



# NORFOLK PUBLIC SCHOOLS

P. B. Young, Sr. Elementary **School**

## SCHOOL ACCOUNTABILITY PLAN

**Year: 2006-2007**

*Dr. Stephen C. Jones, Superintendent of Schools*

*Dr. Laguna O. Foster, Principal*

October 9, 2006

Dear P. B. Young, Sr. 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 P. B. Young, Sr. 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 type="checkbox"/>	Promotion/Retention Data	<input 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 type="checkbox"/>	Students Without Incidents of Possession of Weapons Other than Firearms in School
<input type="checkbox"/> SAT Participation and Test Results	<input type="checkbox"/>	Teachers Meeting State Licensure	<input type="checkbox"/>	<b><u>Active Engagement of Parents, Business, and Community in Educational Process</u></b>
<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 type="checkbox"/>	<b>Professional Development Hours and Involvement Related to Academic Achievement</b>	<input type="checkbox"/>	Total Volunteer Hours by Parents and Community Members in Schools
<input type="checkbox"/> Dual Enrollment Class Results and Enrollment	<input type="checkbox"/>	<b><u>Safe, Secure &amp; Disciplined Learning Environment</u></b>	<input type="checkbox"/>	Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/> International Baccalaureate Results and Enrollment	<input type="checkbox"/>	NQSI Survey Data	<input checked="" type="checkbox"/>	Training Workshops Provided for Parents/Community
<input type="checkbox"/> Governor's School Results and Enrollment	<input checked="" type="checkbox"/>	<b>Professional Development Hours and Involvement Related to School Climate and Student Discipline</b>	<input type="checkbox"/>	<b><u>Other</u></b>
<input checked="" type="checkbox"/> STAR Test Results	<input type="checkbox"/>	Incidents of Physical Violence	<input type="checkbox"/>	State Report Card* (also gives demographic information)
<input checked="" type="checkbox"/> Gates-MacGinitie Test Results	<input type="checkbox"/>	Incidents of Possession of Firearms in School	<input type="checkbox"/>	Other (please specify):
<input checked="" type="checkbox"/> PALS Test Results	<input type="checkbox"/>	Incidents of Possession of Weapons Other than Firearms in School		
<input checked="" type="checkbox"/> Narrowing of the Achievement Gap	<input type="checkbox"/>	Students Without Incidents of Physical Violence in School		
<input 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. 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**

	<b>Identified Need</b>	<b>Tier 2 Indicator</b>	<b>Instructional Strategies</b>	<b>Related Professional Development</b>	<b>How Will We Assess Implementation?</b>	<b>What Will We Look for as Student Results?</b>
A.	<p>Result of students: 69% of 3rd graders passed science SOLs (Standards)</p> <p>66% passed Scientific Investigations (S)</p> <p>Result of students: 52% of 5th graders passed science SOLs (S)</p> <p>46% passed Earth/Space Systems and Cycles (S)</p> <p>44% passed Life Processes and Living Systems (S)</p>	<p>Increase the percentage of 3rd and 5th grade students scoring 80% or better on quarterly and bi-weekly assessments (monthly, teacher and specialist-made) (GAP)</p>	<p>NPS science exemplars, IPAS, AIMS &amp; GEMS on a bi-weekly basis (PL)</p> <p>Summarizing and notetaking via Science Interactive Notebooks (PL)</p> <p>Cooperative learning groups during scientific investigations</p> <ul style="list-style-type: none"> <li>* manipulatives</li> <li>* visuals</li> <li>* media (PL)</li> </ul> <p>Content area reading during Guided Reading (PL)</p> <p>Nonlinguistic representation</p> <ul style="list-style-type: none"> <li>*graphic organizers</li> <li>*physical models</li> <li>*kinesthetic activities (PL)</li> </ul> <p>Writing across the curriculum using science-specific journaling/writing prompts (PL)</p>	<p>Data Disaggregation (vertical team)</p> <p>Monthly LCD professional development</p> <p>Book Study: "Classroom Strategies that Work" (Marzano)</p> <ul style="list-style-type: none"> <li>*Summarizing</li> <li>*Notetaking</li> <li>*Nonlinguistic representations</li> </ul> <p>Super Support Saturday</p> <p>Science Interactive Notebooks</p> <p>Incorporating Word Walls in science lessons</p> <p>Walkthroughs with sister-focus school (Tidewater Park), Tanners Creek</p>	<p>Quarterly and bi-weekly assessments (monthly, teacher and specialist-made)</p> <p>Formal and informal teacher/staff observations</p> <p>Inspection of teacher/staff lesson plans</p> <p>Science Interactive Notebook rubric</p> <p>Weekly Lab/Investigations</p> <p>Internal/external walkthroughs</p> <p>Teacher observation via administration and grade-level advisors</p>	<p>100% of 3rd &amp; 5th grade students scoring proficient or better on the SOLs</p> <p>100% of 3rd &amp; 5th grade students scoring proficient or better on the quarterly and bi-weekly assessments</p> <p>Science Fair Projects/ Participation</p>

B.	<p>Result of students: 66% of 3rd graders passed English SOLs (S)</p> <p>63% of 3rd graders passed comprehension (S)</p>	<p>Increase the percentage of students scoring 80% or better on quarterly and bi-weekly assessments (monthly, Compass Learning, teacher and specialist- made) (G)</p>	<p>Teacher-directed instruction of reading comprehension strategies (STARS) (PL)</p> <p>Test-taking strategies by means of SQ3R implementation as regarding expository text structure (PL)</p> <p>School-wide practice of graphic organizers to aide comprehension of expository texts (PL)</p> <p>Provide a description, explanation, or example of a new vocabulary term/ students will construct a picture, symbol, or graphic to represent vocabulary term (PL)</p>	<p>Data Disaggregation (vertical team)</p> <p>Monthly LCD professional development</p> <p>Book study: "Classroom Strategies that Work" (Marzano) *Nonlinguistic representations *Cues, questions, advance organizers</p> <p>Walkthroughs with sister-focus school (Tidewater Park), OceanView</p> <p>Reading comp. strategies (STARS, CARS)</p> <p>Additional Resource "Fifty Strategies for Teaching English Language Learners"</p>	<p>Quarterly and bi-weekly assessments (monthly, Compass Learning, teacher and specialist- made)</p> <p>Formal and informal teacher/staff observations</p> <p>Inspection of teacher/staff lesson plans</p> <p>Internal/external walkthroughs</p> <p>Professional development logs for attendance</p> <p>Teacher observation via administration and grade-level advisors</p>	<p>100% of 3rd grade students scoring proficient or better on the SOLs</p> <p>100% of 3rd grade students scoring proficient or better on the quarterly and bi-weekly assessments</p>
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C.	<p>Result of students: 44% of 4th graders passed math SOLs (S)</p> <p>38% passed Measurement/Geometry (S)</p> <p>36% passed Number Sense (S)</p> <p>35% passed Probability and Statistics (S)</p> <p>Result of students: 67% of 5th graders passed math SOLs (S)</p> <p>37% passed Computation and Estimation(S)</p>	<p>Increase the percentage of 4th and 5th grade students scoring 80% or better on quarterly and bi-weekly assessments (monthly, Compass Learning, teacher and specialist- made) (G)</p>	<p>Math workstations using exemplars to increase writing across the curriculum and problem solving skills (PL)</p> <p>Daily math reviews for identified needs (PL)</p> <p>Set objectives and monitor student progress through the use of Compass Learning (PL)</p> <p>Graphing of data: explore probability and statistics (PL)</p> <p>Nonlinguistic representations *Nonstandard units of measurement Compare/contrast *Nonstandard/ standard units of measurement (PL) Students will construct a picture, symbol, or graphic to represent vocabulary term (PL)</p>	<p>Data Disaggregation (vertical team)</p> <p>Monthly LCD professional development</p> <p>Book Study: "Classroom Strategies that Work" (Marzano) *Nonlinguistic representations *Compare/ contrast</p> <p>Compass Learning Training</p> <p>Professional development by specialists and resources persons Walkthroughs with sister-focus school (Tidewater Park)</p>	<p>Quarterly and bi-weekly assessments (monthly, Compass Learning, teacher and specialist- made)</p> <p>Formal and informal teacher/staff observations</p> <p>Inspection of teacher/staff lesson plans</p> <p>Internal/external walkthroughs</p> <p>Teacher observation via administration and grade-level advisors</p>	<p>100% of 4th grade students scoring proficient or better on the SOLs</p> <p>100% of 4th grade students scoring proficient or better on the quarterly and bi-weekly assessments</p> <p>100% of 5th grade students scoring proficient or better on the SOLs</p> <p>100% of 5th grade students scoring proficient or better on the quarterly and bi-weekly assessments</p>
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D.	<p>PALS students passing benchmark (S)</p> <p>Kindergarten- 74%</p> <p>1st grade 47%</p> <p>2nd grade 59%</p> <p>3rd grade 8% of those screened</p> <p>Identified Area of Need:</p> <p>Spelling Inventory (S)</p> <p>DRA</p> <p>1st grade 51%</p> <p>2nd grade 60%</p> <p>3rd grade 27%</p> <p>-----</p> <p>E. Result of Students with Disabilities (SWD):</p> <p>5th grade</p> <p>20% science</p> <p>20% social science SOLs (S)</p>	<p>· Increase the percentage of Kindergarten, first and second grade students meeting or surpassing PALS benchmark (G)</p> <p>· Increase the percentage of Kindergarten, 1st, 2nd, and 3rd grade students, quarterly, reading at grade level, based upon the DRA</p> <p>· Increase the percentage of students scoring 80% or better on quarterly and bi-weekly assessments (monthly, teacher and specialist- made) (G)</p>	<p>Utilize word study principles using Systematic Sequential Phonics (PL)</p> <p>Identify patterns in words through word sorts (PL)</p> <p>Utilize strategies in teaching the stages of spelling with activities (PL)</p> <p>*Within word pattern</p> <p>*Syllables/affixes</p> <p>*Derivational relations</p> <p>-----</p> <p>Use flip books and highlighters to define key concepts / vocabulary (PL)</p> <p>Increase use of graphic organizers (compare/contrast, classify) for visual organization (PL)</p> <p>Science Interactive Notebooks (PL)</p> <p>Books on Tape (PL)</p> <p>The SALSAs way of active reading-skim, ask questions, look for infor., solve problems, assemble answers</p>	<p>Data Disaggregation (vertical team)</p> <p>Monthly LCD professional development</p> <p>Breakthrough to Literacy training</p> <p>Walkthroughs with sister-focus school (Tidewater Park)</p> <p>-----</p> <p>Monthly LCD Professional Development</p> <p>Data Disaggregation</p> <p>T-TAC training</p> <p>William and Mary Collaborative Symposium</p>	<p>PALS/DRA</p> <p>Formal and informal teacher/ staff observations</p> <p>Inspection of teacher/staff lesson plans</p> <p>Internal/external walkthroughs</p> <p>monitoring of monthly Breakthrough reports</p> <p>Observations via administration and grade-level advisors</p> <p>-----</p> <p>Monthly Assessments</p> <p>Formal and informal teacher/staff observations</p> <p>Inspection of teacher/staff lesson plans</p> <p>Workshop agenda and attendance log</p>	<p>100% of Kindergarten, 1st and 2nd grade students will score at/or above the benchmark level on PALS</p> <p>100% of 1st, 2nd, and 3rd grade students will read at/or above grade level based on DRA</p> <p>-----</p> <p>100% of the 5th grade (SWD) students scoring proficient or better on the SOLs</p> <p>100% of 5th grade (SWD) students scoring proficient or better on the quarterly and bi-weekly 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.	102 student infraction referrals as evidenced by in-school suspensions on harassment	Decrease the number of infraction referrals as evidenced by in-school suspensions on harassment (G)	School/Class-wide Reinforcement Techniques (Strike 3, Marbles in a Jar) (O)  Grade Level Discipline Plans posted and reviewed  Independent/paired reading upon morning arrival  Monthly Character Education (O)  Peer Conflict Mediation (O)	School Counselor will conduct the following inservices:  Project Ride  Alternatives to Violent Behavior (Barry Robinson) (Norfolk Assessment Center)  Character Education  Bullying	Monthly graphs of infraction referrals per teacher per student  Monthly discipline data team	Decrease the number of infraction referrals as evidenced by in-school suspensions on harassment

**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.	34 opportunities for parents / community members to participate in workshops (S)	Increase the number of opportunities for parents/ community members to participate in workshops and NPS events/functions (G)	Continue to improve family literacy through the use of Computer Assisted Instruction (CAI) Program  Title I S.T.E.P. Program  Adults and Children Together Against Violence (A.C.T.) Series - Media violence and inappropriate media  Grandparents as Parents (G.A.P.) - Male role model breakfast	Parent workshops by: Teachers Specialists C.S.S. Math/Science Instructional Media Technology Literacy Parent Liaison  NCLB  Title I Parent University - Fall/Spring	Agenda and attendance logs	An increase in the number of opportunities for parents/ community members to participate in workshops and community events

### 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**

Disaggregated data, school-wide information and Accountability Plan strategies are distributed to all teachers and staff. All recipients of this information discuss and provide feedback to the vertical and governance teams. Parents, community members and partners-in-education are also informed.

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

The powerful teaching strategies identified in the 2006-2007 Accountability Plan will be communicated to the faculty and staff. These strategies will also be shared with community stakeholders through the school's website, NRHA quarterly newsletter and PTA home newsletters.

#### 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	November 6, 2006	All new staff	Attendance logs/agenda
LCD/Content Areas	Monthly	All staff	Attendance logs
Super Science Saturday	September, October, January, February, March	K-5 staff	Flyers, Certificates
Compass Learning	September, October, November	2nd - 5th grade teachers, specialists, admin.	Attendance logs
Book study, "Classroom Instruction that Works", Marzano	January	All staff	Agenda, attendance logs
Specialists "Train the trainer"	Monthly	Needs-based	Attendance logs
Character Education/Bullying	December 6, 2006	All staff	Attendance logs
District-wide Staff Development	November 13, 2006	All staff	Attendance logs/certificates
Science Interactive Notebooks	September-December	Grades 2-5 teachers	Attendance logs/certificates
SQ3R	October, November 2006	All 3-5 teachers	Attendance logs
Breakthrough to Literacy	September, November	Pre k, K, and 1st grade teachers	Attendance logs
William and Mary Collaborative Symposium	November 6, 2006	Special Ed. and Inclusion Teachers	Certificates
T-TAC Training	Quarterly	Special Ed. and Inclusion Teachers	Certificates
Alternatives to Violent Behavior	January	All staff	Attendance logs
Book Study, "Fifty Strategies for Teaching English Language Learners"	January	Grades K-5 teachers	Attendance logs
Systematic Sequential Phonics	October 18, 2006	Grades K-5 teachers	Attendance logs