



NORFOLK PUBLIC SCHOOLS

Maury High School

SCHOOL ACCOUNTABILITY PLAN Year: 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools
Michael J. Caprio, Principal

Committee Members/Representation

Individual	Position
Denise Alberti – Chairperson	: A
Debra Rocke –Discipline	: A
Holly Murphy – 9th Grade, SLC	: A
Susan Gibbs – Achievement Gap	: R
Maria O’Hearn – Higher- Level Classes	: P/T
Diane Feineis – Community Involve	: R
Wendy Dingle – Promotion/Retention	: T
Greta Bates – SOL Scores	: T
Deborah Allen – SOL Scores	: T
Michael Caprio – Member	: A
Lewis Hudgins - Member	: A
Perlean Maddox – Member	: A
John Warren - Member	: A
Edward Boyd – Member	: R
Linda LaRocko – Member	: P
Mendee Baker – Member	: T
JoAnn Vourlas - Member	: R
Alisha Hill – Member	: T
Sharon Davidson-Cook – Member	: T
Rhonda Browne – Member	: T
Tenisha Shaw – Member	: T
Bob Christian – Member	: T
Discipline Committee	
SLC Committee	

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
August 3, 2006	: 9:00 a.m.	: Maury High School
August 30, 2006	: 8:00 a.m.	: Maury High School
September 14, 2006	: 1:00 p.m.	: Maury High School
September 15 – October 20, 2006	: On-Going Sub : Committee Meetings	: Maury High School
October 25, 2006	: 8:00 a.m.	: Maury High School
November 16, 2006	: 1:00 p.m.	: Maury High School
December 14, 2006	: 8:00 a.m.	: Maury High School
January 10, 2006	: 1:00 p.m.	: Maury High School
February 14, 2006	: 8:00 a.m.	: Maury High School
March 14, 2006	: 1:00 p.m.	: Maury High School
April 16, 2006	: 8:00 p.m.	: Maury High School
Sub-committee meeting held monthly	: 2:15.p.m.	: Maury High School
November - May		

Please note: This table includes initial dates for the full Biennial School Improvement Planning 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 biennial plan. Sub-committee meetings and other occasions when the Biennial School Improvement Plan may be discussed are not included.

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, represents 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)

Tier 1 Indicators (shading indicates areas in which data must be collected at the school level)			
	<u>Continuous Growth of Student Academic Achievement</u>		
X	Standards of Learning Test Results	X	Promotion/Retention Data
X	SAT Participation and Test Results	X	PSAT Participation
X	ACT Participation and Test Results	X	Teachers Meeting State Licensure
X	Advanced Placement Exam Results and Enrollment	X	Classes Taught by Certified Teachers
X	Dual Enrollment Class Results and Enrollment	X	Professional Development Hours and Involvement Related to Academic Achievement
	International Baccalaureate Results and Enrollment		
X	Governor's School Results and Enrollment		<u>Safe, Secure & Disciplined Learning Environment</u>
	STAR Test Results	X	NQSI Survey Data
	Gates-MacGinitie Test Results	X	Professional Development Hours and Involvement Related to School Climate and Student Discipline
	PALS Test Results	X	Incidents of Physical Violence
X	Narrowing of the Achievement Gap	X	Incidents of Possession of Firearms in School
X	Attendance Data for Students and Staff		Incidents of Possession of Weapons Other than Firearms in School
X	Dropout Statistics	X	Students Without Incidents of Physical Violence in School
X	Graduation Rates		
	Stanford 9 Test Results		
			Students Without Incidents of Possession of Firearms in School
			Students Without Incidents of Possession of Weapons Other than Firearms in School
			<u>Active Engagement of Parents, Business, and Community in Educational Process</u>
		X	Opportunities for Parents and Community Members to Assist Improving Reading and Mathematics Proficiency
		X	Opportunities for Parents and Community Members To Serve As Ambassadors for the Division
		X	Opportunities for All to Become Involved with School Division Goal, Objectives, and Expectations
		X	Interactive Parent Contacts Involving Student Achievement
		X	<u>Other</u>
			State Report Card* (also gives demographic information)
			Other (please specify): AYP

II. School Board Objectives Linked to Needs and Tier 2 Indicators

For this School Board objective, we identified needs and formulated at least three corresponding Tier 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.	<p>Increase in the percentage of students who score Advanced on the VA State Standards of Learning end-of-course tests.</p> <p><u>2004-2005</u> Geometry – 77.5% Biology - 76.2%</p> <p><u>2005 – 2006</u> Geometry – 75% Biology – 79.4</p> <p>Specific areas to address:</p> <p>Biology- 12.9% below proficiency in “Scientific Investigation” and 9.9% are below proficiency in Life at the Systems and Organisms Level”</p> <p>Geometry – 20% below proficiency in “Coordinating Relations and Transformations,” 21% are below proficiency in “Lines and Angles and 20.4% are below proficiency in “Three – Dimensional Figures.”</p>	<p>Increase in the percentage of students who take and score advanced proficient on common SOL aligned unit assessments and SOL end-of-course tests in Biology and Geometry.</p>	<p>(The first time 9th grade class included in the attached Small Learning Community addendum to the MHS Accountability Plan)</p> <ol style="list-style-type: none"> 1. Data Teams – create, implement, monitor, and analyze SOL unit common assessments. 2. Implement SOL Test remediation schedule. 3. Use item analyze from prior year to focus lesson planning. 4. Use before, during and after reading strategies to direct thinking activities. <ul style="list-style-type: none"> • Summarizing and Note taking • Coding the Text • Discussion Web • Semantic Feature Analysis Grid • List-Group-Label • THIEVES 5. Use “Strategies to Attack the SOLs” to build test taking skills and build meta-cognitive thinking skills. 6. Build vocabulary skills through application and word within a word study of prefixes and suffixes. 7. Design experiments/activities which require students to gather, record, evaluate, organize information and draw conclusions based on what they have learned. 	<p>D2SC Training for all Data Team Leaders (August)</p> <p>MHS “Instructional Focus” in-service (August)</p> <p>City-wide Staff Development training in-service (November)</p> <p>Using Reading Strategies school-wide in-service (October)</p> <p>Directed individual teacher support by the Gifted Resource teacher (ongoing)</p>	<p>Analysis of student data from D2SC</p> <p>Data Team Meeting Agendas</p> <p>Periodic review of lesson plans</p> <p>Formal and Informal Observations</p> <p>Professional development logs</p> <p>Walkthrough Feedback and Coaching</p> <p>Instructional and Administrative Team Meeting Agendas</p> <p>SOL End-of Course Test Data</p>	<p>An increase in the percentage of students scoring proficient or above in SOL EOC tests</p> <p>Geometry: 80% Biology: 83%</p>

	Identified Need	Tier 2 Indicator	Instructional Strategies	Related Professional Development	How Will We Assess Implementation?	What Will We Look for as Student Results?
B.	Retention rate of ninth, tenth, eleventh and twelfth grade students <u>Tenth</u> 2004-05 33.4% 2005-06 38.1% <u>Eleventh</u> 2004-05 27.7% 2004-06 28.2% <u>Twelfth</u> 2004-05 8.3% 2005-06 10.9%	Increase the percentage of students meeting the promotion criteria in all grades	<i>(The first time 9th grade class included in the attached Small Learning Community addendum to the MHS Accountability Plan)</i> 1. Implement a double-blocked 4X4 Grade 9 and 10 English class to assist with repeat 9 th graders being on grade level by the end of the year. 2. Incorporate high interest reading in all classrooms using before, during and after reading strategies. 3. Use of a reading strategy designed book mark during fiction and non-fiction reading. 4. Implement a guidance watch program with review and contact during each interim period. 5. Implement SOL test remediation schedule. 6. Teachers set calendar and communicate dates for tutoring and make-up sessions. 7. Utilization of parental access to eSembler, Attendance Technician, telephone attendance system and attendance letters. 8. Reading classes for students following the ERO program. 9. Use “Project Graduation” on-line tutorial enrolling all 11 th grade Workshop students and 12 th graders not previously passing the reading SOL. 10. Utilize the on-line “Key Training” program in all 11 th grade Workshop classes at least three times prior to the SOL Writing assessment. 11. Utilize student contracts during second semester in SOL courses. 12. Create summer SOLR remediation program to meet the needs of students tested during the spring testing session. 13. Continue to develop Small Learning Communities designed to facilitate student success.	School wide and departmental in-services on reading strategies (October) D2SC training for all SOL Subject Data Team Leaders (August) Differentiation In-Service Training for all staff (March) Standards Based Test Item Development In-Service for all staff (March) Maury High School “Instructional Focus” In-Service for all staff (August) Faculty Dialogue regarding development of SLC (September)	Monitoring of student daily attendance Quarterly assessment reports Student Contact Log of Guidance watch program with review of grades and attendance Discipline logs regarding attendance referrals and SIP attendance Monitoring of eSembler distribution SOLR Attendance Reports Narrow Lens, Formal and Informal Classroom Observations	Increase the percentage of students meeting promotion criteria (subject credits and verified credits) by 5% in grades 10, 11 and 12.

	<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>
C.	<p>An achievement gap exists with SOL end-of-course tests in regard to ethnicity and students with disabilities in:</p> <p>ETHNICITY</p> <p><u>2004-2005</u></p> <p>Geometry 22.7% Wld Hist. 1 24.4% VA & US 20.8% Earth Sc. 31.7% Biology 29.9%</p> <p><u>2005-2006</u></p> <p>Geometry 31.7% Wld Hist. 1 27.9% VA & US 19.0% Earth Sc. 33.3% Biology 29.2%</p> <p>SWD</p> <p><u>2004-2005</u></p> <p>Reading 18.8% Writing 33.7%</p> <p><u>2005-2006</u></p> <p>Reading 26.4% Writing 20.6%</p>	<p>Increase the percentage of minority and student with disabilities scoring at or above the proficient level on common unit assessments and SOL end-of course-tests.</p>	<ol style="list-style-type: none"> 1. Implement performance-based unit common assessments in all SOL courses. 2. Implement daily warm-ups to include SOL formatted questions and test-taking skills. 3. Identify and place students reading below grade level in differentiated reading classes. 4. Implementation of writing-across the curriculum initiative using a unified writing process using teacher created rubrics for content and NPS composition evaluation/ rubrics. 5. Use staff created "Geometry Companion" with all D49/50 Geometry students for review and remediation. 6. Implement SOLR program in all tested subjects providing opportunities for retesting following skill remediation. 7. Continue common assessments development and evaluation of data to determine individual student weaknesses. 8. Use on-line Reading and Writing programs to evaluate, prescribe and practice. 9. Use before, during and after reading strategies (Objective A) to assist with students developing their reading skills. 	<p>School wide and departmental in –services on reading strategies (October)</p> <p>School wide and departmental in-service on writing and the NPS composition evaluation (January)</p> <p>Maury High School "Instructional Focus" In-Service for all staff (August)</p> <p>Directed Individual Collaborative Data Team Support through the NPS Reading Teacher Specialist (on-going)</p>	<p>Analysis of student data from D2SC</p> <p>Data Team Meeting Agendas</p> <p>Periodic review of lesson plans</p> <p>Formal and Informal Observations</p> <p>Professional development logs</p> <p>SOL End-of Course Test Data</p>	<p>Increase the percentage of minority and students with disabilities scoring at or above the proficient level on SOL end-of-course test by 5%.</p>

	<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>
D.	<p>1. Low enrollment of minority students in honors and advanced placement classes requiring prerequisites.</p> <p><u>Advanced Placement</u></p> <p>2005-06 19% 2006-07 24%</p> <p><u>Honors</u></p> <p>2005-06 27% 2006-07*</p> <p>*Percentage is above 50% due to Enrollment in Honors World Studies 1</p> <p>2. Failure rate in foreign language is a “gate keeper” for students receiving an advanced diploma.</p> <p><u>2005-2006</u></p> <p>French 1 29% Spanish 1 54% Latin 1 38% Japanese 1 39%</p> <p>Overall 39%</p>	<p>Increase the percentage of minority students enrolling in higher level classes as well as maintaining a grade of “C” or higher in preparation for all students who graduate from Maury High School to complete one AP class or its equivalent.</p> <p>2. Increase the percentage of students passing their first year of a foreign language</p>	<ol style="list-style-type: none"> Incorporate the development of “habits of mind” into student’s daily lesson. Maintain English and/or Freshman Scholars support system for all current first time ninth graders enrolled in Honors World Studies 1. PSAT practice questions test review in English and Math classes for all students in grades nine through eleven prior to October test. Administer the PSAT to all ninth, tenth and eleventh graders. Investigate ways to finance “College in the Afternoon at TCC. Guidance and instructional department chair review of “AP Potential” and SOL scores to assist students with course selections for upcoming school year. Support groups in guidance for minority students. Design and administer attitudinal survey to minority students regarding perceptions of taking a Honors or AP class. Sponsor Honors and AP night for all middle and current MHS students during the Spring of 2007. All lesson plans will include at least three higher level questions for increased rigor in all classes. Train all teachers to differentiate their lessons. Data teams will review and retest for student mastery of material. Provide after school tutoring weekly to provide individual assistance prior to tests and quizzes. Multiple opportunities for alternative assessments or differentiated products. 	<p>Differentiation In-Service Training for all staff (March)</p> <p>Standards Based Test Item Development In-Service for all staff (March)</p> <p>AP Strategies Training Workshops for current non AP teachers (on-going)</p> <p>Faculty Discussion/Breakout Group on What Is Rigor?(December)</p> <p>School wide and departmental in –services on reading strategies (October)</p> <p>Differentiation In-Service Training for all staff (March)</p> <p>Standards Based Test Item Development In-Service for all staff (March)</p> <p>School wide and departmental in –services on reading strategies (October)</p> <p>D2SC Training for all Data Team Leaders (November)</p>	<p>Data Team Meeting Agendas</p> <p>Periodic review of lesson plans</p> <p>Formal and Informal Observations</p> <p>Professional development logs</p> <p>SOL End-of Course Test Data</p> <p>Parent /Student Attendance Log from AP/Honors Night Program</p> <p>Data from Attitudinal Survey</p> <p>Enrollment in AP and Honors classes for the 2007-2008 school year</p> <p>Review of Interim report progress in foreign languages</p> <p>Review of Semester grades in all first year foreign language courses</p> <p>Attendance Log of student tutoring session</p> <p>Formal and Informal Observations</p>	<p>An increase of minority students enrolling in AP and Honors courses by 5%.</p> <p>An increase in pass rate of first year overall foreign language students of 7%.</p>

			15. Reformat unit tests/assessments.			
			16. Use before, during and after reading strategies paired with sustained silent reading for language retention.			

For this School Board objective, we identified needs and formulated at least three corresponding Tier 2 Indicators and instructional strategies.

Objective # 2: Safe, Secure, and Disciplined Learning Environment

	<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.	Decrease number of Alcohol Related Violations 05-06 13 referrals 04-05 2 referrals	Decreased number of Alcohol Related Violations	Implement consistent methods for informing teachers/students of Alcohol Related Violations. -Faculty In-services -Student Awareness Seminars -Community Awareness	Analyze Discipline Data Coordinate in-services for faculty & students Utilize in building resources -CSB/SAC -Psychologist -Counselors -Nurse -SRO	Assistant Principal Reports to Principal (monthly) Review Discipline Data (monthly) with Discipline Team Number of Alcohol Related Violations	Decrease number of Alcohol Related Violations by 5%

	<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>
B	Decrease number of Gang Related Activities 05-06 1 referral	Decrease number of Gang Related Activities	Implement consistent methods for informing teachers/students of Gang Related Activities -Faculty In-services -Student Awareness Seminars -Community Awareness	Analyze Discipline Data Coordinate in-services for faculty & students Utilize in building resources -SRO -Security Officers -Sheriffs Department -NPD Gang Task Force	Assistant Principal reports to Principal (monthly) Review Discipline Data (monthly) with Discipline Team Number of Gang Related Activities	A Decrease number in the number of Gang Related Activities

II. School Board Objectives Linked to Needs and Tier 2 Indicators

For this School Board objective, we identified needs and formulated at least three corresponding Tier 2 Indicators and instructional strategies.

Objective #3: Active Engagement of Parents, Business, and community in the Educational Process

	<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.	Communication to parents and community in support of student achievement in the areas of academics and extra curricular activities	<p>Increase parent and community participation in all school sponsored events to improve achievement for all students</p> <p>Improve the line of communication between parents and community to improve achievement for all students</p>	<ol style="list-style-type: none"> 1. Invite parents, alumni, and business partners to participate in the following Maury High School committees/activities: PTSA, Boosters, Maury Foundations, Discipline, Athletic Coach, Athletic Advisement Board, Small Learning Communities, GEAR-UP, Medical & Health Specialty Program. 2. On-going update of the MHS Web-page to include weekly academic and sporting events 3. Pre-opening opportunities for student schedule changes to include evening hours. 4. Teacher developed parent email list using school center. 5. Provide an on-going opportunity on Wednesday afternoons for parents and teachers to discuss student progress. 6. Send the "Maury Update" newsletter four times a year. 7. Send individual SOL re-test and remediation letters to student homes 8. Invite students and parents to attend: -fall, winter and spring athletic recognition ceremony, "Honors Banquet" and the National Honors Society induction ceremony, and - meet the "Coaches Night" 	<p>NCAA Clearinghouse Workshop (Parents)</p> <p>Small Learning Community Site-Research and Conferences (Staff & Parents)</p> <p>Maury High School Instructional Focus In-Service Activity (August)</p> <p>Maury High School Day of Discipline activity (Staff)</p>	<p>Monthly log of visitor activity on the web-site</p> <p>Log of parent conferences from Parent /Teacher conference day</p> <p>Monthly log of Wednesday parent/teacher conferences (Guidance)</p> <p>On-going list of invitations sent to parents for various academic and sporting events</p>	Increase the number and frequency of parent/alumni and community members participating in and attending school sponsored activities

			<p>9. Use "Parent Link" to communicate essential information to all homes.</p> <p>10. Quarterly Forum of Community Business Representaives and Principal.</p> <p>11. Create "Parent Corner" in the media center and guidance office to share pertinent information with parents.</p> <p>12. Have eSembler access letters available at all parent centered activities.</p>			
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III Plan Development and Dissemination Process

How Individuals Beyond School Improvement Team Members Were Involved in Developing Our Plan

- All departments provided input from their instructional department meetings.
- The Small Learning Community Development Committee
- The Community Forum chaired by Mr. Michael Caprio
- The Discipline Committee provided input on implementation and design of SIP program.
- The Guidance department provided strategies to improve student achievement through program services.
- Department chairs read, assessed and provided input.

Methods Used to Communicate Our Plan

- Maury Update
- Instructional Leadership Team
- Letters to Parents
- Departmental Meetings
- PTSA Board Meetings
- Faculty Meetings
- Staff Development Training Sessions
- Student Assemblies
- Small Group Student Sessions
- NPS/Maury High School Internet Site

IV. Needs Assessment: School-wide Staff Development Focus

Professional Development Hours Related to Continuous Growth of Academic Student Achievement for All

Staff Development			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
The MHS 2006-2007 Instructional Focus	August 2006	All Maury High School Faculty	PowerPoint presentation and Attendance Log
D2SC Data Team Training	August 2006	Data Team Leaders	Attendance Log
Small Learning Community Discussion Groups	September 2006	All Maury High School Faculty and Staff	Attendance Logs from group meetings
MHS Reading Strategies	October 2006	All Maury High School Faculty and Staff	Attendance Logs and Lesson Integration Plan
The Differentiated Classroom	March 2006	All Maury High School Faculty and Staff	Attendance Logs and Lesson Integration Plan
Standards Based Question Design	March 2006	All Maury High School Faculty and Staff	All Maury High School Faculty and Staff
SLC Ninth Grade Professional Development Training Plan included with MHS addendum to Accountability Plan	July 2006 – May 2006	Ninth Grade Team Members	Attendance Logs

Professional Development Hours Related to Safe, Secure & Disciplined Learning Environment

Staff Development			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
A Day of Discipline	August 2006	All Maury High School Faculty	PowerPoint presentation and Attendance Log