



# NORFOLK PUBLIC SCHOOLS

Norfolk Detention School

## SCHOOL ACCOUNTABILITY PLAN Year: 2006-07

*Dr. Stephen C. Jones, Superintendent of Schools*  
*Karen H. Perry, Principal*

October 25, 2006

Dear Norfolk Detention 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 Norfolk Detention 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)

<b><u>Continuous Growth of Student Academic Achievement</u></b>	<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 type="checkbox"/>	PSAT Participation		
<input type="checkbox"/> SAT Participation and Test Results	<input checked="" type="checkbox"/>	Teachers Meeting State Licensure		<b><u>Active Engagement of Parents, Business, and Community in Educational Process</u></b>
<input type="checkbox"/> ACT Participation and Test Results	<input checked="" 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 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"/>	Total Volunteer Hours by Parents and Community Members in Schools
<input type="checkbox"/> Dual Enrollment Class Results and Enrollment		<b><u>Safe, Secure &amp; Disciplined Learning Environment</u></b>	<input checked="" type="checkbox"/>	Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/> International Baccalaureate Results and Enrollment	<input type="checkbox"/>	District Stakeholder	<input checked="" 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		<b><u>Other</u></b>
<input checked="" type="checkbox"/> STAR Test Results	<input checked="" type="checkbox"/>	Incidents of Physical Violence	<input checked="" type="checkbox"/>	Volunteer Log
<input type="checkbox"/> Gates-MacGinitie Test Results	<input type="checkbox"/>	Incidents of Possession of Firearms in School	<input type="checkbox"/>	Adequate Yearly Progress (AYP)
<input type="checkbox"/> PALS Test Results	<input type="checkbox"/>	Incidents of Possession of Weapons Other than Firearms in School	<input type="checkbox"/>	State Report Card* (also gives demographic information)
<input checked="" type="checkbox"/> Narrowing of the Achievement Gap	<input checked="" type="checkbox"/>	Students Without Incidents of Physical Violence in School	<input type="checkbox"/>	Completing Algebra I by the End of 8 <sup>th</sup> Grade
<input checked="" type="checkbox"/> Attendance Data for Students and Staff	<input checked="" type="checkbox"/>	Students Without Incidents of Possession of Firearms in School	<input checked="" type="checkbox"/>	Other (please specify): TABE Test, Diagnostic Reading Reports and Dept. of Juvenile Justice Date
<input checked="" type="checkbox"/> Dropout Statistics				
<input type="checkbox"/> Graduation Rates				
<input type="checkbox"/> Reading on Grade Level				
<input 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.	<p>Targets 1-3-4</p> <p>Increase the reading level, for students in detention 100 days or more by 1.5 to 2 grade levels</p>	<p>Increase planning to focus on reading across the curriculum</p>	<p>1. Create a reading centered environment in each classroom</p> <p>* Teachers will display word walls, story boards, and bulletin boards for reading in all content areas.</p> <p>* Teachers will develop lesson plans which show grouping for direct instruction in guided reading and writing.</p> <p>* Teachers will employ BEST practice strategies for reading in their lesson plans.</p> <p>*Instructional material, i.e. poetry, signs, lists, labels, magazines, and reference material will be displayed in each classroom</p>	<p>Teachers will participate in professional development that focuses on the implementation of classroom reading instruction to meet the needs of all students.</p> <p>* Power Planning Sessions</p> <p>* BEST Practice Reading Workshops</p> <p>* Communication Skills Training Sessions</p> <p>2. Teachers will attend reading strategy sessions within the school sponsored by the reading and communication skills teacher</p>	<p>1. Weekly review of lesson plans</p> <p>2. Formal and informal observations</p> <p>3. Pre and post reading tests</p> <p>4. Reading placement and diagnostic tests</p> <p>5. Reading and writing journals and portfolios</p> <p>6. Ongoing informal assessments, authentic assessments of reading skills and strategies which include:            *Rereading            *Summarizing            *Paraphrasing            *Fact/Opinion            *Main Idea            *Editorials            *etc.</p>	<p>Increase the reading levels for students in detention 100 days or more by 1.5 to 2 grade levels as indicated by:</p> <p>1. An increase in post test reading scores</p> <p>2. An increase in the number of students reading fluently and on grade level</p> <p>3. An increase in formal and informal reading assessment scores</p> <p>4. An extended vocabulary in oral and written communication</p>

B.	<p>Targets 1-3- 4</p> <p>Increase the reading level, for students in detention 100 days or more by 1.5 to 2 grade levels</p> <p>CONTINUED</p>	<p>Increase reading levels through an intense focus on:</p> <ol style="list-style-type: none"> <li>1. Phonics Instruction</li> <li>2. Fluency</li> <li>3. Comprehension</li> <li>4. Vocabulary</li> </ol>	<p>2. Direct Instruction which focuses on the following:</p> <ul style="list-style-type: none"> <li>* Oral reading of familiar text with a buddy or partner</li> <li>* Developing skills in word recognition, speed, accuracy and proper expression</li> <li>* Explicit, formal instruction in comprehension strategies such as: graphic organizers, DRTA, SQ3R, PAR, Two-column Notetaking, Outling, Comp/Contrast, etc.</li> <li>* Employ various vocabulary building strategies</li> </ul> <p>A. School-wide reading contests and spelling bees</p> <p>B. Before, after and weekend reading initiatives</p>	<p>1. Teaches will participate in all district-wide staff development activities (Springboard sessions) that address district-wide deficiencies (as noted in reading test results) and effective practices in the teaching of reading and writing.</p> <p>2. All content area teachers will participate in professional development in teaching reading in their content area.</p>	<ol style="list-style-type: none"> <li>1. Weekly review of lesson plans</li> <li>2. Formal and informal observations</li> <li>3. Pre and post reading tests</li> <li>4. Reading placement and diagnostic tests</li> <li>5. Reading and writing journals and portfolios</li> <li>6. Ongoing informal assessments, teacher-made assessments of reading skills and strategies which include: <ul style="list-style-type: none"> <li>* Rereading</li> <li>* Summarizing</li> <li>* Paraphrasing</li> <li>* Fact/Opinion</li> <li>* Main Idea</li> <li>* Editorials</li> <li>* etc.</li> </ul> </li> </ol>	<p>Increase the reading levels for students in detention 100 days or more by 1.5 to 2 grade levels as indicated by:</p> <ol style="list-style-type: none"> <li>1. An increase in post test reading scores</li> <li>2. An increase in the number of students reading fluently and on grade level</li> <li>3. An increase in formal and informal reading assessment scores</li> <li>4. An extended vocabulary in oral and written communication</li> <li>5. Increase in student scores on quarterly tests</li> </ol>
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C.	<p>Targets 1-3-4</p> <p>Increase in 8th grade writing SOL results for students in detention 80 days prior to SOL testing</p>	<p>Increase writing skills by teaching writing as a process; integrated with reading across the curriculum; provide teacher support and encouragement as students work through the process of writing; the teaching and practices of metacognitive strategies planning how to approach a given task, monitoring comprehension, and evaluation progress</p>	<p>Daily writing activities include:</p> <ul style="list-style-type: none"> <li>* Writing in journals</li> <li>* Teach/Reteach the writing process in every content area</li> <li>* Teachers will incorporate reading responses and /or process entries in their daily lesson plans</li> <li>* Writing for a variety of purposes and audiences (expository, descriptive, technical and functional) in every content area.</li> <li>* Teach students ways to organize informational writing such as:</li> </ul> <p>Compare/Contrast Descriptive Sequential Cause and Effect and Persuasive</p>	<ol style="list-style-type: none"> <li>1. Teachers will participate in all district-wide staff development activities for reading/writing across the curriculum.</li> <li>2. Communication skills teachers will host in-house staff development sessions on the writing process, writing prompts, assessing writing, writing rubrics, writing strategies, high-interest reading material, ect.</li> <li>3. Plan inservice sessions with T/TAC-Training and Technical Assistance Center to increase teacher knowledge, best practices for instructional strategies, and resources, aimed for the needs of students with disabilities</li> </ol>	<ol style="list-style-type: none"> <li>1. Weekly review of lesson plans</li> <li>2. Formal and informal observations</li> <li>3. Pre and post writing prompts</li> <li>4. Diagnostic placement test</li> <li>5. Reading and writing journals and portfolios</li> <li>6. Guided Writing- the teacher and students work together to develop a piece of writing</li> <li>7. Ongoing informal assessments</li> </ol> <ul style="list-style-type: none"> <li>* Retelling</li> <li>* Conferences</li> <li>* Information Reading Inventories</li> <li>* Teacher-made Assessments</li> </ul>	<p>A 80% increase in writing scores on:</p> <ol style="list-style-type: none"> <li>1. SOL Writing Tests</li> <li>2. Writing samples in various genres</li> <li>3. Written responses in content lesson assignments</li> <li>4. Problem solving and inquiry writing activities</li> <li>5. Published writings and school sponsored contests, student magazines and newspapers, i.e., Teen Ink and Getting Ready</li> <li>6. Increase in student scores on quarterly tests</li> </ol>
D.	<p>Targets 1-3-4</p> <p>Increase middle school math SOL scores for students in detention 80 days prior to SOL testing</p>	<p>Increase vocabulary levels through reading, writing and discussions</p>	<ol style="list-style-type: none"> <li>1. Use rule of four to represent problem situations: graphically, algebraically, verbally and numerically</li> <li>2. Use reading, writing and data collection strategies from Springboard training and activities</li> <li>3. Increase the number of tutors in math</li> <li>4. Multiple assessment techniques aligned with instruction will be used to assess student mastery</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff development workshops which focus on educational assessment, technology, standards-based instruction, IEP, precision teaching, remediation strategies and diverse learners</li> <li>2. Attend math study groups for Math 6, Math 7 and Math 8</li> <li>3. Attend Springboard and Power Planning Sessions</li> </ol>	<ol style="list-style-type: none"> <li>1. Formal and informal observation</li> <li>2. Review of teacher lesson plans</li> <li>3. Student generated paragraphs, tables, equations (generalizations) and graphs of data</li> </ol>	<p>1. An 80% increase in scores on:</p> <p>SOL Writing Tests</p> <p>formative and summative teacher- made tests</p> <p>written responses in content lesson assignments</p> <p>problem solving and inquiry activities</p> <p>2. Increase in student scores on quarterly 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.	<p>Target 2</p> <p>Provide a school-wide intervention plan to equip students with the skill sets and knowledge base to make better choices and to be better equipped to become productive citizens</p>	<p>Increase the number of opportunities for exposure to local, state, and federal official who will provide data, research based information and facts</p>	<p>1. Monthly assemblies and informal information sessions will be provided during and after school</p> <p>2. Provide students with opportunities to dialogue with public officials and stakeholders</p> <p>3. Daily character education for all students</p>	<p>1. Ongoing development and assessment of the school's focused character education component</p> <p>2. Monthly collaboration meetings to set the agenda for character education lessons</p> <p>2. Staff development opportunities for teachers provided by local, state, and federal agencies, as well as non-profit support agencies</p>	<p>1. Observation of character education lessons</p> <p>2. Hall Displays</p> <p>3. Increase in support by local, state, and federal officials</p> <p>4. Increase in the number of activities</p>	<p>1. A reduction in the rate of recidivism at Norfolk Detention Center</p> <p>2. A 75% increase in student knowledge of the social, civic and legal aspects of society.</p> <p>3. A 50% reduction in the number of discipline referrals</p>
B.	<p>Target 2</p> <p>Increase the cooperative working relationship between the staffs of Norfolk Juvenile Detention Center (NJDC) and Norfolk Detention School (NDS) to ensure a safe, secure, and disciplined environment</p>	<p>Increase the number of business and community partners</p>	<p>1. Teacher and staff joint collaboration and training to include:</p> <ul style="list-style-type: none"> <li>* QBA Workshops</li> <li>* Mutual Goal Setting</li> <li>* Commonalities, Mind Sets and Job Descriptions</li> <li>* Teambuilding Strategies/Games</li> <li>* Professionalism and Sensitivity Training</li> </ul> <p>2. Display suggestion/concern boxes for the staffs of the NJDC and NDS to communicate concerns and/or suggestions..</p>	<p>NONE</p>	<p>1. Formal and informal surveys from both staffs</p> <p>2. Weekly review of the incident log and the number of violations involving:</p> <ul style="list-style-type: none"> <li>* Discipline Infractions</li> <li>* Fights</li> <li>* Classroom Disruptions</li> </ul> <p>3. Weekly review of concerns and suggestions placed in each of the boxes</p>	<p>1. Increased cooperative working relationship between the staffs of NJDC and NDS to promote positive behavior in students as evidenced by:</p> <ul style="list-style-type: none"> <li>* a 50% reduction in the number of student referrals and conduct violations</li> <li>* 80% increase in the number of students without incidents of physical violence in school</li> </ul> <p>2. A stronger alliance between NJDC and NDS to promote a more positive learning environment as surveyed by 90% of the staffs of NJDC and NDS.</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.	Target 2 Increase the percentage of business and community members involved in the education process	Increase the number of business and community partners	1. Recruit business and community volunteers/partners across the curriculum  2. Provide an open house for business and community stakeholders  3. Provide job fairs and career day activities for students	NONE	Monthly log of business and community partners supporting the educational program at Norfolk Detention School	1. Increase in business and community partners by 25%  2. Increase in the students' general knowledge across the curriculum

B.	<p>Target 2</p> <p>Increase the number of workshops provided for parent empowerment and advocacy</p>	<p>Increase the number of workshops and support sessions provided for parents</p>	<ol style="list-style-type: none"> <li>1. Survey parents for suggested workshop topics</li> <li>2. Provide a bi-monthly parent workshops on the following topics: <ul style="list-style-type: none"> <li>* SOLs/Study Skills</li> <li>* Obtaining Vocational and Technical Skills</li> <li>* Developing Discipline and Coping Skills</li> <li>* Bullying Prevention Skills</li> <li>* Drug Prevention Skills</li> <li>* Gang Awareness</li> </ul> </li> <li>3. Provide parents information bags full of support literature</li> <li>4. Provide a suggestion/help box for parents</li> <li>5. Contact each parent to assess the student's previous school experiences and current needs</li> </ol>	<p>NONE</p>	<ol style="list-style-type: none"> <li>1. Sign-in logs for parent workshops</li> <li>2. Analysis of workshop evaluation forms</li> <li>3. Log of parents' questions and suggestions with responses</li> </ol>	<ol style="list-style-type: none"> <li>1. A 50% increase in the number of parent workshops</li> <li>2. A 50% reduction in the number of behavior violations</li> </ol>
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### 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

Although our school is located within the walls of a juvenile detention facility, we seek to improve the academic skills of each student as well as address their social and emotional needs. The accountability team for Norfolk Detention School is made up of a unique group of individuals. This team has been charged with the responsibility of identifying specific needs and establishing the best instructional strategies for all students assigned to Norfolk Detention School. Many individuals from various business community and court service agencies, who could not support the team on regular bases, offered many suggestions and great ideas. Many have offered their services to help meet the objectives laid out in our plan. We are very proud of not only our accountability team, but those new partners who have vowed to make our plan a success and improve the academic performance of the students we serve.

#### Methods Used to Communicate Our Plan

Our plan has been communicated via open meetings using powerpoint presentations, displays, transparencies, and handouts.

**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.

<b>Staff Development</b>			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
LCD: English Reading Power Planning Session for Reading SOL	March 7, 2007	All Reading/English Teachers	Attendance Logs/Agendas and Professional Development Certificates
LCD: Writing Power Planning Session for Writing SOL	January 7, 2007	All Reading/English Teachers	Attendance Logs/Agendas and Professional Development Certificates
LCD: Math and English Springboard Middle School Study Groups	1 <sup>st</sup> and 2 <sup>nd</sup> semester	Math/English Teachers	Attendance Logs/Agendas and Professional Development Certificates
Reading Strategies and High Interest Reading Material	Bi-Monthly	All Teachers	Attendance Logs/Agendas and Professional Development Certificates
T-TAC Training - Strategies for addressing and meeting the educational needs of students with disabilities	Quarterly	All Teachers	Attendance Logs/Agendas and Professional Development Certificates
DOE Sponsored Training: Meeting the educational needs of our special education students	Throughout the school year	Special Education Teachers	Attendance Logs/Agendas and Professional Development Certificates