



NORFOLK PUBLIC SCHOOLS

Norview Middle School

SCHOOL ACCOUNTABILITY PLAN Year: 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools
Dr. Joseph C. Melvin, Principal

Revised

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)

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

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>SOL Overall pass rates in Math:</p> <p><u>Grade six – 25.7%</u> Computation and estimation – 27.1% Measurement and Geometry – 31.4% Number and number sense – 34.3% Patterns functions and algebra – 28.9% Probability and statistics – 46.9%</p> <p>GAP: White vs. black - 17.5% Reg. ed vs. Sp. Ed. – 14.3%</p> <p><u>Grade seven – 29.1%</u> Computation and estimation – 26.4% Measurement and Geometry – 34.2% Number and number sense – 52.4% Patterns functions and algebra – 40% Probability and statistics – 21.8%</p> <p>GAP: White vs. black - 24% Reg. ed. Vs. Sp. Ed. – 13.8%</p>	<p>Increase the percentage of students scoring proficient on weekly accountability quizzes, administrative three-week assessments, and district benchmark assessments.</p>	<p>*Teachers will use non-linguistic representation and graphic organizers to compare and contrast concepts.</p> <p>Students will justify answers on multiple choice exams.</p> <p>Cooperative learning.</p> <p>Re-teaching of concepts and strands of non-mastered areas in daily math reviews</p> <p>*Implementation of math learning centers to differentiate instruction and review of math skills in grade 6.</p> <p>* Use of student interactive notebooks to increase students understanding and problem solving/critical thinking capacity.</p>	<p>Train data teams to analyze the results of data and make changes to the roadmap.</p> <p>Training in study island.</p> <p>Springboard training for all teachers at the 6th and 7th grade levels.</p> <p>Power planning for all 6th and 7th grade teachers.</p> <p>Data Team Training</p> <p>Math Study Groups</p> <p>VGLA Portfolio Training</p>	<p>Training agendas and logs during early release, and staff development.</p> <p>*Formal and informal observations by administration and department chairs.</p> <p>*Periodic review of students' work by administration and department chairs.</p> <p>*Continue monitoring by administration and chairs of teachers's lesson plans to ensure connection to mapping/pacing.</p> <p>*Monthly VGLA portfolio checks by the administration and department chairs</p> <p>*Conduct walk-throughs</p> <p>*Data team will maintain charts and graphs of the progress.</p>	<p>*75 percent of students will be expected to achieve 70% or higher on the Standards of Learning Test in mathematics.</p> <p><u>Grade six – 75% (Overall)</u> Computation and estimation – 70% Measurement and Geometry – 70% Number and number sense – 70% Patterns functions and algebra – 70% Probability and statistics – 70%</p> <p>GAP: White vs. black – 12.5% Reg. ed vs. Sp. Ed. – 9.3%</p> <p><u>Grade seven – 75% (Overall)</u> Computation and estimation – 70% Measurement and Geometry – 70% Number and number sense – 70% Patterns functions and algebra – 70% Probability and statistics – 70%</p> <p>GAP: White vs. black - 19% Reg. ed Sp. Ed. – 8.8%</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>
B.	<p>Six percent of special education students in grades 6-8 scored proficient in the areas of math and reading as measured by VGLA.</p> <p><u>Grade 6:</u> Reading = 5.9% Math = 0%</p> <p><u>Grade 7:</u> Reading = 0% Math = 0%</p> <p><u>Grade 8:</u> Reading = 0% Math = 0%</p>	<p>Increase the percentage of students in grades 6-8 who scored at or above proficiency level on teacher assessments, quarterly teacher assessments, and prompts as documented in students VGLA portfolios.</p>	<p>*Teachers will use verbal quizzes, recordings and student writings, as well as other means to document mastery.</p> <p>*Teachers will use data results to differentiate instruction and provide conferencing to improve performance per student IEP.</p> <p>*Math and reading journals will be used by target group.</p> <p>*Use of powerful literacy strategies, (word wall, reflection, visual and auditory activities) to enhance student reading and math skills.</p> <p>*Use Springboard textual power-planning template to integrate Springboard activities and the required NPS objectives.</p> <p>* SOL formatted warm-ups in reading and math will be modified to VGLA standards.</p>	<p>*Extensive re-training of SPED teachers on VGLA process and NPS and state guidelines.</p> <p>*Teachers will receive training on reviewing student VGLA portfolios in teams during early release days to standardize and measure efficiency.</p> <p>*Staff development by the Department of SPED on the integration of the VGLA process as related to other SPED teacher responsibilities.</p> <p>*VGLA portfolio maintenance days for monthly SPED VGLA students.</p>	<p>*Review of students VGLA documentation folders by administration and department chair.</p> <p>*Use of data review and establish recordkeeping of three week and quarterly assessments by administration</p> <p>*Administrative monitoring of lesson plans and instruction to show evidence of implementation of Springboard strategies.</p> <p>*Informal and formal observation of instruction and lesson plans.</p> <p>*Special education teachers will use documentation notebooks to outline objectives and to record mastery per state and local guidelines.</p> <p>*Teachers will monitor math and reading journals to track students' progress and assist with the assessment process.</p> <p>*Use of the SOL after school program to assess improvements and areas of growth in reading and math skills of the target group.</p>	<p>75% of VGLA student portfolios in reading and math will be assessed at or above 70% proficiency.</p> <p><u>Grade 6:</u> Reading = 75% Math = 75%</p> <p><u>Grade 7:</u> Reading = 75% Math = 75%</p> <p><u>Grade 8:</u> Reading = 75% Math = 75%</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>
C.	<p>SOL Overall: pass rate in science – 78%</p> <p><u>Specific category pass rates:</u> Earth and Space Systems - 74%</p> <p>Life Systems - 69%</p> <p><u>GAP:</u> White vs. black – 4.8%</p> <p>Reg. ed. vs. Sp. ed. – 11.5%</p>	<p>Increase the percent of students that will score at the proficiency level or higher on the three week tests and the district benchmark assessments.</p>	<p>Use data from the analysis of three week and quarterly assessments to create and implement differentiated remediation.</p> <p>Increase kinesthetic activities/strategies to improve achievement levels among African American students (research based).</p> <p>Six grade teachers will prepare and provide reviews for earth and space that the eight grade teachers will utilize in their reviews (first 15 minutes of each block).</p> <p>Seventh grade teachers will prepare and provide life science reviews that the eight grade teachers will utilize in their reviews (first 15 minutes of each block).</p> <p>*Teachers will use non-linguistic representation (i.e. graphic organizers, cornel notes summarizing and notetaking, written narratives description & explanations).</p> <p>Teachers will use a longitudinal science project to teach and reinforce the scientific method.</p> <p>Teachers will teach student self assessment to include goal setting and monitoring.</p> <p>*Teachers will use cooperative learning cohorts/groups to rehearse and reinforce standards.</p>	<p>*Training on the effective use of planning/lesson pacing for block scheduling to establish more time for science lab experimentation.</p> <p>*Implement the use of data teams to analyze three week and quarterly test data to interpret and plan for instructional/achievement between black and white students.</p> <p>*Additional training on the effective use of daily science reviews during collaborative planning time.</p>	<p>*Use of data review and establish recordkeeping of three week and quarterly assessments by administration with emphasis on achievement gaps between white and black students.</p> <p>*Administrators and chairs monitoring of lesson plans to show evidence of effective structure and implementation of strategies.</p> <p>*Informal and formal observation of instructional delivery and lesson plans by dept. chair and administration.</p> <p>*Conduct walk-throughs</p>	<p>*Overall proficiency rate of 85% or higher on grade 8 science SOL test.</p> <p><u>Specific category pass rates:</u> Earth and Space Systems - 85%</p> <p>Life Systems - 75%</p> <p><u>GAP:</u> White vs. black – 2.8%</p> <p>Reg. ed. vs. Sp. ed. - 9.5 %</p>

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.	<p>*1864 discipline referrals were submitted by staff members for the 2005-2006 school year. Of these 915 related to conflict indicators.</p> <p>* 123 attendance infractions occurred. 92 of these related to tardiness.</p>	<p>* Decrease the number of conflict indicators relating to disrespect, harassment, insubordination, and profanity utilizing monthly Starbase discipline data.</p> <p>*Decrease the number of indicators of class and school tardiness utilizing monthly Starbase discipline data.</p>	<p>*Continue the use of Norview Middle School’s 10 basic school rules.</p> <p>*Increase positive parental contact relating to discipline and academic progress of students.</p> <p>*Increase student engagement in class- and school-wide activities.</p> <p>*Reward students for continual improvement in behavior, attendance, and/or academics.</p> <p>*Utilize hall sweeps throughout the building</p> <p>*Increase duties of truancy technician related to student attendnace.</p>	<p>*Attendance of Pupil Personnel staff development workshops on discipline and safety by deans, assistant principal, security and SRO.</p> <p>*Staff programs for new teachers centered on Project Ride and classroom management.</p> <p>*Counselors promote workshops with teachers on conflict mediation; counselors will work with students daily during in-school detention as well as work with small groups of habitual offenders.</p> <p>*Continue school mentoring workshops by Herbert Lawrence to provide mentors with successful strategies.</p>	<p>*Reduction in the number of referrals written for disrespect, harassment, insubordination, and profanity by analyzing monthly Data Warehouse and Starbase reports.</p> <p>*Assess training logs on staff development, workshops and mentor program.</p> <p>*Administrator will meet with deans, security officers, truant officer, and SRO monthly to review monthly Starbase data.</p>	<p>*Decreased number of overall discipline referrals as measured by Starbase to at total of less of equal to 1000.</p> <p>* Decrease tardy discipline infractions by 25 percent to a total of less than or equal to 69.</p>

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>
	<p>*PTA membership and participation at Norview Middle School is at 150 members in 2005-06.</p> <p>*Parent approval rating for 05-06 was 77%</p> <p>*Norview Middle had 3 business partners in 05-06.</p> <p>*NQSI survey from parent/school indicated a 3.7 mean approval.</p>	<p>*Increase the membership and participation in the PTA by 50 percent. (monitor Sept.-Nov. w/PTA president)</p> <p>*Business partners will increase monthly with school coordinator.</p>	<p>*Recruit more members to the PTA.</p> <p>*Advertise extensively on web site, at orientation, open house and principal's newsletter and parent link.</p> <p>*Sponsor fund raisers and parent activities to promote parent participation and exposure to the group.</p> <p>*Survey of parent approval and evaluation of attitudes.</p> <p>*Seek new partners by developing a committee during the fall semester to investigate and develop new partnerships.</p> <p>*Establish parent workshops to offer instructional assistance for helping children with the SOL curriculum throughout the school year.</p> <p>*Publishing a bi-monthly parent/community newsletter with parental tips related to SOLs that will include involvement from Five Points Community Civic League.</p>	<p>*PTA president will hold meetings with parents and principal monthly.</p> <p>*Attend all executive meetings with president to build a strong membership group.</p> <p>*Parents/business partners will be oriented to school environment in all academic areas conducted by counselors and business partnership coordinator.</p> <p>*Training members of staff (compensatory education department as liaison with business community).</p>	<p>*Review the number of new members recruited this school year during meetings.</p> <p>*Newsletter, logs and website will be viewed and updated.</p> <p>*Workshop agenda and attendance logs</p> <p>*Documentation of business partner meetings and solicitation of possible partners.</p> <p>* Logs kept on volunteer hours, days, etc.</p> <p>*Create log of volunteers on daily and weekly basis.</p>	<p>*Increase membership in PTA organization by 50 percent for a total of at least 225 members .</p> <p>*Increase the percent of parents' approval rating by seven points from 77 percent to 85 percent.</p> <p>*Improve NQSI survey results from parent/school surveys in March 2006 (3.7) previous year to a mean rating of 4.0.</p> <p>*Increase number of business partnerships to participate in school activities by 100% to a total of 6.</p>

III Plan Development and Dissemination Process

How Individuals Beyond School Improvement Team Members Were Involved in Developing Our Plan
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Meetings with committee and discussion of draft for input by all parties. Included all staff members to submit additional strategies for consideration prior to implementation of plan in all staff meeting (faculty meeting).
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Methods Used to Communicate Our Plan

Communicated plan in school newsletter, school web site, and at department and faculty meeting. Communicate plan during PTA meetings, parent link and community gathering in order for all customers to be aware of the accountability plan for school improvement.

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>
Inter-write Assessment System	August 2006	Department Chairs	Attendance logs
Pacing/Assessment-Math Writing Collaborative Assessment VGLA In-service	September 2006	Math Teachers, SPED /Chairs English Teachers All SPED Teachers	Attendance logs
Math Strategies/Infusing in Elective Classes.	October 2006	All Math Teachers/Elective Teachers	Attendance logs
Power Planning Development BEST/COMP	Ongoing	All English/Reading Teachers, New and Non-tenured Teachers	Attendance logs
Reading Strategies Development Workshop	November 2006	English/Reading Teachers	Attendance logs
Science Professional Development Workshop All Content Strategies-All City	November 2006	Science Content Teachers All Teachers	Attendance logs
Math Data Analysis	December 2006	Math Teachers	Attendance logs
Power Standards Meeting	TBA	Certain Academic Teachers	Attendance logs
Reading/English Portfolio Assessment Inservice	TBA	Certain Communication Skills and Reading Teachers	Lesson plans/Portfolios
Study Island	September & October 2006	All teachers	Attendance logs
Instructional Lesson Planning	Monthly	Department Chairs	Attendance Logs/Monthly departmental meeting agendas
Mentoring	Monthly	All mentors & mentees	Agendas/Attendance logs/Activity Requests

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>
Pre-Service workshop on discipline data Discipline Equity Training	August 2006	All deans, security, SRO, and assistant principal	Attendance log
Discipline review and status	Bi-monthly meetings	Deans, assistant principal and security	Attendance log
Classroom management and school safety	Pre-service week August 2006	All staff	Attendance log
Dept. of Pupil Personnel discipline and safety staff development	November 2006-All City	Assistant principal, deans, security, SRO, attendance technicians and probation liaison.	Attendance logs
Crisis Plan Review	December 2006	Security officers/Deans	Attendance logs
Project Ride	Year-long	New teachers and selected teachers	Attendance logs