



# NORFOLK PUBLIC SCHOOLS

Granby High School

## SCHOOL ACCOUNTABILITY PLAN Year: 2006-2007

*Dr. Stephen C. Jones, Superintendent of Schools*  
*Ted Daughtrey, Principal*

October 20, 2006

Dear Granby 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 Granby High School better.

Sincerely,

Principal

## SCHOOL ACCOUNTABILITY TEAM

### Committee Members/Representation

Individual	Position
Ted Daughtrey	A
Mindy Williams	A
John Hatcher	A
Victoria Jones	A
Mark Makovec	A
Judy Gullede	R
Beth Ellis	T
Therese Whitehurst	T
Rebecca Stein	T
Jackie Daley	T
Linda Masterson	T
Kim Baylor	T
Terese Toth	T
Michel Lynch	T
Robert Peterson	T
Tracy Jackson	R
Ruth Burns	P
Mrs. Raynor	P
Jasmine Wiggins	S
John Ellers	S

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
10-16-06	12:45	Conference Room
11-20-06	12:45	Conference Room
12-18-06	12:45	Conference Room
1-22-07	12:45	Conference Room
2-26-07	12:45	Conference Room
3-19-07	12:45	Conference Room
4-16-07	12:45	Conference Room
5-21-07	12:45	Conference Room

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		
<input checked="" 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 checked="" 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 checked="" type="checkbox"/> Advanced Placement Exam Results and Enrollment	<input checked="" type="checkbox"/>	<b>Professional Development Hours and Involvement Related to Academic Achievement</b>	<input checked="" type="checkbox"/>	Total Volunteer Hours by Parents and Community Members in Schools
<input type="checkbox"/> Dual Enrollment Class Results and Enrollment				
<input checked="" type="checkbox"/> International Baccalaureate Results and Enrollment		<b><u>Safe, Secure &amp; Disciplined Learning Environment</u></b>	<input checked="" type="checkbox"/>	Direct Interactive Parent Contacts Involving Student Achievement
<input checked="" type="checkbox"/> Governor's School Results and Enrollment	<input checked="" type="checkbox"/>	District Stakeholder	<input checked="" type="checkbox"/>	Training Workshops Provided for Parents/Community
<input type="checkbox"/> STAR Test Results	<input checked="" type="checkbox"/>	<b>Professional Development Hours and Involvement Related to School Climate and Student Discipline</b>		<b><u>Other</u></b>
<input type="checkbox"/> Gates-MacGinitie Test Results			<input checked="" type="checkbox"/>	Volunteer Log
<input type="checkbox"/> PALS Test Results	<input checked="" type="checkbox"/>	Incidents of Physical Violence	<input checked="" type="checkbox"/>	Adequate Yearly Progress (AYP)
<input checked="" type="checkbox"/> Narrowing of the Achievement Gap	<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"/> Attendance Data for Students and Staff	<input checked="" type="checkbox"/>	Incidents of Possession of Weapons Other than Firearms in School	<input type="checkbox"/>	Completing Algebra I by the End of 8 <sup>th</sup> Grade
<input checked="" type="checkbox"/> Dropout Statistics	<input checked="" type="checkbox"/>	Students Without Incidents of Physical Violence in School		Other (please specify):
<input checked="" type="checkbox"/> Graduation Rates	<input checked="" type="checkbox"/>	Students Without Incidents of Possession of Firearms in School	<input checked="" type="checkbox"/>	FST Data / Quarterly Data / Professional Development Plans & Training / qualitative Data / Data Days
<input type="checkbox"/> Reading on Grade Level				
<input checked="" type="checkbox"/> Foreign Language				
<input checked="" 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.	Granby High School's "Raise the Bar" committee has determined there is a need to increase the level of rigor in our instructional practices and a need to make instruction relevant and engaging for all students.	Provide opportunities for training and professional development targeted at increasing rigor and relevance of instruction.	Socratic Seminars Philosophical Chairs Planning for student thinking Pre-conferences held between Department Chairs and teachers PBLs Think Alouds DBQs Vertical Teams & Planning AVID elective course implemented for all freshman	-Professional Development Plans to include bi-monthly training for all staff members. -Membership in a small Professional Learning Communities for ALL staff members -Book studies: The Courage to Teach, Habits of Mind, Other People's Children -AVID Training -Early Release Day activities that are aligned to teachers' established Professional Development Goals -Bimonthly AVID team training and professional development.	Evaluations gathered regarding professional development opportunities.  Blogs / comments and responses monitored and replied to online at <a href="http://jgullledge.edublogs.org">http://jgullledge.edublogs.org</a>  Observations -Formal -Informal -3-Minute walk-throughs	Habits of Mind students demonstrate in class throughout the year as assessed during observations and walk-throughs  "Student Voice" seen during classroom observations and walk-throughs  Link to relevance of instruction as observed in instructional practices and planning  Consistent and frequent 3 minute walk throughs

B.	<p>Less than 45% (40.9%) of students at Granby High School are enrolled in an Advanced Placement course, the IB Program, or the Governor's school.</p>	<p>Increase the percentage of students enrolled in higher level courses.</p>	<p>-Administrators and counselors meet with Freshman Success Teams.</p> <p>-FST teachers make recommendations to guidance counselors to identify students who are prepared for upper level courses.</p> <p>-Mandatory PSAT testing for all students in grades 9-11.</p> <p>-AP Potential evening session scheduled for parents and students.</p> <p>-Dialogue with middle school counselors to encouragement placement in upper level classes.</p> <p>-More rigorous instructional practices..</p> <p>-Raise the Bar Committee meetings (bi-monthly)</p>	<p>Socratic Seminars</p> <p>AVID Training</p> <p>Professional Development Plan</p> <p>Professional Learning Communities / meetings held bi-monthly</p> <p>Lesson plans incorporating higher level questioning / activities which promote higher levels of thinking.</p> <p>Habits of Mind / Reading in Professional Learning Communities</p>	<p>Minutes / presentation materials from meetings with middle school counselors and students</p> <p>Course request forms from students in grades 9-12.</p> <p>PSAT scores / correlations with upper level course requests.</p> <p>Minutes / plans from Raise the Bar bi monthly meetings.</p> <p>Number of parents and students attending AP Potential night</p>	<p>10% increase in enrollment in AP / IB programs</p> <p>Habits of mind demonstrated by students when observed through teacher observations and walk-throughs</p>
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C.	<p>There exists a predictability of outcome based on subgroup characteristics between African-American students and students with disabilities, with white students as measured on EOC SOLs</p> <p>(Gap - AA)</p> <p>Alg I: 8.8%  Alg II: 14.2%  Geom: 29.2%  Read: 12.9%  ES: 26.3%  Bio: 31.3%  Chem: 9.5%  VAUS: 12.6%  WG: 15.8%  WHI: 1.7%  WHII: 3.3%</p> <p>(Gap - SWD)</p> <p>Alg II: 26%  Geom: 46.9%  Read: 12.5%  ES: 31.4%  Bio: 39.1%  Chem: 8.1%  USH: 14.8%  WG: 45%  WHI: 31%</p>	<p>Reduce the predictability of outcome of SOL gaps between subgroups (African American &amp; students with disabilities)</p>	<ul style="list-style-type: none"> <li>-Examination of data from quarterly assessments.</li> <li>-Double blocking for targeted areas.</li> <li>-Incorporate research based instructional strategies into instructional planning and delivery.</li> <li>-Implementation &amp; scheduling of AVID and study skills for freshman and sophomore students with disabilities who are taking SOLs.</li> <li>-Reading Apprenticeship Grant / ERO classes</li> <li>-3-minute walk throughs in ALL classes weekly</li> <li>-After school SOL remediation</li> <li>-SOL remediation during study blocks</li> <li>-Vertical Team planning</li> <li>-Data Days</li> <li>-AVID for all freshman</li> <li>-Science / Adopt-a-Student</li> </ul>	<ul style="list-style-type: none"> <li>Bi-monthly Professional Learning Communities</li> <li>Book Studies in PLCs</li> <li>Bi-monthly AVID training provided by AVID Site Team</li> <li>Data Days after quarterly assessments</li> <li>Conferences / Training Opportunities throughout the school year.</li> <li>Raise the Bar meetings held bi-monthly</li> <li>Early Release Day Professional Development Program</li> </ul>	<ul style="list-style-type: none"> <li>Data collected and analyzed on data days</li> <li>Ongoing data collection and reflection pertaining to Freshman Success Teams</li> <li>End of unit assessment analysis</li> <li>Evaluation / BLOG comments posted following bi-monthly professional development sessions</li> <li>SLC / ERO Reading Apprenticeship Data</li> <li>Information gathered using D2SC software for testing analysis.</li> </ul>	<p>Reduction in the performance gap between minority students, students with disabilities, and white students in end-of-course SOLs, and in student achievement.</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.	There were 513 attendance related infractions during the 2005-2006 school year.	Decrease the incidents of attendance related infractions (class cutting, tardiness, and truancy) by 15%.	<p>Promote the use of parent access to e-sembler to monitor their child's class period attendance.</p> <p>Implement a teacher / student mentoring program i.e. "Adopt a Student" for students who frequently miss school.</p> <p>Use school SB data to identify repeat offenders and provide interventions to address root causes of skipping / truancy from school</p>	Partnership with Community Meidation Center to provide mentoring training for teachers.	<p>End of year student and teacher surveys.</p> <p>Review of school data related to attendance violations.</p>	15% increase in student attendance.
B.	There were 229 incidents of disruption during the 2005-2006 school year.	Decrease the incidents of disrupcion infractions by 15% during the 2006-2007 school year.	<p>Implement a teacher / student mentoring program i.e. "Adopt a Student" for students who are disruptive in the classroom and / or school environment.</p> <p>Use school SB data to identify repeat offenders and provide interventions to address root causes of student disruption.</p>	<p>Unity Circles</p> <p>Dialogue</p> <p>Workshop on Culture and Character Education through the Raise the Bar initiative.</p>	<p>End of the year surveys to teachers and students regarding disruptive behavior.</p> <p>Review of SB data.</p>	15% decrease in disruptive incidents reported on SB discipline data report.

**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.	There is a need to increase meaningful parent and student involvement in the planning and implementation efforts of increasing academic rigor, relevance, and restructuring efforts in our school.	Increase parent and student involvement in Granby High Schools' efforts to "Raise the Bar" by increasing academic rigor, relevance, and cultural change.	<p>-Personally invite parents to participate in "Raise the Bar" meetings held bi-monthly with staff members.</p> <p>-Invite members of central administration to participate in bi-monthly "Raise the Bar" meetings.</p> <p>-Include student members to participate in Granby's "Raise the Bar" bi-monthly meetings and the school wide discipline committee meetings to gather input from the students' perspective on rigor, relevance, and the culture of our school.</p> <p>-Continue with clubs emphasizing student voice such as SCA, Comet Congress</p> <p>-Establish Principal's Cabinet</p>	<p>Bi-monthly "Raise the Bar" meetings held with staff members, parents and students to address rigor, relevance, and school climate.</p> <p>Invitation of student and parent representatives on the school-wide Discipline Committee</p>	<p>Parental and student voice / participation at the Raise the Bar meetings &amp; Discipline Committee meeting</p> <p>Records of meeting / minutes of meetings.</p>	<p>Student participation in committees that have a direct influence on Granby High School such as:</p> <p>-Raise the Bar committee</p> <p>-School wide Discipline Committee</p> <p>-PTSA</p> <p>-Comet Congress</p> <p>-Principal's Cabinet</p>

<p>B. There is a need to recognize outstanding and improved student performance in the areas of academics, citizenship, and attendance for ALL students in grades 9-12.</p>	<p>Develop programs to recognize students for outstanding or improved performance in the areas of academic achievement, citizenship, and attendance.</p>	<p>Breakfast with the Principal program - a coordinated effort with the PTSA to recognize students nominated by Freshman Success Teams at the end of each quarter.</p> <p>Recognition of students quarterly on in-school TV program for outstanding and improved academic performance, attendance, and citizenship.</p> <p>Recognition of students by their respective Academies for making A, B and B average honor roll on quarterly basis.</p> <p>Recognition of students at Honors / Awards assembly.</p>	<p>Coordination of efforts with the PTSA and other community partners to recognize students for their accomplishments.</p> <p>Coordinate with students in Media Production to recognize students on Granby's Television Broadcast.</p>	<p>Schedule of recognition events.</p> <p>Number of students recognized throughout the year at scheduled events.</p>	<p>Recognition of students at "Breakfast with the Principal."</p> <p>Recognition of students quarterly on the in-school video broadcast / TV announcements.</p> <p>Recognition of students by their respective Academy offices for A, B ,and B average honor roll.</p>
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### 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

- Review of school performance data by Administrative Team and Department Chairs
- Development and assimilation of individual departmental accountability plans were incorporated into Granby High School's Accountability Plan.
- School Accountability plan was brought to Department Chairs and Administrative Team to seek input.
- Both parents and students are members of the School's Accountability Team and other groups having a voice as stakeholder groups vested in Granby High School.
- Community members were identified who are committed to serve as guest speakers and work with students at recognition programs.

#### Methods Used to Communicate Our Plan

- Provide a copy of the School Accountability Plan to all staff members via e-mail.
- Presentation of the School Accountability Plan to staff at department meetings in order to meet with small groups of teachers to discuss and encourage dialogue about the plan.
- Team members will continually discuss / review progress made toward Tier 2 Indicators throughout the school year on a monthly basis.
- PTSA Newsletter communicating progress in areas addressed in School Accountability Plan.
- Wards Corner Partnership Meetings
- Communication with Civic League
- High School Reform / Raise the Bar dialogue with GHS stakeholders.

**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>
Ongoing Book study groups (Professional Learning Community established for the school year) "Courage to Teach, Habits of Mind, Other People's Children"	Bi monthly / year long	ALL staff members (in SMALL groups as a Professional Learning Community for the entire school year).	Attendance logs / certificates of attendance / evaluations
AVID training	Bi monthly / year long	Freshman Success Team teachers	Attendance logs / certificates of attendance
Website training / beginner and advanced level	2 times / year	Those interested / Guidance Counselors	Attendance / certificate of attendance
Classroom Management	2 times / year	Those interested (20)	Attendance log / certificate of attendance
Unity Circles	2 times / year	Those interested (20)	Attendance log / certificate of attendance
Socratic Seminars	2 times / year	Those interested (20)	Attendance log / certificate of attendance
American Lecture	2 times / year	Those interested (20)	
Mentoring Minds	2 times / year	Those interested (20)	
National Board Certification	2 times / year	Those interested (20)	
Unit Planning	2 times / year	Those interested (20)	
Spanish Review	2 times / year	Those interested (20)	
Virginia Career	2 times / year	Those interested (20)	