



NORFOLK PUBLIC SCHOOLS

Easton PreSchool

SCHOOL ACCOUNTABILITY PLAN

Year: 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools
Sharon A. Carson, Principal

October 30, 2006

Dear Easton Preschool 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 Easton Preschool School better.

Sincerely,

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Sharon Carson	A
Tami White	P
Kristi Bryant/Julie Sayer	T
Chan Walden	R
Corey Jones/Liz Melchor	T
Laurie Weymouth/Sherry Wheeler	T
Karen Sanford	.
Patricia Foreman/Debbie	R
Schlenkermann	T
Velma Glover	.
Courtney Doyle/Joyce Mallory	R
	T
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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
9-18-06	8:00 - 8:45	Rooms 9, 12, 14, 15, 18
9-21-06	1:30 - 3:20	Conference Room
10-12-06	1:30 - 3:20	Conference Room
10-23-06	8:00 - 8:45	Rooms 9, 12, 14, 15, 18
11-15-06	8:00 - 8:45	Conference Room
12-11-06	8:00 - 8:45	Conference Room
1-29-07	8:00 - 8:45	Rooms 9, 12, 14, 15, 18
2-26-07	8:00 - 8:45	Rooms 9, 12, 14, 15, 18
3-12-07	8:00 - 8:45	Rooms 9, 12, 14, 15, 18
4-23-07	8:00 - 8:45	Conference Room
5-14-07	8:00 - 8:45	Rooms 9, 12, 14, 15, 18
6-13-07	8:00 - 8:45	Conference Room

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)

<u>Continuous Growth of Student Academic Achievement</u>	<input type="checkbox"/>	Promotion/Retention Data	<input checked="" type="checkbox"/>	Students Without Incidents of Possession of Weapons Other than Firearms in School
<input 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		<u>Active Engagement of Parents, Business, and Community in Educational Process</u>
<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			<input checked="" type="checkbox"/>	Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/> International Baccalaureate Results and Enrollment		<u>Safe, Secure & Disciplined Learning Environment</u>	<input checked="" type="checkbox"/>	Training Workshops Provided for Parents/Community
<input type="checkbox"/> Governor's School Results and Enrollment	<input checked="" type="checkbox"/>	District Stakeholder		<u>Other</u>
<input type="checkbox"/> STAR Test Results	<input checked="" type="checkbox"/>	Professional Development Hours and Involvement Related to School Climate and Student Discipline	<input checked="" type="checkbox"/>	Volunteer Log
<input type="checkbox"/> Gates-MacGinitie Test Results			<input type="checkbox"/>	Adequate Yearly Progress (AYP)
<input type="checkbox"/> PALS Test Results		Incidents of Physical Violence	<input checked="" type="checkbox"/>	State Report Card* (also gives demographic information)
<input checked="" type="checkbox"/> Narrowing of the Achievement Gap	<input type="checkbox"/>	Incidents of Possession of Firearms in School	<input type="checkbox"/>	Completing Algebra I by the End of 8 th Grade
<input type="checkbox"/> Attendance Data for Students and Staff	<input type="checkbox"/>	Incidents of Possession of Weapons Other than Firearms in School	<input checked="" type="checkbox"/>	Other (please specify): COR, ELAP, LAP-D, Nonstandardized School-Wide Checklist
<input checked="" type="checkbox"/> Dropout Statistics	<input type="checkbox"/>	Students Without Incidents of Physical Violence in School		
<input type="checkbox"/> Graduation Rates	<input type="checkbox"/>	Students Without Incidents of Possession of Firearms in School		
<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>
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A.	<p>1a. COR Pass % - Language & Literacy</p> <p>Full Day PK 04-05 71% 05-06 83.8%</p> <p>1b. PK PALS Pass %</p> <p>04-05 71% 05-06 91.2%</p> <p>1c. Language & Literacy Checklist Pass %</p> <p>04-05 PK4 - 84% ECSE - 73%</p> <p>05-06 PK4 - 85% ECSE - 80% ECSE - 67% on "age specific" checklists</p>	<p>1a. Increase by 2% the percentage of Full Day PK students who meet the benchmark goal on the COR assessment in the area of language and literacy by June, 2007</p> <p>1b. Increase by 2% the number of students who meet the minimum gains on the PALS by June, 2007</p> <p>1c. All students will demonstrate an increase in their mastery of skills on the literacy checklists by 30% from pre to post testing</p>	<p>4 year old students will utilize journals/portfolios to regularly document progress in literacy and writing (PL)</p> <p>Students will be provided opportunities to work in literacy centers during teacher-directed small group instruction (PL)</p> <p>Students current work supporting literacy and writing is posted (PL)</p> <p>Provide on-going opportunities for turn taking, engagement in conversations, and predictions (PL)</p> <p>All 4 year old classrooms will display "word walls" of frequently used words (PL)</p> <p>Provide books to ECSE students on buses "Ride to Read" Program (PL)</p>	<p>Literacy training for teachers during weekly team meetings</p> <p>Utilize Easton teacher to present strategies to colleagues from early reading course she teaches in partnership with UVA</p> <p>Provide monthly instructional tips and strategies for staff in strategic building locations (restrooms, staff lounge, cafeteria, etc.)</p> <p>Oral Language Workshop - Dr. Lance Gentile</p> <p>Provide parent workshop on "Book Choice: How to Encourage an Appetite for Reading"</p> <p>Training by Compensatory Education Dept. for ECSE teachers to administer PALS as a pilot program in January, 2007</p>	<p>COR Pre & Post Test Scores</p> <p>PALS Pre & Post Test Scores</p> <p>ELAP/LAP-D Quarterly Assessment Data (October, January, April)</p> <p>Informal and Formal Checklists</p> <p>Differentiated instructions/flexible grouping</p> <p>Walkthroughs to NPS' Kindergarten classrooms</p> <p>Teacher Observations</p> <p>Lesson Plan Review</p> <p>School-wide literacy checklists</p>	<p>1a. At least 85% of the Full Day PK students will meet the benchmark goal on the COR assessment in the area of language and literacy by June, 2007</p> <p>1b. 93% of all Full Day PK students will meet the minimum gains on the PALS by June, 2007</p> <p>1c. All students at Easton Preschool will demonstrate an increase of 30% on their literacy checklists by June, 2007</p>
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<p>B.</p>	<p>2a. COR Results in Mathematics & Science Full Day PK</p> <p>04-05 78.5% 05-06 85.7%</p> <p>2b. Pass % on the school-wide math checklist in June, 2006</p> <p>PK - 94% ECSE - 61%</p>	<p>2a. Increase by 2% the percentage of Full Day PK students who meet the benchmark goal on the COR assessment in the area of math by June, 2007</p> <p>2b. Increase each student's mastery of skills on the math checklist by 30% as evidenced by June, 2007</p>	<p>All students will participate in instructional opportunities that focus on concepts of:</p> <ul style="list-style-type: none"> *numbers *patterns *shapes *classification *graphing (PL/O) <p>4 year old ECSE students will be introduced to "Every Day Counts" Math Program (PL/O)</p> <p>Students will participate in "Graph of the Month" activities (PL/O)</p> <p>All students will participate in "Math Fun Week" activities in Jan/Feb, 2007 (PL/O)</p> <p>Students will be provided opportunities to generate and test hypotheses (PL/O)</p>	<p>"Every Day Counts" training for ECSE 4 year old teachers</p> <p>Staff will routinely share instructional math strategies at weekly team meetings</p> <p>Walkthrough visits to Kindergarten sites to observe successful instructional strategies</p>	<p>Workshop attendance logs</p> <p>Minutes of team meetings</p> <p>Math checklists (pre/monthly/post data results)</p> <p>Permanent products/student participation in school-wide hallway graphing projects</p>	<p>2a. At least 87% of the Full Day PK students evaluated by the COR will meet or exceed the benchmark goal in the area of math by June, 2007</p> <p>2b. All Easton Preschool students will demonstrate a 30% increase in their mastery of skills on the math checklist by June, 2007</p>
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C.	<p>3a.Technology 80 % of students in the focus group demonstrated little or no skills to communicate wants and needs in 2005-2006</p> <p>3b.Technology 4 year old students (Full Day and ECSE) did not have access to the internet for the 2005-2006 school year</p>	<p>3a. Returning Easton students utilizing AT (Augmentative Communication) will increase their scores in communication and literacy by 10% as evidenced by their IEPs</p>	<p>Students will demonstrate use of devices in AT bins provided for each ECSE classrooms (PL/G)</p> <p>Teachers will utilize the internet to bookmark appropriate educational websites for preschool age student use (PL/O)</p>	<p>Annual Technology Fair</p> <p>Boardmaker Training</p> <p>T-TAC training through Old Dominion University</p>	<p>Tech Fair sign-in log</p> <p>Boardmaker workshop agenda & attendance logs</p> <p>T-TAC workshop evaluations</p> <p>Checklist for 4 year old students on computer knowledge</p> <p>Monthly review of data by data teams</p> <p>Periodic review of lesson plans</p>	<p>3a. At least 80 % of the students in the focus group utilizing AT will improve communication by 10% as measured by their IEPs by June, 2007</p> <p>3b. At least 75% of Easton 4 year olds will demonstrate an understanding of Basic Operations & Concepts of the Computer</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 # 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.	There were 12 documented accidents resulting from student inattention in the Fall, 2006	Decrease the number of documented accidents due to student inattention	<p>Students will identify and avoid potential hazards in their immediate environments (G)</p> <p>Teachers will provided direct instruction on identification and avoidance of potential environmental hazards (G)</p> <p>Teachers will read and discuss on a weekly basis, committee-provided social stories about hazard avoidance and include them in their lesson plans (G)</p>	<p>Staff training on the use of committee created "social stories"</p> <p>Teachers/staff will maintain a classroom log of accidents and injuries reported to the Principal/ Designee</p>	<p>Review teachers' lesson plans on a monthly basis to document instruction via "social stories"</p> <p>Review of 2006-2007 Accident Reports from Risk Management</p> <p>Classroom Logs</p>	<p>Following the implementation of the "Social Story Program" in November, 2006, Easton Preschool students will demonstrate a decrease in the number of documented accidents resulting from student inattention</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.	1a. % of Parents in attendance at PTA meetings 04-05 5% 05-06 72%	1a. Increase by 3% the number of parents/families who attend PTA meetings	Actively pursue at least one additional community partnership with a local business to provide parent incentives for attendance at PTA meetings (refreshments, door prizes, T-shirts to recognize Students of the Month, etc.) (O)	Continue to recognize Students of the Month at PTA Meetings Continue to include student performances at all PTA meetings Workshop: "Raising Children to Care"	Attendance Sign-in sheets	1a. 75% of parents of Easton Preschool students will attend PTA meetings for the 2006-2007 school year
B.	1b. % of parents in attendance at a minimum of one school related activity 04-05 75% 05-06 92%	1b. Increase by 3% the number of parents/families who attend school related activities	Provide training and workshops at convenient times for parents when they are most often in the building (9:00 a.m./2:00 p.m.) (PL/O)	Collaborate with parent liaison/ business partners (Food Lion, Kiwanis, etc.) to plan activities that encourage parent participation Submit Food Lion Grant Application for 2006-2007 school year	Classroom sign-in sheets collected monthly Class artwork/drawings for business display	1b. 95% of parents of Easton Preschool students will participate in a variety of school related activities for the 2006-2007 school year

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

The Principal and the School Leadership Committee met to review pertinent data and create a "skeletal draft" of the Accountability Plan for presentation to the school staff. Teams which included instructional and support staff met in August, September and October to discuss the plan and make changes and revisions. In conjunction with the Accountability Plan, data teams were created at each "age" level (2's, 3's and 4's). Data teams meet weekly throughout the year to review student progress. Vertical teams were created with representation from each of these data teams and meet monthly with the Principal to monitor student progress.

Methods Used to Communicate Our Plan

The finalized Accountability Plan was shared with the entire staff during the October staff meeting. The plan will be shared with our newly elected PTA Board prior to our November meeting. A copy of the letter found in this document was sent home to parents in October, 2006. In addition, newsletters and parent meetings will be used to provide ongoing communication to our stakeholders.

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>
Oral Language Strategies Dr. Lance Gentile	October, 2006	Full Day PK Teachers	Certificates
In Building Training on Every Day Counts Math Program	October, 2006	Full Day/ECSE 4 year old Teachers	Attendance Log
Pre-K to K Early Childhood Skills Seminar	October, 2006	ECSE, Full Day PK Teachers	Agenda, Handouts, Certificates
Sensory Integration and Behavior Strategies Can Work Together	October, 2006	ECSE Teachers	Agenda, Handouts, Certificates
Staff Training on the Use of Boardmaker	March, 2007	Full Day PK Teachers Gen & ECSE Paraprofessionals	Attendance Log, Handouts
Annual Technology Fair	January, 2007	Easton Staff, Parents, ECSE Teachers in satellite locations	
How to Administer the PALS	December, 2006	ECSE Teachers, Comp Ed	
Strategies for Enhancing Early Literacy in the Classroom Partnership with UVA	November/December, 2006	Full Day/ECSE Teachers, Camp Allen Kindergarten Teachers	Attendance Log, Agendas
City-Wide Collaborative Staff Development - ECSE/PKStaff	November, 2006	Easton Instructional Staff	Certificates
Math Fun Fair	January/February, 2007	School Staff, Parents,	Attendance Log