



NORFOLK PUBLIC SCHOOLS

Norfolk Technical Center **School**

SCHOOL ACCOUNTABILITY PLAN Year: 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools
William Davis, Jr., Principal

A Message from the Principal . . .

October 16, 2006

Dear NTC 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 NTC better.

Sincerely,

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation	
Individual	Position
William Davis, Jr.	A
Andrea Carrington	T
Carolyn Faulcon-Dixon	T
David C. Jacobs	A
Maureen Duke	T
Roberta Rakestraw	T
Lisa Weber	G
Lewis Richardson	B
Wendy Tisdell	T
Andre Sullivan	T
Tyrone Goodman	R
Linda Cockrell	T

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
Aug. 21	1:45-2:40 pm	Principal's Conference Rm
Sept. 19	1:45-2:40 pm	Principal's Conference Rm
Oct. 3	1:45-2:40 pm	Principal's Conference Rm
Nov. 20	1:45-2:40 pm	Principal's Conference Rm
Jan. 16	1:45-2:40 pm	Principal's Conference Rm
Feb. 19	1:45-2:40 pm	Principal's Conference Rm
Mar. 19	1:45-2:40 pm	Principal's Conference Rm
Apr. 23	1:45-2:40 pm	Principal's Conference Rm
May 22	1:45-2:40 pm	Principal's Conference Rm

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)		
<p><u>Continuous Growth of Student Academic Achievement</u></p> <p>Standards of Learning Test Results</p> <p>SAT Participation and Test Results</p> <p>ACT Participation and Test Results</p> <p>Advanced Placement Exam Results and Enrollment</p> <p>Dual Enrollment Class Results and Enrollment</p> <p>International Baccalaureate Results and Enrollment</p> <p>Governor’s School Results and Enrollment</p> <p>STAR Test Results</p> <p>Gates-MacGinitie Test Results</p> <p>PALS Test Results</p> <p>Narrowing of the Achievement Gap</p> <p>Attendance Data for Students and Staff</p> <p>Dropout Statistics</p> <p>Graduation Rates</p> <p>Stanford 9 Test Results</p>	<p>Promotion/Retention Data</p> <p>PSAT Participation</p> <p>Teachers Meeting State Licensure</p> <p>Classes Taught by Certified Teachers</p> <p><u>Professional Development Hours and Involvement Related to Academic Achievement</u></p> <p><u>Safe, Secure & Disciplined Learning Environment</u></p> <p>NQSI Survey Data</p> <p><u>Professional Development Hours and Involvement Related to School Climate and Student Discipline</u></p> <p>Incidents of Physical Violence</p> <p>Incidents of Possession of Firearms in School</p> <p>Incidents of Possession of Weapons Other than Firearms in School</p> <p>Students Without Incidents of Physical Violence in School</p>	<p>Students Without Incidents of Possession of Firearms in School</p> <p>Students Without Incidents of Possession of Weapons Other than Firearms in School</p> <p><u>Active Engagement of Parents, Business, and Community in Educational Process</u></p> <p><u>Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency</u></p> <p><u>Total Volunteer Hours by Parents and Community Members in Schools</u></p> <p><u>Direct Interactive Parent Contacts Involving Student Achievement</u></p> <p><u>Training Workshops Provided for Parents/Community</u></p> <p><u>Other</u></p> <p>State Report Card* (also gives demographic information)</p> <p>Other (please specify):</p>

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>II. School Board Objective Linked to Needs and Tier 2 Indicators</p> <p>Objective #1 More NTC students need to score at or above proficient in EOC test in Math to meet or exceed the division goal of 72% passing rate - passing rate for 2005-06 was 67.8%</p>	<p>Increase the percentage of students who successfully complete math-related word problems specific to technical course content</p>	<p>Teachers will identify the math concepts, formulas, and vocabulary being used in their program's curriculum</p> <p>Teachers will use math-related, real-world problems to teach industry-related math for their course</p> <p>Teachers will post weekly math word-problems to support content currently being taught</p> <p>Teacher will use content-related web-sites to develop creative lesson plans (i.e. Marco Polo Illuminations)</p> <p>Teachers and students will participate in the "Math Brain Teaser" Contest on a bi-weekly basis</p>	<p>Teachers will share math-related lessons and activities that effectively teach industry-related math</p> <p>Resource person (s) will be utilized to assist teachers and students with industry-related math problems</p> <p>Teacher will have opportunities to attend workshops and complete training in math instruction and using technology to teach math</p>	<p>Percentage of class (or student) participation in the brain-teaser competition</p> <p>A resource bank of lesson plans submitted and shared by teachers will reflect the use of math-related, real-world problems</p> <p>Students will successfully complete their program's math word problem of the week</p>	<p>Increase the percentage of students who proficiently solve course content related math problems</p> <p>Increase the percentage of students who score proficient or better on the Math SOL's from 67.8% to 72%</p>

B.	Our research indicates that use of a transitional team is instrumental to the academic success of our special needs student population	Interim data will reflect that at least 85% of our Special Needs Population are receiving a grade of "C" or higher	<p>Transition Specialist will:</p> <ol style="list-style-type: none"> 1. provide an "IEP-At-A-Glance" for each student 2. be assigned to classes w/5 or more special needs students 3. visit programs w/spec needs students from their home school once a month 4. correspond (via e-mail) with teachers 5. create "curriculum snapshots" w/instructors for select programs <p>One paraprofessional will float between classes w/ 5 or more special needs students</p> <p>Guidance Counselor will maintain special ed. files</p>	<p>Teachers will attend the "CTE Institute" (Summer, 2006)</p> <p>Counselors will inservice instructors on "behavior contracts", BIPs and special ed. codes</p> <p>Guidance Counselor will participate in Transition Advisory Board Meetings:</p> <p style="text-align: center;">9/28</p> <p style="text-align: center;">12/14</p> <p style="text-align: center;">3/22</p> <p style="text-align: center;">6/07</p>	<p>Survey Transition Specialists each interim to determine the number of hours spent coordinating services for their NTC students</p> <p>Monitor the IEP sign-out log</p> <p>Survey teacher and transitional specialist satisfaction</p>	<p>100% of our special needs students receiving accommodations as stipulated in their IEP</p> <p>85% of our special needs population passing with a grade of "C" or higher</p>
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C.	<p>NTC had a 38% increase in the number of students taking certification exams from 2004-05 (178) to 2005-06 (287)</p> <p>Of the 287 students testing for certification, 153 (53%) passed their exam</p>	<p>Interim data will reflect at least 72% of all eligible students passing certification quarterly assessments</p>	<p>Instructors will administer a quarterly assessment to determine student readiness</p> <p>Prepare students for taking licensure/certification tests with practice-test software, teacher-prepared practice tests, and other resources</p> <p>Communicate benefits of industry-wide certification and testing details (scheduling, costs) to students and parents at orientation and open house</p> <p>Perkins money will be used to offset the cost of taking a licensure/certification exam</p> <p>A computer lab (A7) will be utilized for online certification preparation and testing</p> <p>Showcase students taking and passing licensure/certification exams through newsletters and on our website</p>	<p>Teachers will attend the CTE Institute (Summer 2006) and other conferences/training workshops</p> <p>Teachers will receive up-to-date licensing/certification information through the CTE state website, state and national publications (e.g. <i>Techniques</i>), and licensing agencies</p> <p>Teachers will acquire and maintain licensing/certification</p>	<p>Collect interim data measuring the number of students passing quarterly assessments</p> <p>Monitor additional data indicating opportunities for certification and numbers taking and passing licensure/certification exams</p> <p>Collect data from licensing agencies and test administrators to calculate percentage of students passing certification/licensure exams</p>	<p>Increase the percentage of students passing licensure/certification quarterly assessments (72%)</p> <p>Increase the percentage of students taking certification exams by at least 10%</p> <p>Increase the percentage of students passing certification exams by at least 10%</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 As Student Results?</i>
A.	There were 343 total disciplinary infractions in 2005-2006	Review of the monthly discipline data will reflect a decrease in the number of disciplinary infractions by at least 10%	<p>Consistently enforce attendance and tardy rules</p> <p>Consistently start classes on time and actively engage students</p> <p>Teachers will greet students as they arrive at the classroom door</p> <p>Bimonthly attendance meetings with guidance counselor</p> <p>Attendance Technician will meet with students in the NTC Attendance Club. She will closely monitor students with current truancy court orders</p> <p>Discipline Committee will meet monthly</p> <p>Teachers will use Behavior Contracts and after-school detention as an intervention prior to referral</p> <p>“Student of the Quarter” recognition</p>	<p>Teachers will participate in the “Day of Discipline”</p> <p>Teachers will participate in monthly faculty meeting sharing sessions</p> <p>Teachers will participate in Book Talk “Flipping the Switch” (relates to Conflict Indicators)</p>	<p>Collect interim data measuring number of disciplinary referrals</p> <p>Monitor resource staff – sign-in log</p> <p>Quarterly attendance recognition receptions</p> <p>Semester certificates for exemplary attendance records</p>	Decrease the number of discipline referrals by at least 10% (343 in 2005-06 to 309 in 2006-07)

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.	<p>In 2005-06 eighteen (18) programs at NTC offered Internships for students</p> <p>Of the 240 students eligible for internship 119 (50%) participated in the experience</p>	<p>Data will reflect a 20% increase in the percentage of students participating in job-shadowing, internship, and work experiences</p> <p>Data will reflect an increase from 18 to 23 programs offering internships</p>	<p>A school-wide effort (administration, guidance, and staff) will be made to increase the number of internship sites – utilizing personal and professional contacts</p> <p>Teachers will pro-actively seek business/community-partners that could provide job-shadowing experiences for our students</p> <p>Encourage qualifying students to participate</p> <p>Mentorship of teachers by internship committee members</p> <p>Create a job-shadowing day during the first semester – utilizing community members</p>	<p>The “Internship Committee” will provide new teachers with training and necessary paperwork for creating and maintaining a work experience program</p> <p>The “Internship Committee” will provide encouragement and mentorship for teachers without current internships</p> <p>“Internship Committee” will meet quarterly</p>	<p>Collect Internship Log which will indicate: Student/Internship Site/Date/Times/etc.</p> <p>Quarterly Internship Committee Meetings to evaluate progress</p> <p>Interim data collection of students participating in work experience programs</p>	<p>A 20% increase in the percentage of students participating in job-shadowing, internship, and work experiences</p> <p>An increase of 5 (18 to 23) programs offering internships</p>

B.	Feedback from Business/Education Leaders' surveys from Mock Interview Week (Spring 2006) indicate that NTC completers, seniors, post-grads, and GED students are not prepared for the interview process	Interim data will reflect that students are receiving workforce development training to prepare them for productive options, as evidenced by the use of two (2) workforce readiness lesson plans per interim	<p>Teachers will receive training on how to use the "Workforce Readiness Skills" lesson plan manual</p> <p>Students will receive professional training related to resume writing and the interview process (i.e. Virginia Employment Commission, advisory council members, central office staff, NTC staff, business contracts, etc.)</p> <p>NTC will conduct mock interviews for all senior, post-grad, completer and GED students (Spring 2007)</p> <p>School Counselor/Staff will offer KUDER Career Planning System workshops in the classroom – VAView will be introduced</p> <p>Career Coach will assist NTC School Counselor through classroom visits</p>	<p>Teachers will attend the "CTE Institute" (Summer, 2006)</p> <p>Teams will attend NTPN and ACTE Conferences</p> <p>Teachers will attend an inservice conducted by authors of "Workforce Readiness Skills" lesson plan manual (VA Beach Public Schools)</p>	<p>Collect Interim data on the use of workforce readiness lesson plans</p> <p>Keep record of all students who participate in the mock interview</p> <p>Technology Specialist & School Counselor will develop an "Interview Question Bank" with trade specific questions</p>	<p>All seniors, post-graduates, GED students and program completers will have a resume before leaving NTC</p> <p>Increase the number of workforce readiness skills lessons taught each Interim</p> <p>Increase the number of students using the "Interview Question Bank"</p> <p>Increase number of students participating in the mock interview process</p>
C	In 2005-06 26 of the 36 programs (72%) at NTC conducted 1 or more Advisory Council Meetings	Interim data will reflect that all programs have an active advisory council that meets at least twice a year	<p>Teachers will solicit volunteers from the community and industry to serve on advisory councils</p> <p>Teachers will keep minutes from the advisory council meetings and submit to administration</p>	<p>Teachers will attend the "CTE Institute" (Summer, 2006)</p> <p>VATIE will offer updates</p> <p>Businesses in the industry will offer updates to assist teachers</p>	<p>Collect Interim data on the number of advisory council meetings</p> <p>Administration will collect minutes from the advisory council meeting</p>	All programs will have an active advisory council that meets at least twice a 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
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Administrators and members of the Accountability Team solicited input from faculty members and Advisory Councils. The team has met continuously and suggestions from these outside sources have helped us narrow our focus and fine-tune the plan. CTD (John Allusi) was extremely helpful in providing us with Tier I data specific at NTC.
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Methods Used to Communicate Our Plan

In order to communicate our plan, committee members were given updated drafts during each planning session. Prior to final approval, each faculty member was given an opportunity to review the draft and make suggestions. The plan is available in our main office, and on our website, for public viewing.

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>
CTE Institute	Summer 2006	Presenter - CTE Professional Dev. Institute Participants - 11&12 mos. Instructors	Certification of Completion
VASSP Conference	Summer 2006	Presenter – VASSP Participants- Davis, Jacobs	
Linux +	Summer 2006	Presenter – Participant – Mike Weber	Certification of Completion
Principal’s Convocation	July 19-21	Presenter - Superintendent/Staff Participants - Davis, Jacobs	Certification of Completion
Data Collection Using Excel	Aug 17 & 22	Presenter – Tyrone Goodman Participants – Faculty	Certification of Completion
CIW Training	September 20 -22	Presenter – Participant – Evelyn Williamson	Certification of Completion
Book Review “Flipping The Switch”	August 28	Presenter - David Jacobs Participants - Faculty and Staff	Certification of Completion
Day Of Discipline	August 30	Presenter - Jacobs/Discipline Committee Participants - Faculty	Certification of Completion
Classroom Instruction That Works	September 29	Presenter – Dr. Corbin/Valerie Ford Participant - Faculty	Certification of Completion
Working with The Media	September 19	Presenter – Vincent Rhodes Participants – William Davis, Jr.	Certification of Completion
Workplace Readiness Skills Curriculum	September 21	Presenter – Debbie Briscoe Participant - Faculty	Certification of Completion
Data Team Training	October 10	Presenter – LCD Participant - Jacobs	Certification of Completion
Realizing the College Dream	October 10	Presenter – VDOE & ECMC Participant - Weber	Certification of Completion
Data and Technology	October 12	Presenter – Jacobs/Rakestraw Participants - Faculty	Certification of Completion
Communications Training (Key Communicators)	October 16	Presenter – Public Information Dept. Participants – Weber, Jacobs	Certification of Completion
Photoshop Part II	October 16	Presenter – NorthStar Training Participants – Tiffany Wilkins	Certification of Completion
Team Projects Using Problem-Based Case Studies in the Classroom	October 20 - 21	Presenter – Mike Weber/Mary Brown/TCC Participants - Duke	Certification of Completion
NTPN Conference, Dallas	November 1 - 4	Presenter - NTPN Staff Participants- Davis, Tisdell, Weber, Carrington	Certification of Completion

City-Wide CTE In-Service	November 13	Presenter – Gordon Creasy/CTE Staff Participants - MS/HS/CTE Staff	Certification of Completion
ACTE Conference	November 30 – Dec. 2	Presenter - ACTE Staff Participants – Jacobs, Durso, Rakestraw, Tatum	Certification of Completion
VASSP Secretary’s Conference	March	Presenter - VASSP Staff Participants - Payton, Hinton	Certification of Completion
CISCO Network Training	Monthly	Presenter - CISCO Regional Representative Participant - Dave Cigich	Certification of Completion
Virginia Transition Forum	March 12 – 14	Presenter – Lisa Weber Participant – Lisa Weber	Certification of Completion
BEST Training	Aug. 23, Oct. 5, Nov. 16, Dec. 7, Jan. 4, Feb. 1, Mar. 1, April 19, June 7	Presenter - Valerie Ford/Staff Participant - Horticulture	Certification of Completion
Mentor Training	Sept. 21, Oct. 26, Nov. 22	Presenter - Valerie Ford/Staff Participants -	Certification of Completion
COMP Training	Sept. 21, Oct. 26, Nov. 22, Jan. 19, Feb. 23, March 22	Presenter - Valerie Ford/Staff Participant - McNair	Certification of Completion
TESA Training	Oct. 6, Nov. 17, Dec. 8, Jan. 5, Feb. 2	Presenter - Valerie Ford/Staff Participants - Ward, Stokes, Howard	Certification of Completion