



NORFOLK PUBLIC SCHOOLS

William H. Ruffner Academy

SCHOOL ACCOUNTABILITY PLAN 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools

Mrs. Kenyetta A. Goshen, Principal

Mrs. Elizabeth Layton, Assistant Principal

October, 2006

Dear Ruffner Academy Faculty, Staff, Parent, Students, and Community,

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 Ruffner Academy better.

Sincerely,

Kenyetta A. Goshen
Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation	
Individual	Position
Kenyetta Goshen	A
Elizabeth Layton	A
Audrey Avery	T
Gail Englert	T
Lesha Harold	P/T
Sabrina Richardson	T
Laura Suggs	T
Patrice Jones	P
Stephanie Hazell	A
Marice Minor	R
C. Cox and M. Lemelle	S
K. Hughes	C
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 2 -3, 2006	9:00-3:00 p.m.	Ruffner Academy
August 29, 2006	2:00 p.m.	Ruffner Academy
September 26, 2006	3:00 p.m.	Ruffner Academy
October 11, 2006	3:00 p.m.	Ruffner Academy
November 6, 2006	3:00 p.m.	Ruffner Academy
December 4, 2006	3:00 p.m.	Ruffner Academy
January 8, 2006	3:00 p.m.	Ruffner Academy
February 5, 2006	3:00 p.m.	Ruffner Academy
March 5, 2006	3:00 p.m.	Ruffner Academy
April 2, 2006	3:00 p.m.	Ruffner Academy
May 7, 2006	3:00 p.m.	Ruffner Academy
June 4, 2006		Ruffner Academy
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)

X	<u>Continuous Growth of Student Academic Achievement</u>	*	Promotion/Retention Data	Students Without Incidents of Possession of Firearms in School
*	Standards of Learning Test Results	X	PSAT Participation	Students Without Incidents of Possession of Weapons Other than Firearms in School
	SAT Participation and Test Results		Teachers Meeting State Licensure	
	ACT Participation and Test Results		Classes Taught by Certified Teachers	<u>Active Engagement of Parents, Business, and Community in Educational Process</u>
	Advanced Placement Exam Results and Enrollment		<u>Professional Development Hours and Involvement Related to Academic Achievement</u>	<u>Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency</u>
	Dual Enrollment Class Results and Enrollment			
	International Baccalaureate Results and Enrollment	*	<u>Safe, Secure & Disciplined Learning Environment</u>	* <u>Total Volunteer Hours by Parents and Community Members in Schools</u>
	Governor's School Results and Enrollment	X	NQSI Survey Data	* <u>Direct Interactive Parent Contacts Involving Student Achievement</u>
	STAR Test Results		<u>Professional Development Hours and Involvement Related to School Climate and Student Discipline</u>	<u>Training Workshops Provided for Parents/Community</u>
X	Gates-MacGinitie Test Results			
	PALS Test Results			
*	Closing the Achievement Gap	X	Incidents of Physical Violence	<u>Other</u>
X	Attendance Data for Students and Staff		Incidents of Possession of Firearms in School	State Report Card* (also gives demographic information)
X	Dropout Statistics		Incidents of Possession of Weapons Other than Firearms in School	X* Other (please specify): No Child Left Behind- Adequate Yearly Progress
	Graduation Rates		Students Without Incidents of Physical Violence in School	Instructional Technology
	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.	<p>The need exists for more students to score at or above proficient on the Reading and Math SOL tests for grades 6, 7, and 8.</p> <p style="text-align: center;">I- MATH</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2" style="text-align: center;">Math SOL Pass Rates 2005-2006</td> </tr> <tr> <td style="text-align: center;">Grade 6</td> <td style="text-align: center;">32.2%</td> </tr> <tr> <td style="text-align: center;">Grade 7</td> <td style="text-align: center;">32.9%</td> </tr> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2" style="text-align: center;">Math 8 SOL Pass Rates</td> </tr> <tr> <td style="text-align: center;">00-01</td> <td style="text-align: center;">58.7%</td> </tr> <tr> <td style="text-align: center;">01-02</td> <td style="text-align: center;">61.2%</td> </tr> <tr> <td style="text-align: center;">02-03</td> <td style="text-align: center;">61%</td> </tr> <tr> <td style="text-align: center;">03-04</td> <td style="text-align: center;">66.4%</td> </tr> <tr> <td style="text-align: center;">04-05</td> <td style="text-align: center;">73.7%</td> </tr> <tr> <td style="text-align: center;">05-06</td> <td style="text-align: center;">69.5%</td> </tr> </table> <p><u>Specific Areas to address:</u></p> <p>29.8% of Grade 7 students and 40.9% of Grade 6 students scored proficient or better in the Measurement and Geometry strand.</p>	Math SOL Pass Rates 2005-2006		Grade 6	32.2%	Grade 7	32.9%	Math 8 SOL Pass Rates		00-01	58.7%	01-02	61.2%	02-03	61%	03-04	66.4%	04-05	73.7%	05-06	69.5%	<p>Increase the percentage of students who score proficient or higher on common bi-weekly, mid-quarter, and local quarterly math assessments in grades 6, 7, and 8.</p>	<p>Teachers will pose questions and tasks that elicit, engage, and challenge each student's thinking for deeper understanding.</p> <p>Teachers will require that all students clarify and justify, orally and in writing, their steps for solving each problem.</p> <p>Teachers and students will work with visual representations to stimulate math vocabulary development. Example: use of concept maps and other graphic organizers.</p> <p>All students will participate in daily mental math problem solving and daily reviews for skill building in the area of computation and estimation. Daily reviews will be developed based on formative assessment data.</p> <p>Teachers will incorporate instructional technology programs into each unit lesson in order to allow the students to practice their math skills and monitor their own progress via computer. Examples include Boxer Math, ARDT, and Classzone.</p>	<ul style="list-style-type: none"> •Data Driven Decisions Connecting the data to our math goals. Professional Learning Community Training. Quarterly Power Planning Sessions focused on research based strategies for improving achievement within each math strand. Monthly Faculty Focus and/or Vertical Team meetings <ul style="list-style-type: none"> - Building Academic (math) Vocabulary Math Manipulatives Training External and Internal Walkthrough (one elementary, middle, and high school) feedback and coaching. Instructional technology training for our math classroom (ARDT, Boxer Math, Movie Maker) 	<p>Informal and formal classroom observations and the review of lesson plans and reflections by the administration, department chairpersons, and other instructional support personnel.</p> <p>Peer sharing, common grade level planning, and peer observations.</p> <p>Student outcomes and review of student work.</p> <p>Monitoring of students' present level of performance based on assessment and testing data. Data analysis of all common assessments and testing (biweekly, mid-phase, and quarterly) will be conducted by the data team, department, and the grade level.</p> <p>Internal and External walk through documents</p> <p>Professional Development attendance forms and evaluation.</p>	<p>A graph that reflects a steady increase in students (grades 6, 7, 8) who score proficient or above in math on common biweekly, mid-phase, and quarterly assessments and testing administered throughout the school year.</p> <p>An increase in the percentage of students who score proficient or above on the Math 6, 7, and 8 grade SOL tests.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2" style="text-align: center;">Math SOL Goals for 2007</td> </tr> <tr> <td style="text-align: center;">Grade 6</td> <td style="text-align: center;">75%</td> </tr> <tr> <td style="text-align: center;">Grade 7</td> <td style="text-align: center;">75%</td> </tr> <tr> <td style="text-align: center;">Grade 8</td> <td style="text-align: center;">80%</td> </tr> </table> <p>*-70% or more of grade 6, 7, and 8 students will score proficient or above in the categories of Measurement & Geometry and Estimate & computations.</p>	Math SOL Goals for 2007		Grade 6	75%	Grade 7	75%	Grade 8	80%
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<p>B</p>	<p>28% of grade 7 and 28% of grade 6 scored proficient in the estimates and computation category.</p> <p style="text-align: center;">II- READING</p> <table border="1" data-bbox="222 441 449 574"> <tr> <th colspan="2">Reading SOL Pass Rates</th> </tr> <tr> <td>Grade 6</td> <td>66.8%</td> </tr> <tr> <td>Grade 7</td> <td>69.1%</td> </tr> </table> <table border="1" data-bbox="222 602 449 836"> <tr> <th colspan="2">Reading 8 SOL Pass Rates</th> </tr> <tr> <td>00-01</td> <td>58.7%</td> </tr> <tr> <td>01-02</td> <td>62.3%</td> </tr> <tr> <td>02-03</td> <td>49.4%</td> </tr> <tr> <td>03-04</td> <td>61.5%</td> </tr> <tr> <td>04-05</td> <td>69.6%</td> </tr> <tr> <td>05-06</td> <td>65.6%</td> </tr> </table> <table border="1" data-bbox="222 873 449 1003"> <tr> <th colspan="2">SpEd Reading SOL Pass Rates</th> </tr> <tr> <td>Grade 6</td> <td>48 %</td> </tr> <tr> <td>Grade 7</td> <td>48 %</td> </tr> </table>	Reading SOL Pass Rates		Grade 6	66.8%	Grade 7	69.1%	Reading 8 SOL Pass Rates		00-01	58.7%	01-02	62.3%	02-03	49.4%	03-04	61.5%	04-05	69.6%	05-06	65.6%	SpEd Reading SOL Pass Rates		Grade 6	48 %	Grade 7	48 %	<p>Increase the percentage of students who score proficient or higher on common bi-weekly, mid-quarter, and local quarterly assessments in grades 6, 7, and 8 for reading.</p>	<p>Teachers will employ a variety of hands on manipulatives and connections to real life situations for skill building in the area of geometry, measurement, and other strands. Examples: Geo-boards, Geo-shapes, Patterns Blocks, and Fraction Shapes.</p> <p>Students will use before, during, and after reading strategies for each guided reading lesson. Examples: Anticipation Guides, Think Alouds Re-reads, and Reflection Reviews.</p> <p>Teachers will employ effective questioning techniques for assisting students with making inferences and drawing conclusions from fiction, nonfiction, and narrative sources.</p> <p>Teachers will require that all students justify <i>ALL</i> answers to any reading question.</p> <p>Students will work with nonlinguistic representation in order to build literacy vocabulary. Example: use of concept maps and other graphic organizers.</p> <p>All teachers across each discipline will incorporate into their daily lesson plan a vocabulary building activity that focuses on the effective use of context clues or word within word strategies.</p>	<ul style="list-style-type: none"> •Data Driven Decisions Connecting the data to our English/ Reading goals. Professional Learning Community Training. Quarterly Power Planning Sessions focused on research based strategies for literacy improvement. Monthly Faculty Focus and/or Vertical Team meetings <ul style="list-style-type: none"> - Building Academic Vocabulary - Effective Questioning for the reading content - Powerful Literacy External and Internal Walkthrough (one elementary, middle, and high school) feedback and coaching. Instructional technology training for our reading classroom. Read 180 and Reading Academy Training. 	<p>Review of grade level and vertical team meeting agendas and minutes.</p> <p>Informal and formal classroom observations and the review of lesson plans and reflections by the administration, department chairpersons, and other instructional support personnel.</p> <p>Peer sharing, common grade level planning, and peer observations.</p> <p>Student outcomes and review of student work.</p> <p>Monitoring of students' present level of performance based on assessment and testing data. Data analysis of all common assessments and testing (biweekly, mid-phase, and quarterly) will be conducted by the data team, department, and the grade level.</p> <p>Internal and External walk through documents</p> <p>Professional Development attendance forms and evaluation.</p> <p>Review of grade level and vertical team meeting agendas and minutes.</p>	<p>A graph that reflects a steady increase in students (grades 6, 7, 8) who score proficient or above in reading on common biweekly, mid-phase, and quarterly assessments and testing administered throughout the school year.</p> <p>An increase in the percentage of students who score proficient or above on the English: Reading, Literature, and Research SOL tests for grades 6, 7, and 8.</p> <table border="1" data-bbox="1703 737 1957 945"> <tr> <th colspan="2">English Reading, Literature, and Research SOL Goals for 2007</th> </tr> <tr> <td>Grade 6</td> <td>80%</td> </tr> <tr> <td>Grade 7</td> <td>80%</td> </tr> <tr> <td>Grade 8</td> <td>80%</td> </tr> </table>	English Reading, Literature, and Research SOL Goals for 2007		Grade 6	80%	Grade 7	80%	Grade 8	80%
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		<p>Students will participate in creative and interactive note taking via their reading interactive notebook. Example: summarizing, outlining, and categorizing of information for deeper understanding.</p> <p>Teachers will use quarterly 1:1 reading conferencing to identify and share students' strengths for strategic growth and remediation planning. Each student will participate in ongoing monitoring of his or her own progress.</p> <p>Teachers will use formative assessment data to develop reading reviews (warm ups) in order to enhance student comprehension of printed material and word analysis skills. During this time, students will be exposed to a variety of fiction, narrative, nonfiction, and poetic material.</p>			
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<p>C</p>	<p>The need exists to increase the percentage of students who are promoted to the next grade level.</p> <table border="1" data-bbox="220 386 451 560"> <tr> <th colspan="2">Schoolwide Promotion Rate</th> </tr> <tr> <td>05-06</td> <td>73.5 %</td> </tr> <tr> <td>04-05</td> <td>78.4 %</td> </tr> <tr> <td>03-04</td> <td>75%</td> </tr> <tr> <td>02-03</td> <td>76%</td> </tr> </table> <table border="1" data-bbox="220 589 451 763"> <tr> <th colspan="2">Promotion Rate by Grade for 2006</th> </tr> <tr> <td>Grade 6</td> <td>70%</td> </tr> <tr> <td>Grade 7</td> <td>73%</td> </tr> <tr> <td>Grade 8</td> <td>78%</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Schoolwide Promotion Rate		05-06	73.5 %	04-05	78.4 %	03-04	75%	02-03	76%	Promotion Rate by Grade for 2006		Grade 6	70%	Grade 7	73%	Grade 8	78%			<p>An increase of the students who pass six or more classes per grading quarter.</p>	<p>Creative and flexible scheduling will be used to extend the learning time for students in specific areas of concern.</p> <p>Teachers will implement various differentiated instructional strategies in order to accommodate all learning styles.</p> <p>Students will use the progress monitoring system to monitor their achievement on a weekly basis.</p> <p>Teachers will provide students with multiple opportunities for success by using the Form A and B process for all assignments and tests.</p> <p>Teachers will use effective questioning techniques and tasks that elicit, engage, and challenge each student's thinking for deeper understanding.</p>	<p>Teacher training focused on the effective strategies for decreasing student retention.</p> <p>Differentiated Instruction Training</p> <p>Student Leadership Training on Academic Responsibility, Reliability, and Resiliency.</p> <p>Teacher training on authentic grading practices and the correlation to standardized testing performance.</p> <p>Parent workshops on strategies for increasing the academic success for all students.</p>	<p>Informal and formal classroom observations</p> <p>Monitoring of students' present level of performance based on assessment and testing data. Data analysis of all common assessments and testing (biweekly, mid-phase, and quarterly) will be conducted by the data team, department, and the grade level.</p> <p>Data reviews of all interim progress reports and quarterly report cards.</p>	<p>A graph that reflects a steady increase in the number of students who pass six or more classes each grading period.</p> <p>An increase of at least 6 percentage points in the school wide promotion rate for 2007 (80%).</p>
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<p>D.</p>	<p>The need exists to eliminate the achievement gap in the content area of math as it pertains to the subgroups of non-economically and economically disadvantaged students.</p> <table border="1" data-bbox="220 1203 451 1377"> <tr> <th colspan="2">SES Math SOL Achievement Gap 2006</th> </tr> <tr> <td>Grade 6</td> <td>32.2 %</td> </tr> <tr> <td>Grade 7</td> <td>38.4 %</td> </tr> <tr> <td>Grade 8</td> <td>24.2 %</td> </tr> </table>	SES Math SOL Achievement Gap 2006		Grade 6	32.2 %	Grade 7	38.4 %	Grade 8	24.2 %	<p>To decrease the SES achievement gap on all math common biweekly, mid-phase, and local quarterly assessments.</p>	<p>Teachers will employ a variety of differentiated instructional strategies based on the needs and learning styles of the students.</p>	<p>Monthly Faculty Focus and/or Vertical Team meetings</p> <p>Best Practices for reaching all students.</p>	<p>Monitoring of students' present level of performance based on assessment and testing data. SES data analysis of all common assessments and testing (biweekly, mid-phase, and quarterly) will be conducted by the data team, department, and the grade level.</p>	<p>The elimination of the predictability of student results for each subgroup, economically and non-economically disadvantaged on all common assessments.</p> <p>The SES achievement gap will close by at least 15 percentage points for each grade level</p> <table border="1" data-bbox="1711 1289 1942 1463"> <tr> <th colspan="2">SES Math SOL Achievement Gap Goal for 2007</th> </tr> <tr> <td>Grade 6</td> <td>17 %</td> </tr> <tr> <td>Grade 7</td> <td>23 %</td> </tr> <tr> <td>Grade 8</td> <td>9 %</td> </tr> </table>	SES Math SOL Achievement Gap Goal for 2007		Grade 6	17 %	Grade 7	23 %	Grade 8	9 %				
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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.	<p>The need exists to decrease the number of incidents of disruption within the school environment.</p> <p>SMART Data</p> <table border="1"> <thead> <tr> <th colspan="2">Disruption Referrals</th> </tr> </thead> <tbody> <tr> <td>04-05</td> <td>506</td> </tr> <tr> <td>05-06</td> <td>704</td> </tr> </tbody> </table>	Disruption Referrals		04-05	506	05-06	704	<p>To maintain a school environment that is conducive to learning for all.</p> <p>To decrease the number of infraction referrals in the area of disruption as indicated on the monthly discipline reports.</p>	<p>Conduct quarterly grade level discipline and motivational assemblies.</p> <p>Teachers will implement the strategies of procedures and routines for managing behavior within the classroom.</p> <p>Appropriate referrals will be made to the Safe Schools Program and outside youth agencies.</p> <p>Individual success meetings will be held with all students receiving 3 or more referrals. The student, administration, and parent will work to collaboratively develop a success plan for improvement.</p> <p>Gender specific motivational sessions will be conducted for select students (Strength Explorer-Grade 6).</p> <p>Implementation of the Ruffner Academy Mentorship Program.</p>	<p>All staff will participate in school-wide “Discipline with Dignity” training.</p> <p>Grade level and cluster meetings focused on reviewing discipline data and developing intervention plans for the students and teachers.</p> <p>Select teachers (new and veteran) to participate in the BEST, COMP, or TESA program.</p> <p>Character education training and exposure for teachers and students.</p> <p>Parent workshops focused on enhancing the social success of their child.</p> <p>Strength Explorer training for sixth graders.</p> <p>Creating and maintaining disciplined learning environment training for all deans.</p>	<p>Monthly SMART (discipline) data reviews.</p> <p>Formal and informal classroom management observations conducted by the administration and dean of students.</p> <p>Attendance log and evaluations for all professional development related to classroom management.</p> <p>Student feedback forms for the motivational sessions.</p>	<p>A steady decrease in referrals for disruption as indicated by monthly SMART data reviews.</p> <p>An end of year decrease in disruption referrals by 15 % in comparison to 2006. The 2007 goal is to have less than 600 referrals.</p>
Disruption Referrals												
04-05	506											
05-06	704											

			Implementation of a school-wide character education program.			
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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 # 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.	<p>The need exists to increase direct parent and guardian involvement that is centered on student achievement.</p> <table border="1"> <tr> <th colspan="2">Parent Contact and Conferences</th> </tr> <tr> <td>04-05</td> <td>1071</td> </tr> <tr> <td>05-06</td> <td>1128</td> </tr> </table>	Parent Contact and Conferences		04-05	1071	05-06	1128	To increase the number of parent/guardian contacts pertaining to the academic achievement of the Ruffner Academy students as indicated by the weekly parent conference log.	<p>Implementation of the Ruffner Academy weekly parent teacher conference afternoon (Wednesday).</p> <p>Continued implementation of parent communication strategies: parent link phone system, quarterly newsletters, interactive school website, student agendas, email, and school marquee message board.</p> <p>Implementation of the Esembler Parent Grade Access Program.</p> <p>Our school will:</p> <ul style="list-style-type: none"> - conduct PTA, community, and parent/guardian information meetings. - conduct community or home visit sessions with parents. 	<p>Parent/Guardian volunteer information sessions.</p> <p>Teacher training sessions on fostering stronger connections between the school and home.</p> <p>Parent, Community, and Staff Technology Night</p> <p>Parent SOL Night for grades 6, 7, and 8.</p>	<p>Parent/Guardian logs</p> <p>Meeting agendas and minutes.</p> <p>Program evaluation logs</p>	<p>An increase in the number of parent and/or guardian contacts and conferences held pertaining to student achievement.</p> <table border="1"> <tr> <td>Goal for 2007</td> <td>1450</td> </tr> </table>	Goal for 2007	1450
Parent Contact and Conferences														
04-05	1071													
05-06	1128													
Goal for 2007	1450													
B.	The need exists to involve the community in all aspects of student academic and social development.	To increase the number of volunteer hours completed by community members as indicated by the Ruffner Academy quarterly volunteer log.	Continued implementation of the Ruffner Academy Mentorship Program (RAMP).	<p>Mentor training</p> <p>Community Connections training for select staff members.</p>	<p>Volunteer Logs</p> <p>Community events and activities agendas and follow up forms.</p>	A 50% increase in the number of hours for community members providing mentor services to Ruffner Academy students to 415.								

	<p>Community Data</p> <p>Community Volunteer hours for 2006: 277</p> <p>Community Partnerships for 2006: 10</p>	<p>To increase the amount of direct community and business support and resources for the overall enhancement of Ruffner Academy as evidenced by the quarterly partnership activity log.</p>	<p>Ruffner Academy will collaborate with area businesses, churches, organizations, and universities to sponsor academic and recreational activities.</p> <p>Our school will:</p> <ul style="list-style-type: none"> - conduct community forums and volunteer interest meetings. - conduct community visits and events in order to increase the school's presence within our various neighborhoods. 	<p>Community workshops on volunteerism.</p>	<p>Documentation of partnership agreements and sponsored programs.</p> <p>Mentorship Program Evaluation.</p>	<p>An increase in active community partnerships to 14.</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 # 4: Other- Adequate Yearly Progress (AYP)

	<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.	<p>The need exists for all students to participate in statewide tests in Reading/Literature, Math, and Science 8.</p> <table border="1"> <tr> <td>Reading</td> <td>93%</td> </tr> <tr> <td>Math</td> <td>93%</td> </tr> <tr> <td>Science</td> <td>92%</td> </tr> </table>	Reading	93%	Math	93%	Science	92%	<p>Increase the percentage of students who participate in all common biweekly, mid-phase, and local quarterly assessments in Reading, Math, and Science 8.</p>	<p>Our school will:</p> <ul style="list-style-type: none"> - Monitor the participation rate on all common assessments. - Conduct school-wide SOL participation activities. - Implement testing procedures and routines to ensure test participation. - Conduct stakeholder sessions to provide information on the importance and benefits of student participation in assessments and testing. 	<p>Teacher in-services pertaining to Adequate Yearly Progress requirements.</p> <p>Parent SOL participation workshops for all grade levels. (Ruffner SOL Night)</p>	<p>Teacher attendance logs</p> <p>Review and comparison of class rosters to testing rosters and participation data.</p>	<p>At least 95% of all Ruffner Academy students in all grades will participate in statewide testing in Reading/Literature, Mathematics, and/or Science 8.</p>
Reading	93%											
Math	93%											
Science	92%											

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".

Individuals Beyond School Improvement Team Members Were Involved in Developing Our Plan
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The Ruffner Academy school accountability plan is an outgrowth of collaboration between various stakeholders. Recommendations were included from faculty, staff, students, parents, and the community. This was done via faculty meetings, parent sessions, student interviews, grade level meetings, and data review sessions.

Methods Used to Communicate Our Plan

Communicating our goals and objectives to all stakeholders is a vital component of our plan for success. Our goals and progress are made public to all stakeholders via newsletters, our website, meetings, and presentations. We also make our plan available to stakeholders by maintaining a hard copy in our media center. We openly invite individuals to review our plan, discuss our progress, and to provide input for growth.
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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 Leadership	August 2006 – May 2007	Department Chairpersons, Deans, Cluster Leaders	Attendance Logs, Presentation notes, and minutes
Data Analysis Training	Ongoing	All Ruffner Academy Teachers	Attendance Logs
Reading, Writing, and Math Vocabulary Building Across All Content Areas.	August, September, and October 2006	All Ruffner Academy Teachers	Attendance Logs, Feedback Forms
Effective Questioning Strategies	September 2006		
Professional Learning Community Training	September 2006		
Discipline with Dignity	August 2006 - May 2007 (Quarterly)	Select Teachers (Based on SMART Data)	Attendance Logs
Differentiated Instruction	Ongoing	All Ruffner Academy Teachers	Attendance Logs
Instructional Technology Training	Ongoing	All Teachers	Professional Leave Forms, Feedback Forms, Attendance Logs