



NORFOLK PUBLIC SCHOOLS

ECC Stuart School

SCHOOL ACCOUNTABILITY PLAN Year: 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools
Rosetta Woodhouse, Site Coordinator

October 2006

Dear ECC at Stuart 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 ECC at Stuart a World Class School.

Sincerely,

Rosetta Woodhouse
Site Coordinator

Committee Members/Representation

Committee Meetings

<i>Individual</i>	<i>Position</i>	<i>Date</i>	<i>Time</i>	<i>Location</i>
Rosetta Woodhouse	A	10/12/06	8:00 - 9:00	Cafeteria
Yvette Anderson	T	11/9/06	8:00 - 9:00	Cafeteria
Joaquin Richardson	T	12/8/06	8:00 - 9:00	Cafeteria
Kimberly Melvin	O	1/12/07	8:00 - 9:00	Cafeteria
Katherine Wise	T	2/8/07	8:00 - 9:00	Cafeteria
Lelia Tynes	R	3/8/07	8:00 - 9:00	Cafeteria
Tawanna Hardy	C/P	4/19/07	8:00 - 9:00	Cafeteria
Janie Harrison	C	5/10/07	8:00 - 9:00	Cafeteria
Judy Alley	T			
David Nye	C			

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 and the community in the educational process. The other two indicators can support any of the three School Board objectives.**

Tier 1 Indicators (shading indicates areas in which data must be collected at the school level)					
	<u>Continuous Growth of Student Academic Achievement</u>	X	Promotion/Retention Data	X	Students Without Incidents of Possession of Firearms in School
	Standards of Learning Test Results		PSAT Participation	X	Students Without Incidents of Possession of Weapons Other than Firearms in School
	SAT Participation and Test Results	X	Teachers Meeting State Licensure		<u>Active Engagement of Parents and Community in Education Process</u>
	ACT Participation and Test Results	X	Classes Taught by Certified Teachers	X	Opportunities for Parent and Community Members to Assist Improving Reading and Mathematics Proficiency
	Advanced Placement Exam Results and Enrollment	X	Professional Development Hours and Involvement Related to Academic Achievement	X	Opportunities for Parents and Community Members To Serve As Ambassadors for the Division
	Dual Enrollment Class Results and Enrollment	X	<u>Safe, Secure & Disciplined Learning Environment</u>	X	Opportunities for All to Become Involved with School Division Goal, Objectives, and Expectations
	International Baccalaureate Results and Enrollment	X	NQSI Survey Data	X	Interactive Parent Contacts Involving Student Achievement
	Governor’s School Results and Enrollment	X	Professional Development Hours and Involvement Related to School Climate and Student Discipline		<u>Other</u>
	STAR Test Results	X	Incidents of Physical Violence		State Report Card* (also gives demographic information)
	Gates-MacGinitie Test Results	X	Incidents of Possession of Firearms in School		
X	PALS Test Results	X	Incidents of Possession of Weapons Other than Firearms in School		Other (please specify)
	Narrowing of the Achievement Gap	X	Students Without Incidents of Physical Violence in School		
X	Attendance Data for Students and Staff				
	Dropout Statistics				
	Graduation Rates				

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><u>PALS Pass % - Letter Sounds</u> 4 Yr Olds 03 – 84.4 04 – 78.0 05 – 68.1</p> <p>83.5% of the students passed the literacy portion of Beginning Sounds in the Spring of 2006, but had some difficulties in the area of letter identification and sound</p>	<p>Increase the percentage of students scoring proficient or better on monthly assessments of letters and sounds</p>	<p>The teacher will:</p> <ul style="list-style-type: none"> ◆ Monitor Breakthrough to Literacy Weekly. (T3.2, PL1) ◆ Schedule phonological awareness activities that would involve understanding of sounds in spoken words (Target sounds in words, Rhyming word games, Words from a story, and Picture and word sorts to assist in sound/letter discrimination (T1.3, PL1) ◆ Provide learning packages for Parents to practice concepts at home (T2.2, PL1) <p>PL - Powerful Literacy</p> <ul style="list-style-type: none"> ◆ T1 – Target 1, Power Standard 	<p>The staff will participate in the following in-services:</p> <ul style="list-style-type: none"> ◆ Promoting Letter Sound Recognition workshops in Faculty Meetings ◆ Assessing and Remediating in the Classroom ◆ Developing Phonological Awareness in Young children ◆ Data Driven Instruction <p>The parents will participate in the following workshops: Read and Grow (Daily home reading program)</p> <ul style="list-style-type: none"> ◆ Training Pants Workshop 	<ul style="list-style-type: none"> ◆ Daily Observations ◆ Walkthroughs ◆ Anecdotal Notes ◆ Lesson Plans ◆ PALS (Pre & Post) ◆ Vertical Teams & Committee Meetings 	<ul style="list-style-type: none"> ◆ 90% of the students will pass Letter Sounds on the PALS assessment

B.	<u>PALS Pass % - Lower Case Letters</u> 4 Yr Olds 03 – 83.0 04 – 84.0 05 – 76.1	Increase the percentage of students scoring proficient or better on monthly assessments of lower case letter identification.	The teacher will: <ul style="list-style-type: none"> ◆ Compare letters through the use of visual display (T1.3 PL3, 4) ◆ Use graphic organizers to sort letters (Tall letters, Letters with curves, Letters with holes, Letters with straight lines) (T1.3 PL3) ◆ Use playful and engaging repetition (T1.3 PL7) 	<ul style="list-style-type: none"> ◆ The teachers will: participate in the following workshops: <ul style="list-style-type: none"> ◆ Review Entering and Deleting PALS Results on-line ◆ Letter Links Books ◆ Training Pants The parents will participate in the following workshops: <ul style="list-style-type: none"> ◆ Plato Make It, Take It ◆ Training Pants ◆ Family Literacy Night 	<ul style="list-style-type: none"> ◆ Daily Observations ◆ Vertical Discussions ◆ Walk-Throughs ◆ PALS (Pre & Post Observations ◆ Workshops Attendance Logs and Minutes 	<ul style="list-style-type: none"> ◆ At least 90% or more of the students will meet the PALS benchmark on Lower Case Letters.
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C.	<p>COR % Passed in Math & Science</p> <table border="1"> <thead> <tr> <th>Yr</th> <th>3 yrs</th> <th>4 yrs</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>90.6</td> <td>93.1</td> </tr> <tr> <td>04</td> <td>100</td> <td>91.3</td> </tr> <tr> <td>05</td> <td>97.1</td> <td>91.0</td> </tr> </tbody> </table>	Yr	3 yrs	4 yrs	03	90.6	93.1	04	100	91.3	05	97.1	91.0	<p>Increase the number of students passing daily/ weekly/ monthly assessments.</p>	<p>The teacher will focus on the following concepts:</p> <ul style="list-style-type: none"> ◆ Identifying Position and direction ◆ Identifying Sequence, Change, and Causality ◆ Identifying materials and properties <p>The teacher will:</p> <ul style="list-style-type: none"> ◆ Implement graphic organizers during the instructional day (T3.1, PL3,4, 10) ◆ Use 3 items daily review problem-solving tasks in both whole/small groups (T3.1, PL3) ◆ Use appropriate vocabulary when comparing or describing objects (T1.1, T2.1, PL8) ◆ Provide activities that encourage exploration of materials and properties (T4.1, PL2, 4, 5, 8) 	<ul style="list-style-type: none"> ◆ Teachers, parents, and students will participate in a “Training Pants Workshop” ◆ Teachers will do a “Look and Share Math/Science” during Faculty Meetings ◆ Teachers will attend workshops on “Creating Math/Science Exploration Centers” 	<ul style="list-style-type: none"> ◆ Daily Observations ◆ Walkthroughs ◆ Anecdotal Notes ◆ Lesson Plans ◆ COR (Pre & Post) Observations ◆ Checklists 	<ul style="list-style-type: none"> ◆ 100% of the students will pass the COR Math & Science
Yr	3 yrs	4 yrs																
03	90.6	93.1																
04	100	91.3																
05	97.1	91.0																

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 # 2: Safe, Secure, and Disciplined learning Environment

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>
A.	<p>There were a number of accident reports submitted throughout the school year:</p> <p><u>2003</u> <u>2004</u> 20 11</p> <p><u>2005</u> 33</p>	Decrease the number of accident reports written during the 06-07 school year for teachers and students	<p>The teachers will:</p> <ul style="list-style-type: none"> ◆ Announce the Safety Tip of the Month in newsletters (T4.1) ◆ Display monthly bulletin Board that supports school safety ◆ Post Safety Tips throughout the building (T4.1) ◆ Walk throughout the classroom for monitoring of students (T4.1) 	<p>Teachers will be in-serviced on:</p> <ul style="list-style-type: none"> ◆ Playground & Building Safety ◆ Crisis Management ◆ Safety Plans for Special students 	<ul style="list-style-type: none"> ◆ Accident Reports ◆ Daily Observations ◆ Safety Surveys 	<ul style="list-style-type: none"> ◆ The number of accident reports will continue to decrease by 10 or more

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 # 3: Active Engagement of Parents, Business, and Community in the Educational Process

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>
A.	In 2005, 95.62% of the students arrived to school on time. 4.38% of the students were tardy.	Decrease the rate of students not arriving to school on time.	Staff/Committee will: (T2.2, P112) <ul style="list-style-type: none"> ◆ make phone contact after the second tardy ◆ make home visits after the third tardy (A letter will be left for parents to schedule a visit with the Site Coordinator) ◆ Conference with (Site Coordinator) and give feedback to parent liasions ◆ Schedule Attendance Recognition Ceremonies 	Involve staff in monthly staff development <ul style="list-style-type: none"> ◆ Building Effective Parent Relationships Invite parents in <ul style="list-style-type: none"> ◆ Attendance workshops 	<ul style="list-style-type: none"> ◆ Attendance Records ◆ Parent Liaisons' Logs 	A decrease in the number of students who are tardy by 10%.

III. Plan Development and Dissemination Process

We used a multistage process in developing our comprehensive 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

During the pre-service week and early release day, the planning team met with staff to identify needs at all levels. The needs were discussed and the team identified strategies for the seven tier two indicators that would increase student achievement, insure a more disciplined learning environment, and involve business and community partnership in the education process.

Methods Used to Communicate Our Plan

The methods used to communicate our plan consist of:

- Planning Team work sessions
- Committee meetings and work sessions
- Review by PTA President and Community Partners
- Home-School newsletters
- Faculty Meeting
- PTA Meetings
- PTA Board Meetings
- Civic League Meetings

V. Needs Assessment: School-wide Staff Development Focus

Based on our staff development 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			
Topic	Timeline	Participants	Documentation such as Attendance Logs, Agendas, etc.
Analyzing PALS Data	September, 2006	All Staff	Attendance Logs, Agenda
Crisis Plan	October, 2006	Teachers and Assistants	Certificates, Agenda, Attendance
Training Pants Child Study (Speech Teacher)	November, 2006	Teachers and Assistants	Follow-up Observations, Attendance Logs, Agenda
Review Bi-monthly Data	November, 2006	Teachers and Assistants	Attendance, Agenda
Math and Science Workshop	December, 2006	Teachers and Assistants	Attendance, Agenda
Promoting Letter Sounds	December, 2006	Teachers and Assistants	Attendance, Agenda
Playground and Building Safety	January, 2007	All Staff	Attendance, Agenda
Literacy Centers: Sharing Ideas	February, 2007	Teachers and Assistants	Attendance, Agenda
Math Centers	March, 2007	Teachers and Assistants	Attendance, Agenda
Phonological Awareness	May, 2007	Teachers	Attendance, Agenda