



NORFOLK PUBLIC SCHOOLS

Coronado School

SCHOOL ACCOUNTABILITY PLAN Year: 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools
Yvette B. Williams, Principal

October, 2006

Dear Coronado 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 Coronado School better.

Sincerely,

Principal

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)

<u>Continuous Growth of Student Academic Achievement</u>	<input checked="" type="checkbox"/>	Promotion/Retention Data	<input checked="" type="checkbox"/>	Students Without Incidents of Possession of Weapons Other than Firearms in School
<input checked="" type="checkbox"/> Standards of Learning Test Results	<input checked="" type="checkbox"/>	PSAT Participation		<u>Active Engagement of Parents, Business, and Community in Educational Process</u>
<input type="checkbox"/> SAT Participation and Test Results	<input type="checkbox"/>	Teachers Meeting State Licensure		Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
<input type="checkbox"/> ACT Participation and Test Results	<input checked="" type="checkbox"/>	Classes Taught by Certified Teachers	<input checked="" type="checkbox"/>	Total Volunteer Hours by Parents and Community Members in Schools
<input type="checkbox"/> Advanced Placement Exam Results and Enrollment	<input checked="" type="checkbox"/>	Professional Development Hours and Involvement Related to Academic Achievement	<input checked="" type="checkbox"/>	Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/> Dual Enrollment Class Results and Enrollment		<u>Safe, Secure & Disciplined Learning Environment</u>	<input type="checkbox"/>	Training Workshops Provided for Parents/Community
<input type="checkbox"/> International Baccalaureate Results and Enrollment	<input type="checkbox"/>	District Stakeholder	<input type="checkbox"/>	<u>Other</u>
<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	<input type="checkbox"/>	Volunteer Log
<input type="checkbox"/> STAR Test Results	<input type="checkbox"/>	Incidents of Physical Violence	<input type="checkbox"/>	Adequate Yearly Progress (AYP)
<input checked="" type="checkbox"/> Gates-MacGinitie Test Results	<input type="checkbox"/>	Incidents of Possession of Firearms in School	<input checked="" type="checkbox"/>	State Report Card* (also gives demographic information)
<input type="checkbox"/> PALS Test Results	<input type="checkbox"/>	Incidents of Possession of Weapons Other than Firearms in School	<input checked="" type="checkbox"/>	Completing Algebra I by the End of 8 th Grade
<input type="checkbox"/> Narrowing of the Achievement Gap	<input type="checkbox"/>	Students Without Incidents of Physical Violence in School	<input type="checkbox"/>	Other (<i>please specify</i>):
<input checked="" type="checkbox"/> Attendance Data for Students and Staff	<input type="checkbox"/>	Students Without Incidents of Possession of Firearms in School		
<input checked="" type="checkbox"/> Dropout Statistics				
<input checked="" type="checkbox"/> Graduation Rates				
<input checked="" type="checkbox"/> Reading on Grade Level				
<input checked="" type="checkbox"/> Foreign Language				
<input type="checkbox"/> Scholarships Earned				

II. Objectives Linked to Needs and Tier 2 Indicators

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

Objective # 1: Continuous Growth of Student Academic Achievement for ALL

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>
A.	67% of the students taking the Algebra 2 test scored proficient or better.	Increase the percentage of students scoring proficient or better for the Algebra 2 SOL test by 10%.	<p>Before and during school tutoring</p> <p>SOL remediation tutor sessions</p> <p>SAT/ACT/PSAT preps</p> <p>Daily math review</p> <p>Data analysis, hands-on strategies, math exemplars, and interactive technology</p> <p>SOL release items, curriculum maps, and frameworks</p> <p>Vocabulary building flash cards</p> <p>Tape recordings of vocabulary terms</p>	<p>Effective questioning techniques</p> <p>Connecting the Pieces Framework</p> <p>Math in-services</p> <p>Interdisciplinary collaborative sessions</p> <p>Data analysis training</p> <p>Technology incorporation</p> <p>Differentiated teaching strategies</p>	<p>Quarter tests</p> <p>Student conferences</p> <p>Student exhibitions</p> <p>Peer Observations</p> <p>Informal/formal observations</p> <p>District and state standards</p> <p>Teacher made assessments</p>	At least 75% of the students will score proficient or better on Algebra 2 SOL test.
B.	<p>40% of the students taking the Earth Science SOL test scored proficient or better</p> <p>45% of the students taking the Biology test scored proficient or better.</p>	Increase the percentage of students scoring proficient or better for Earth Science SOL test by 20%	<p>Differentiation of Instruction</p> <p>On-going data analysis</p> <p>Quarter test in all areas</p> <p>use labs in small learning communities</p> <p>Cooperative learning instruction</p>	<p>Data team training</p> <p>Technology training</p> <p>High order thinking skills</p>	<p>Quarter tests</p> <p>Formal observation</p> <p>Student conferences</p> <p>Participation in science workshops</p> <p>Ongoing assessment</p>	Increase science SOL students pass rate by 20%

C.	<p>56% of the students taking the United Studies SOL test scored proficient or better</p> <p>17% of the students taking the World Studies I SOL test scored proficient or better.</p> <p>22% of the students taking the World Studies II SOL test scored proficient or better.</p>	<p>Increase the percentage of students scoring proficient or better on the United States SOL test by 15%</p>	<p>Provide for differentiated instruction based on student learning and styles, modalities and multiple intelligences.</p> <p>Consider students level of cognitive development when planning and assessing lessons by engaging in pair sharing, peer tutoring, and cooperative grouping when completing lessons</p> <p>Enhance critical thinking skills by using effective questioning techniques and "Connecting the Pieces" document</p>	<p>Teacher in service training on related topics.</p> <p>Lesson Design</p> <p>Senior coordinators and department chairmen align curriculum and assessments with SOLs.</p> <p>Adopt basil test more in line with SOL curriculum.</p>	<p>Student exhibits and projects.</p> <p>District and state standards</p> <p>Peer observation and assessment</p> <p>Collaboration concerning curriculum design and assessment based on SOL's</p>	<p>At least 50% of students proficient or better on World History I,II, and U.S. History state tests.</p> <p>Increased understandings and achievements in U.S. History, World History I, II, and Us/VA history state tests.</p>
D.	<p>44% of the students taking the writing test scored proficient or better.</p>	<p>Increase the percentage of students scoring proficient or better on the writing SOL test by 26%</p>	<p>Incorporate:</p> <ol style="list-style-type: none"> 1. SOL release items 2. nonlinguistic representation 3. grammar instruction 4. vocabulary building 5.collaborative sessions 6.Interactive activities with technology. 	<ol style="list-style-type: none"> 1. Critical Thinking Skills 2. Effective questioning skills 3. Monthly share sessions 4. Best practices sessions 5. Book talks and magazine collaboration 6. Effective writing strategies 	<ol style="list-style-type: none"> 1. Formal/ Informal observations 2. Student conferences 3. Periodic classroom test 4. Student projects 5. Peer observation 6. Rubrics 7. Student Portfolios 8. Benchmark test 	<p>At least 70% of the students will score proficient or better on the district and state tests.</p> <p>Increased proficiencies nad achievements on the state SOL tests.</p>

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 average daily attendance at Coronado is 80%	Increase the average daily attendance by 10%	<p>Provide incentives: earning gifts for consistent daily attendance</p> <p>Consistent visibility in halls and cafeteria</p> <p>Phone calls to home by teachers</p> <p>Home visits by Attendance clerk.</p> <p>Feedback to parents</p> <p>Weekly parent conferences</p> <p>Quarterly recognition assembly</p>	<p>Staff discussions</p> <p>High impact strategies</p> <p>Interact with court system, Department of Social Services, Redevelopment and Housing Authority, TANF, and WIC Programs</p>	<p>Continuous attendance logs</p> <p>Truancy Coordination Representative</p> <p>Classroom attendance awards</p> <p>Home visits</p> <p>Starbase data</p>	Increase average daily attendance by 10%.
B.	Increase student accountability	Increase the level of student responsibility (enforcing school rules and policies)	<p>Implement district rules and consequences as part of school failure.</p> <p>Encourage students to ask for class work when they know they are going to be absent.</p> <p>Hold students accountable to getting class assignments and making sure test are made up in a timely manner.</p>	<p>In-service on district rules and policies affecting every Norfolk Public School.</p> <p>Teachers sharing information on discipline techniques that work in their classroom</p> <p>Records kept on teacher/student communications during student's absences.</p>	<p>Observation</p> <p>Student log on requested work.</p> <p>Conduct notices and referrals.</p>	<p>Improved student behavioral performance</p> <p>Decrease in disciplinary actions</p> <p>Increase in academic performance because of increase in student accountability.</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.	Parent Teacher Association membership is 15% of the student body.	PTA will increase it's parent membership by 20%.	Hold membership drive competition. Involvement in Community Day . Attend monthly Civic League Meetings. Adopt a School Program. Host health fair and career fair	State PTA training and conference.	PTA Roster	Increase the parent membership of the PTA by 20%
B.	Improved parents and community involvement.	Encourage parents to attend or chaperone on school field trips. Implement a program where parents are actively involved in the classroom. Invite the community to support the activities held at school.	PTA membership Training sessions for parents Community events Business sponsorships	Workshops on programs available which include parents playing a significant role in the classroom setting. Guest speakers	Observations Increase number of volunteers. More participation of parents in school functions.	Evidence of parental participation Field trip chaperones Increase academic performance Improved social skills due to the interaction of other professionals. Increase in the number of students attempting and achieving post high school education.

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

All staff members had input in designing the current accountability plan. Data referencing attendance, student behavior, grades, instructional concerns, facility, medical, and safety issues were shared in order to compile this document. Teachers and staff held departmental and vertical team meetings to review data and discuss and develop strategies to achieve desired results.

Methods Used to Communicate Our Plan

- All staff members will receive a copy of this plan
- Results published in School Brochure
- Advisory Board
- Parents and community partners will be informed of plan through newsletters and PTA meetings
- Plan will be reviewed and updated regularly during monthly staff, departmental and vertical team meetings.

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>
Quarterly Test Design	September, November	Staff	Agenda/Attendance Logs
Using Data Decisions	August, September	Staff	Agenda/Attendance Logs
Technology incorporation	September, October	Staff	Agenda/Attendance Logs
Data Reflections	October	Staff	Agenda/Attendance Logs
Differentiation Strategies	November	Staff	Agenda/Attendance Logs
Book Talks	September, November	Staff	Agenda/Attendance Logs