



NORFOLK PUBLIC SCHOOLS

Booker T. Washington High School

SCHOOL ACCOUNTABILITY PLAN **Year: 2006-2007**

Dr. Stephen C. Jones, Superintendent of Schools
Cynthia J. Watson, Principal

October 27, 2006

Dear Booker T. Washington High 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 Booker T Washington High 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)

<input type="checkbox"/> Standards of Learning Test Results	<input type="checkbox"/> Promotion/Retention Data	<input type="checkbox"/> Students Without Incidents of Possession of Firearms in School
<input type="checkbox"/> SAT Participation and 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"/> ACT Participation and Test Results	<input type="checkbox"/> Teachers Meeting State Licensure	<u>Active Engagement of Parents, Business, and Community in Educational Process</u>
<input type="checkbox"/> Advanced Placement Exam Results and Enrollment	<input type="checkbox"/> Classes Taught by Certified Teachers	<input type="checkbox"/> Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
<input type="checkbox"/> Dual Enrollment Class Results and Enrollment	<input type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement	<input type="checkbox"/> Total Volunteer Hours by Parents and Community Members in Schools
<input type="checkbox"/> International Baccalaureate Results and Enrollment	<u>Safe, Secure & Disciplined Learning Environment</u>	<input type="checkbox"/> Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/> Governor's School Results and Enrollment	<input type="checkbox"/> NQSI Survey Data	<input type="checkbox"/> Training Workshops Provided for Parents/Community
<input type="checkbox"/> STAR Test Results	<input type="checkbox"/> Professional Development Hours and Involvement Related to School Climate and Student Discipline	<u>Other</u>
<input type="checkbox"/> Gates-MacGinitie Test Results	<input type="checkbox"/> Incidents of Physical Violence	<input type="checkbox"/> State Report Card* (also gives demographic information)
<input type="checkbox"/> PALS Test Results	<input type="checkbox"/> Incidents of Possession of Firearms in School	<input type="checkbox"/> Other (please specify):w
<input type="checkbox"/> Narrowing of the Achievement Gap	<input type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School	
<input type="checkbox"/> Attendance Data for Students and Staff	<input type="checkbox"/> Students Without Incidents of Physical Violence in School	
<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

	<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.	The percentage of students who scored proficient or better on the Standards of Learning End of Course Test for Geometry was 57.8%	Increase the percentage of students who score proficient or better on the Standards of Learning End of Course test for Geometry by 30%.	<p>Teachers will engage students in activities involving the use of writing to organize, interpret, analyze similarities and differences, and to evaluate the understanding of key concepts</p> <p>Assessment data will be analyzed using edSoft and used for re-teaching exercises.</p> <p>Geometry teachers will conduct 2-week assessments, based on interim assessment data.</p> <p>Geometry teachers will develop daily math review problems based upon results from interim tests.</p> <p>Geometry teachers incorporate a daily writing prompt.</p> <p>T-TAC program with William and Mary for instructional support</p>	<p>Bi-monthly team meetings to analyze data, prepare assessments, and review lesson plans</p> <p>SOL remediation for all students enrolled in Geometry classes after school and Saturday Intervention.</p> <p>Monthly departmental meetings to review assessment data</p> <p>Peer observations conducted in-building and at another building (Maury)</p> <p>Departmental in-service training on developing assessments, based upon data</p> <p>Training conducted by LCD on instructional strategies to improve learning (Lisa Buffaloe)</p> <p>Weekly collaborative planning with Algebra teachers</p>	<p>Content Coordinator's class visitations and observations</p> <p>Formal and informal classroom observations</p> <p>Review of lesson plans that implement assessment reviews in the daily math review</p> <p>Analysis of test data</p> <p>Minutes from team meetings forwarded to department chair and assistant principal</p> <p>Lesson plan adjustment to include vocabulary and writing</p> <p>Individual data-analysis report completed by teacher for each interim</p>	The percentage of students who score proficient or better on the Standards of Learning End of Course test will increase for Geometry by 30%.

B.	<p>The percentage of students who scored proficient or better on the Standards of Learning End of Course Test for Algebra I was 70.3% and Algebra II was 66.4%</p>	<p>Increase the percentage of students who score proficient or better on the Standards of Learning End of Course test for Algebra I by 15% and Algebra II by 15%.</p>	<p>Teachers will engage students in activities involving the use of writing to organize, interpret, analyze similarities and differences, and to evaluate the understanding of key concepts</p> <p>Assessment data will be analyzed using edSoft and used for re-teaching exercises.</p> <p>Algebra teachers will conduct 2-week assessments, based on interim assessment data.</p> <p>Algebra teachers will develop daily math review problems based upon results from interim tests.</p> <p>Algebra I students who are first time 9th graders are double-blocked in Algebra I.</p> <p>Algebra teachers incorporate a daily writing prompts.</p> <p>T-TAC program with William and Mary for instructional support</p>	<p>Bi-monthly team meetings to analyze data, prepare assessments, and review lesson plans</p> <p>SOL remediation for all students enrolled in Algebra classes after school and Saturday Intervention.</p> <p>Monthly departmental meetings to review assessment data</p> <p>Peer observations conducted in-building and at another building (Maury)</p> <p>Departmental in-service training on developing assessments, based upon data</p> <p>Training conducted by LCD on instructional strategies to improve learning (Lisa Buffaloe)</p> <p>Weekly collaborative planning with Algebra teachers</p>	<p>Content Coordinator's class visitations and observations</p> <p>Formal and informal classroom observations</p> <p>Review of lesson plans that implement assessment reviews in the daily math review</p> <p>Analysis of test data</p> <p>Minutes from team meetings forwarded to department chair and assistant principal</p> <p>Lesson plan adjustment to include vocabulary and writing</p> <p>Individual data-analysis report completed by teacher for each interim</p>	<p>The percentage of students who score proficient or better on the Standards of Learning End of Course test will increase for Algebra I by 15% and Algebra II by 15%.</p>
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C.	<p>The percentage of students who scored proficient or better on the Standards of Learning End of Course Test for Biology was 53% and Earth Science was 73.9%.</p>	<p>Increase the percentage of students who score proficient or better on the Standards of Learning End of Course test for Biology by 45% and Earth Science by 10%.</p>	<p>Teachers will incorporate Powerful Literacy Strategies in daily lesson plans</p> <p>Teachers will engage students in activities which support powerful literacy reading strategies.</p> <p>Teachers will use data from assessments to re-teach information that was not mastered by students in the form of warm-up questions.</p> <p>Daily warm-ups will be developed from the non-mastery information from interim tests and 2-week assessments</p> <p>Increased use of word walls</p> <p>Format all assessments in SOL format.</p> <p>Teachers will complete a data analysis document for each assessment</p> <p>T-TAC program with William and Mary for instructional support</p>	<p>Weekly team meetings to review assessments and develop plans for remediation and review</p> <p>Science in-services for incorporating writing across the curriculum and analyzing data</p> <p>Peer observations conducted in-building at other buildings</p> <p>Saturday Intervention for all students enrolled in Science classes</p> <p>Completion of data analysis by teachers for each assessment</p> <p>Data team meetings Administrative designed 9-week assessments based on pacing guide</p>	<p>Maintain lesson plans indicating the implementation of powerful literacy strategies as well as pacing guide information</p> <p>Creating word walls in all classrooms that support improving vocabulary skills</p> <p>Weekly formal observations from school administrators and Science coordinator</p> <p>Analysis of assessment data</p> <p>Review of lesson plans that implement assessment reviews in the daily warm-ups</p>	<p>The percentage of students who score proficient or better on the Standards of Learning End of Course test will increase for Biology by 45% and Earth Science by 10%.</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.	A large percentage of first time and repeat 9 th graders were retained for the 2005-2006 school year; 52.8%.	Decrease the number of first time 9 th graders who are retained by 20%.	<p>9th Grade Transition Program "Visionaries" too include the following:</p> <p>Recovery School/Saturday Intervention, double-blocked English and Algebra classes, weekly Visionary Team meetings, student and parent conferences with the Visionary Team, 9th grade non-negotiables, monthly motivational speakers, monthly newsletter to parents, Fall/Spring retreat for the 9th graders, Parent's night, academy incentives, Visionary Student of the Month, incentives for academic achievement and good attendance, immediate conferences concerning attendance issues, incorporation of Leadership Training with the Visionary Team, incorporation of "The Seven Habits Habitsd of Highly Successful Teens"</p>	<p>Weekly team meetings to discuss student achievement and attendance</p> <p>Conferences with parents and students</p> <p>Monthly 9th grade assemblies with motivational speakers</p> <p>Team-building activities for 9th graders</p> <p>Winter retreat for Visionary Team to analyze the data for achievement and attendance</p> <p>Monthly meetings with the data team</p> <p>Parental correspondence. via newsletter, post card, Parent Link and individual teacher phone calls</p> <p>Staff Development for Visionary Team members, "Capturing Kids Hearts,</p>	<p>Weekly Transition Team Meetings</p> <p>Analyzing of data from each interim in relations to attendance and failure rates</p> <p>Monthly analyzing of data from 9th Grade Transition Team</p> <p>Monthly meetings with various mentoring program leaders</p> <p>Mentoring program for first time 9th graders who are not experiencing success</p>	<p>The number of first time 9th graders who are retained will decrease by 20%.</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.	Six (6) businesses served as Partners in Education with Booker T. Washington High School for the 2005-2006 school year.	Increase the number of Partners in Education for the 2006-2007 school year.	Partnership with TCC for dual-enrollment classes. Partnerships through the 9 th Grade Transition Program with various businesses for assemblies Partnership with various businesses for a 9 th Grade Career Fair Increased participation from the 200+ Men Chapter Increased business partnerships with the mentoring program Field site visits to various businesses	Training for business members for the mentoring program Schedule guest speakers for motivational assemblies	Sign in logs for volunteers and mentors Sign in sheets for any meetings or workshops End of year report for volunteers and mentors Lists of business leaders serving as mentors to students in the 200+ Program Sign in sheets for students from Norfolk State University working with Algebra students Logs of guest speakers List of businesses visited through field experiences	The number of Partnerships in Education will increase by 50%.

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

Administrators and department chairs attended a retreat this past summer to review the data for Booker T. Washington High School. After a careful and in-depth review of Booker T. Washington High School's data, to include Standards of Learning scores, retention data, discipline data, test results, graduation rates and other school related data, department chairs met with their teachers to seek input. In addition, input was sought from staff and parents who serve on the PTA executive board.

Methods Used to Communicate Our Plan

Our plan will be communicated to the entire faculty and staff during faculty meetings, instructional team meetings, data team meetings, 9th grade transition team meetings and staff development trainings. In addition, the plan will be shared with parents at the Open House and Parent's Night. The plan will also be shared at the PTA Executive Board Meeting and a copy will be placed in the media center.

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>
Instructional Strategies for Student Success	2006-2007 School Year	Valerie Ford, Content Coordinators	Attendance Logs
Analyzing Data	2006-2007 School Year	All staff	Attendance Logs
AVID Training	2006-2007 School Year	All Staff	Attendance Logs
Classroom Management Training	2006-2007 School Year	Teachers as designated by administration	Attendance Logs
T-TAC Training	2006-2007 School Year	Math and Science Departments, Department Chairs	Attendance Logs
9 th Grade Transition Support Trainings	2006-2007 School Year	9 th Grade Transition Team	Attendance Logs