



NORFOLK PUBLIC SCHOOLS

Norview High School

SCHOOL ACCOUNTABILITY PLAN Year: 2006/2007

Dr. Stephen C. Jones, Superintendent of Schools
Marjorie Stealey, Principal

October 20, 2006

Dear Norview 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 Norview HighMar School better.

Sincerely,

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Marjorie Stealey	Principal
Adrian Day	Assistant Principal
Louis D'Angelo	Assistant Principal
Richard Fraley	Assistant Principal
Kristen Allen	Department Chair
Lori Bryant	Department Chair
Lee Davenport	Department Chair
Willie Jo Harold	Department Chair
Alvin Mayo	Department Chair
Kelly Muhonen	Department Chair
Linda Partridge	Department Chair
Joseph Powers	Department Chair
Camille Riek	Department Chair

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 17	12:00	Data Center (work on)
September 8	1:00	Data Center (work on)
October 13	1:00	Data Center (review)
October 17	1:00	Data Center (refine)
November 10	1:00	Data Center (monitor)
December 8	1:00	Data Center (monitor)
January 12	1:00	Data Center (monitor)
February 9	1:00	Data Center (monitor)
March 9	1:00	Data Center (monitor)
April 20	1:00	Data Center (monitor)
May 11	1:00	Data Center (monitor)

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)

Tier 1 Indicators (shading indicates areas in which data must be collected at the school level)				
<u>Continuous Growth of Student Academic Achievement</u>	<input checked="" 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"/>	<u>Active Engagement of Parents, Business, and Community in Educational Process</u>
<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 checked="" type="checkbox"/> Advanced Placement Exam Results and Enrollment	<input checked="" 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"/> Dual Enrollment Class Results and Enrollment		<u>Safe, Secure & Disciplined Learning Environment</u>	<input checked="" type="checkbox"/>	Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/> International Baccalaureate Results and Enrollment	<input type="checkbox"/>	NQSI Survey Data	<input type="checkbox"/>	Training Workshops Provided for Parents/Community
<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		<u>Other</u>
<input type="checkbox"/> STAR Test Results	<input type="checkbox"/>	Incidents of Physical Violence	<input type="checkbox"/>	State Report Card* (also gives demographic information)
<input type="checkbox"/> Gates-MacGinitie Test Results	<input type="checkbox"/>	Incidents of Possession of Firearms in School	<input checked="" type="checkbox"/>	Other (please specify): Physical Fitness Results Industry Certification Results
<input 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 checked="" 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

	<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.	76% of Biology students scored proficient or better on the Biology SOL test during the 2005-2006 school year.	Increase the percentage of students who score proficient or higher on common assessments.	Deliver uniformed and consistent delivery through the utilization of team planning and stringent pacing as measured through performance on common tests.	Selected teachers will participate in various workshops/sessions pertaining to questioning strategies, assessment and lesson planning. Teachers qualifying for BEST, COMP, or TESA training will participate in school-level training in conjunction with the city-wide training.	Informal and formal observations Peer sharing and lesson planning	At least 82% of students will score proficient or better in the Writing strand of the English SOL test. Graph of student performance on common assessments by class At least 82% of students will score proficient or better in the Writing strand of the English SOL test.
B.	75.92% of World Studies II students scored proficient or better on the World Studies SOL test during the 2005-2006 school year.	Increase the percentage of students who score proficient or higher on common assessments.	Deliver uniformed and consistent delivery through the utilization of team planning and stringent pacing as measured through performance on common tests.	Selected teachers will participate in various workshops/sessions pertaining to questioning strategies, assessment and lesson planning. Teachers qualifying for BEST, COMP, or TESA training will participate in school-level training in conjunction with the city-wide training.	Informal and formal observations Peer sharing and lesson planning	At least 82% of students will score proficient or better in the Writing strand of the English SOL test. Graph of student performance on common assessments by class

C.	Need to increase the number of college credits available to students through dual enrollment, advanced placement courses, online courses, and industry certifications. (Help students access options and opportunities).	Increase the enrollment and passing rates in reading, writing, and math for dual enrollment, advanced placement, and online courses.	Implement vertical team strategies to increase rigor in dual enrollment, AP, online courses and their prerequisites. Increase number of teachers in AP workshops, and increase AP help sessions. Use eight block schedule to implement more dual enrollment and AP programs.	Selected teachers will participate in vertical team strategy sessions. Teachers will share strategies for success through grade-level teams.	Compare to the 2005-2006 school year the number of dual enrollment and AP courses offered.	An increase in the number of students scheduled in dual enrollment and AP courses.
D.	The need exists to increase SOL test results (Exceed state and national performance standards).	Increase the opportunities students have for receiving additional help in core academic areas.	Develop help sessions during the school hours.	Develop school-wide guidelines to create support labs in English, math, science, and social studies. Use team planning to help lab teachers keep abreast of pacing and content objectives.	Using common tests aligned to SOL objectives and concepts, compare results from last year to this year. Use state and district reports of SOL scores.	An increase in the pass rate and scores for all subcategories of students for each SOL test.

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.	The need exists to decrease the percentage of incidents of disruptive behaviors in the classroom (tardiness, disrespect, refusing reasonable requests). Helps to close the achievement gap, especially with 9th graders.	Improve student behavior by developing positive connections.	<p>Discipline handbook distributed to all teachers.</p> <p>Meet with teachers to discuss expectations and effective discipline techniques and written procedures.</p> <p>Implement the Capturing Kids' Hearts strategies school-wide.</p> <p>Conduct grade-level assemblies and respect institutes.</p> <p>Assistant Principal to meet with parents and with students who have been referred most often.</p>	<p>All new teachers will be given a copy of Harry Wong's The First Days of School.</p> <p>All teachers will view segments of Wong's video presentation of his techniques.</p> <p>Classroom management seminars to be conducted with new and select veteran teachers</p> <p>New teachers and second year teachers will participate in BEST and COMP training with debriefing sessions and instructional seminars held at Norview after the city-wide training.</p>	<p>Observations that focus on discipline procedures</p> <p>Discipline data</p>	<p>Decreased percentage (9% or lower) of incidents of disruptive behaviors in the classroom</p> <p>Decreased number of fights and law violations.</p> <p>Observed consistency of teachers enforcing the the school-wide discipline procedures.</p>

B.	<p>Decrease the percentage of attendance violations from 1,688 in 2005-2006.</p>	<p>Improve student behavior by developing positive connections.</p>	<p>Meet with teachers to discuss expectations and effective discipline techniques and written procedures.</p> <p>Teach Harry Wong's discipline techniques.</p> <p>Implement the Capturing Kids' Hearts strategies school-wide.</p> <p>Conduct grade-level assemblies and respect institutes.</p> <p>Assistant Principal to meet with parents and with students who have been referred most often.</p>	<p>Classroom management seminars to be conducted with new and select veteran teachers</p> <p>New teachers and second year teachers will participate in BEST and COMP training with debriefing sessions and instructional seminars held at Norview after the city-wide training.</p>	<p>Observations that focus on discipline procedures</p> <p>Discipline data.</p>	<p>Decreased percentage of fights and law violations.</p> <p>Observed consistency of teachers enforcing the school-wide discipline procedures.</p>
C.	<p>The need exist to respond to referrals in a timely manner.</p>	<p>Improve student behavior by giving immediate feedback</p>	<p>Meet with teachers to discuss expectations and effective discipline techniques and written procedures</p>	<p>Discipline office establishes a procedure for increasing volume of referrals handled each day.</p>	<p>Track to see that referrals are handled within 24 hours.</p>	<p>Number of referrals for each student concerning repeat behaviors.</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.	The need exists to improve direct interactive parental involvement.	Increase the number of parental contacts pertaining to academic achievement of students	Teachers will log each parent contact as they contact parents in three/four week intervals for students not progressing. Norview will host open houses and parent/teacher conferences. Parents will receive access to electronic gradebook. School-wide parent/teacher conference days each Wednesday after school.	Parent and or faculty workshops and information sessions Parent newsletter Parent training on accessing the electronic gradebook.	Parent contact logs Parent participation and feedback forms Track the number of times the electronic gradebook is accessed.	An increased percentage of parents being actively involved/ incorporated into the academic goals and achievements of students and the school.
B.	OTHER Physical Fitness The need exist to improve the physical fitness of 9th and 10th grade students. Career & Technical Education The need exists to increase the percentage of students who perform at a proficient rate on simulated industry test.	Increase the percentage of students passing the physical fitness test for the mile run and pull ups. Increase the percentage of students who perform at a proficient rate on simulated industry test.	Frequent physical fitness assessments. Integration of activities into the lesson that will increase upper body strength. Develop a physical fitness timeline. Deliver instruction that aligns the requirements of the curricula with the skills assessed on industry certification test. Utilize industry software to assess and remediate student progress throughout the year.	Physical education teachers will participate in team building exercises and strategies to address physical fitness goals. All CTE teachers will test proficiently and receive the specific industry certification required of their content.	Observations Peer sharing Inservices Informal and formal observations Continuous record keeping of student practice test.	An increase in the percentage of 9th and 10th grade students who pass the mile run and pull up physical fitness tests. 85% of all industry specific CTE students will attempt simulated industry exams. 75% of all industry specific CTE students will successfully complete simulated industry exams. 70% of all industry specific CTE students will successfully complete their industry exam.

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

Norview High Schools' plan was developed collaboratively. Its creation is the work of the administrative and instructional teams, teachers, staff, student leaders, parents and the community. The scope of the plan was achieved through department, student, and parent meetings, and through open forums. A draft document was given to each teacher for feedback before it was finalized.

Methods Used to Communicate Our Plan

Various communication methods were used to develop and transmit our plan. Our goals were communicated via newsletters, multimedia presentations, handouts, and open forum discussions. We believe in making our goals known; therefore, they are placed in each classroom and work areas throughout the building.

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>
Capturing Kids' Hearts training	Ongoing	All Teachers	Attendance Logs
Principal Seminars	October/November	BEST and COMP participants	Attendance Logs
Assessment and Lesson Planning	Ongoing	BEST and COMP participants	Attendance Logs
Academics and Rigor	Ongoing	Instructional Teams	Attendance Logs
Powerful Learning	Ongoing	Honors Teachers	Attendance Logs
Powerful Learning	Ongoing	Select Teachers	Attendance Logs