



# NORFOLK PUBLIC SCHOOLS

Chesterfield Academy Elementary **School**

## SCHOOL ACCOUNTABILITY PLAN

**Year:** 2007-2008

***Dr. Stephen Jones, Superintendent of Schools***

Mr. Sterling White, ***Principal***

October 12, 2007

Dear Chesterfield Academy Elementary 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 Chesterfield Academy Elementary School better.

Sincerely,

Principal

## SCHOOL ACCOUNTABILITY TEAM

### Committee Members/Representation

Individual	Position
Sterling White	A
Phillip Pitts	A
Kathy Verhappen	T
Shelly Spain	T
Tonya Bagby	T
April Thomas	T
Kenneth Vaughan	T & P
Sharon Ferron	T
Karen Foster	T
Jerald Edwards	T
April Sanders	T & P
Andrea Parker	T & P
Natasha Lemelle	T
Alley Dariah	T
Ashanda Bickham	T
Celestina Small	T
Donald Shovely	T
Ada Johnson	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
The first, second and third Tuesday of each month	8:10-8:50	Parent Center Mobile 7

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.

## World Class Performance Measures

To support the achievement of the four targets of a World Class School District, the following Performance Measures have been identified:

### A: Teacher Quality

- Performance Measure A1: Teacher Retention
- Performance Measure A2: Highly Qualified Teachers
- Performance Measure A3: Teacher Attendance
- Performance Measure A4: Teacher Evaluation

### B: Student Achievement

- Performance Measure B1: Graduation Rate
- Performance Measure B2: Certifications earned, received and CTE diplomas
- Performance Measure B3: Completion of Algebra I by the end of 8<sup>th</sup> grade
- Performance Measure B4: PSAT participation and achievement
- Performance Measure B5: AP or Dual Enrollment participation and achievement
- Performance Measure B6: SAT/ACT participation and achievement
- Performance Measure B7: IB Program Graduates
- Performance Measure B8: Reading on Grade Level
- Performance Measure B9: SOL Science
- Performance Measure B10: SOL History
- Performance Measure B11: SOL Math
- Performance Measure B12: SOL English
- Performance Measure B13: Promotion

### C: Quality Learning Environment

- Performance Measure C1: Percent of Attendance by level & NCLB subgroups
- Performance Measure C2: Student Discipline & Infractions
- Performance Measure C3: Chronic Absenteeism
- Performance Measure C4: Safe Schools
- Performance Measure C5: School Environment

### D: Leadership and Organizational Quality

- Performance Indicator D1: School-based Leadership

## **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 letter/number notation indicated for Tier I indicators corresponds to the Strategic Plan Performance Measure.

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"/> Standards of Learning Test Results (B9-12)	<input type="checkbox"/> Graduation Rate (B1)
<input checked="" type="checkbox"/> <i>Narrowing the Achievement Gap (B9-12)</i>	<input type="checkbox"/> Completed Algebra by End of Eighth Grade (B3)
<input checked="" type="checkbox"/> <i>SOL Science (B9)</i>	<input type="checkbox"/> PSAT Participation and Achievement (B4)
<input checked="" type="checkbox"/> <i>SOL History (B10)</i>	<input type="checkbox"/> SAT/ACT Participation and Achievement (B6)
<input checked="" type="checkbox"/> <i>SOL Math (B11)</i>	<input type="checkbox"/> Foreign Language Enrollment
<input checked="" type="checkbox"/> <i>SOL English (B12)</i>	<input type="checkbox"/> Scholarships Earned
<input checked="" type="checkbox"/> Reading on Grade Level (B8)	<input checked="" type="checkbox"/> Teacher Retention (A1)
<input checked="" type="checkbox"/> <i>STAR Test Results</i>	<input checked="" type="checkbox"/> Highly Qualified Teachers (A2)
<input checked="" type="checkbox"/> <i>Gates-MacGinitie Test Results</i>	<input checked="" type="checkbox"/> <i>Classes Taught by Highly Qualified Teachers (A2)</i>
<input checked="" type="checkbox"/> <i>PALS Tests Results</i>	<input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement
<input type="checkbox"/> International Baccalaureate Program Enrollment, Results, Graduates (B7)	<input type="checkbox"/> Attendance Data for Staff (A3)
<input type="checkbox"/> Advance Placement or Dual Enrollment Participation and Achievement ( B5)	<input checked="" type="checkbox"/> Attendance Data for Students & NCLB Subgroups (C1)
<input type="checkbox"/> Certifications Earned, Received and CTE Diplomas (B2)	<input checked="" type="checkbox"/> <i>Chronic Student Absenteeism (C3)</i>
<input type="checkbox"/> Promotion/Retention/Dropout (B13)	<input type="checkbox"/> Governor's School Results and Enrollment
	<input type="checkbox"/> <b>Professional Development Hours and Involvement Related to Academic Achievement</b>

**Tier 1 Indicators** (shading indicates areas in which data must be collected at the school level)

<u>Safe, Secure &amp; Disciplined Learning Environment</u>	<u>Active Engagement of Parents Business and Community in Educational Process</u>
<input checked="" type="checkbox"/> District Survey Data (C4,C5)	<input checked="" type="checkbox"/> Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
<input checked="" type="checkbox"/> Safe Schools (C4)	<input checked="" type="checkbox"/> Total Volunteer Hours by Parents and Community Members in Schools
<input checked="" type="checkbox"/> School Environment (C5)	<input checked="" type="checkbox"/> Direct Interactive Parent Contacts Involving Student Achievement
<input checked="" type="checkbox"/> Incidents of Physical Violence (C2)	<input checked="" type="checkbox"/> Training Workshops Provided for Parents/Community
<input checked="" type="checkbox"/> Incidents of Possession of Firearms in School (C2)	<input type="checkbox"/> <b><u>Other</u></b>
<input checked="" type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School (C2)	<input checked="" type="checkbox"/> Local Benchmarks/Standards of Excellence
<input checked="" type="checkbox"/> Students Without Incidents of Physical Violence in School (C2)	<input checked="" type="checkbox"/> State Benchmarks/Standards of Excellence
<input checked="" type="checkbox"/> Students Without Incidents of Possession of Firearms in School (C2)	<input checked="" type="checkbox"/> National Benchmarks/Standards of Excellence
<input checked="" type="checkbox"/> Students Without Incidents of Possession of Weapons Other than Firearms in School (C2)	<input type="checkbox"/> International Benchmarks/Standards of Excellences
<input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to School Climate and Student Discipline	<input checked="" type="checkbox"/> Volunteer Log
	<input checked="" type="checkbox"/> Adequate Yearly Progress
	<input checked="" type="checkbox"/> State Report Card
	<input type="checkbox"/> Other (please specify):

## 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>77% of Grade 3 students and 79% of Grade 4 students scored proficient or better on the English SOL test. The focus strand is comprehension.</p> <p>Trend Data/Grade 3</p> <p>02-03 72%</p> <p>03-04 75%</p> <p>04-05 69%</p> <p>05-06 76%</p> <p>06-07 77%</p> <p>Trend Data/Grade 4</p> <p>05-06 82%</p>	<p>Increase the percentage of students scoring proficient or better in the English comprehension strand on common formative triweekly and quarterly assessments.</p>	<p>TSW utilize non-linguistic representations in weekly vocabulary instruction in all content areas.</p> <p>TSW identify similarities and differences.</p> <p>TSW use flip books, graphic organizers, and foldables with fiction and non-fiction.</p> <p>TSW use summarizing and note taking.</p>	<p>Training during weekly Staff Development on using:</p> <ul style="list-style-type: none"> <li>* various graphic organizers</li> <li>* usage of nonlinguistic representations</li> <li>* Compass Learning, Study Island, SMARTBoard and Kidspiraton</li> <li>*Metacognitive reading strategies</li> </ul>	<p>Workshop agendas &amp; meeting minutes</p> <p>Exit Tickets</p> <p>Internal &amp; External Walkthroughs</p> <p>Formal &amp; Informal Observations w/feedback</p> <p>Periodic review of lesson plans by administrators</p> <p>Evident in student work samples</p> <p>Monitoring Accountability Plan Progress (MAPP)</p>	<p>Post graphs of percentage of students scoring proficient or better on common formative triweekly and quarterly assessments.</p> <p>Increase the number of students scoring proficient or better to 85%.</p>

<p>B.</p>	<p>77% of Grade 4 students scored proficient or better on the Math SOL test. The focus strands are computation and estimation and patterns, functions and algebra.</p> <p>Trend Data</p> <p>05-06 66%</p> <p>06-07 77%</p>	<p>Increase the percentage of students scoring proficient or better on common formative triweekly and quarterly assessments in computation and in patterns, functions and algebra.</p>	<p>TSW utilize graphic organizers (non-linguistic representations) to make real-life connections.</p> <p>TSW clarify and justify answers.</p> <p>TSW compare and contrast similarities and differences between mathematical concepts.</p>	<p>Math Specialist will conduct monthly staff development sessions on Math Expressions, Daily Math Review, and data driven decision making.</p> <p>Integration of technology: Compass Learning, First in Math, and Study Island.</p>	<p>Workshop agendas &amp; meeting minutes</p> <p>Internal &amp; External walkthroughs</p> <p>Formal &amp; Informal Observations w/feedback</p> <p>Periodic review of lesson plans by administrators</p> <p>Evident in student work samples</p>	<p>Post graphs of percentage of students scoring proficient or better on common formative triweekly and quarterly assessments.</p> <p>Increase the number of students scoring proficient or better to 85%.</p>
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<p>C.</p>	<p>83% of Grade 5 students scored proficient or better on the SS SOL Test. The focus strand is economics.</p> <p>Trend Data  02-03 67%  03-04 62%  04-05 77%  05-06 67%  06-07 83%</p>	<p>Increase the percentage of students scoring proficient or better on common formative triweekly and quarterly assessments.</p>	<p>TSW utilize graphic organizers (non-linguistic representations) to make real-life connections.</p> <p>TSW clarify and justify answers.</p> <p>TSW use summarizing and note taking.</p> <p>TSW compare and contrast similarities and differences</p>	<p>Training during weekly Staff Development on using:</p> <ul style="list-style-type: none"> <li>*various graphic organizers</li> <li>* usage of nonlinguistic representations</li> <li>* Compass Learning, Study Island, and the SMARTBoard.</li> <li>*Metacognitive reading strategies</li> </ul>	<p>Workshop agendas &amp; meeting minutes</p> <p>Exit Tickets</p> <p>Internal &amp; External Walkthroughs</p> <p>Formal &amp; Informal Observations w/feedback</p> <p>Periodic review of lesson plans by administrators</p> <p>Evident in student work samples</p> <p>Monitoring Accountability Plan Progress (MAPP)  Workshop agendas &amp; meeting minutes</p> <p>Internal &amp; External walkthroughs</p> <p>Formal &amp; Informal Observations w/feedback</p> <p>Periodic review of lesson plans by administrators</p> <p>Evident in student work samples</p>	<p>Post graphs of percentage of students scoring proficient or better on common formative triweekly and quarterly assessments.</p> <p>Increase the number of students scoring proficient or better to 88%.</p>
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D.					
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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>
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<p>A. Based on the yearly STARBASE Discipline Data Report, 43% of negative student behavior involving harrasment occurred during instructional time with 34% of the offenses involving 4th and 5th grade students.</p>	<p>TSW show a decrease in the number of incidents in classroom disruptions, harassment, and insubordination as evidenced by the STARBASE Discipline Report</p>	<p>Implement new school wide behavior modifications program for behaviorally challenged students. Students will meet weekly with Guidance Counselor, School Social Worker, School Psychologist, and Assistant Principal.</p> <p>TTW post and utilize CMCD (Consistency Management and Cooperative Discipline) strategies and implement the 15 key CMCD startegiContinue "Caught Doing The Right Thing."</p> <p>TSW participate in reinforcing effort and providing recognition.</p> <p>Identified students will participate in the school wide mentor program.</p> <p>Administrators, Guidance</p>	<p>In- Service all teachers on implementing CMCD Program.</p> <p>Inservice new teachers on CMCD. (monthly)</p> <p>Staff meetings to address discipline procedures and problem solving strategies.</p> <p>CMCD teacher support by school advisors</p>	<p>Discipline Report</p> <p>Monthly discipline data</p> <p>Teacher feedback</p> <p>Observations</p> <p>Walk about data</p> <p>Agendas and attendance logs</p>	<p>Starbase reports reflect a decrease in the number of incidents involving harrasment among 4th and 5th grade students.</p>
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B.				
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**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>
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A.	<p>Increase the number of parents participating in school functions. Last year 500 parents attended workshops and afterschool functions.</p>	<p>Increase the percentage of parents involved in the academic achievement of their students.</p> <p>Increase the percentage of parents, businesses and community members that are supporting after school workshops.</p>	<p>Survey parents to determine optimal meeting time.</p> <p>Post flyers in the community.</p> <p>Create web page for Parent Liason informing parents of upcoming events.</p> <p>Create a database of parents that will receive monthly emails of upcoming events in the school.</p> <p>Post key events on telemonitors in hall.</p> <p>Send out information via ParentLink regarding upcoming events.</p>	<p>Monthly Parent Liason meetings</p> <p>Title I Paraeducator conference</p> <p>Parent University</p>	<p>Attendance logs</p> <p>Provide recognition and incentives to students and parents.</p>	<p>Increase in percentage of parents involved in the academic achievement of students.</p>
B.						

### 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**

This year a team of teachers and instructional team members attended the training session offered by Dr. O'Konek. The team came back to school and shared information with all stakeholders. The staff met to review and revise the plan.

### **Methods Used to Communicate Our Plan**

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A variety of methods will be used to communicate our plan with stakeholders. All staff members will have a copy. Sections of the plan will be addressed at every SPMT (Strategic Planning and Management Team) meeting. Staff will participate in weekly MAPP (Monitoring Accountability Plan Progress). Parents and Community members will have access to the plan in the main office and on our website. Additionally, goals will be shared at all parent events and weekly newsletters.

#### 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>
Quality Work Stations	Each Quarter	All Grade Levels	Attendance Logs & Agendas
Technology	Each Quarter	All Grade Levels	Attendance Logs & Agendas
NASA/Math	Second & Third Quarters	All Grade Levels	Attendance Logs & Agendas
Computation & Estimation, Patterns, Functions, and Algebra	Each Quarter	All Grade Levels	Attendance Logs & Agendas
CMCD/Discipline	Each Quarter	All Grade Levels	Attendance Logs & Agendas
Reading Comprehension	Each Quarter	All Grade Levels	Attendance Logs & Agendas