in number of repeat offenders</li> </ul>



### 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**

Data analysis performed in spring, summer and fall with the help of central office. Central office keen on status of planning and development.

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

The local media has shared SOL results and comparisons between schools and districts with the public. SOL scores are electronically available on the web board. A PTA meeting will be devoted to accountability. Teachers disseminate information to parents routinely. Handbook is given out upon request to interested visitors and interested citizens.

**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>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Project RIDE	September to December	New Staff	Sign-in logs, fliers, participation certificates
Research-based strategies and BEST instructional practices workshops	Monthly (September to May)	All Teachers and Staff	Workshop Agendas
Reading Assessment	September to June	K-5 Teachers	Sign-in Logs
Technology Including Student Accessible System (Grade 4) and Student e-mail	September to June	All Staff/Students Collaborative Lessons Library Media Specialist Instructional Technology Classroom Teachers	Participation Certificates and Completed Portfolios
Conflict Mediation	February	Interested Staff	Participation Certificates and Completed Portfolios