



NORFOLK PUBLIC SCHOOLS

LINDENWOOD ELEMENTARY School

SCHOOL ACCOUNTABILITY PLAN Year: 2007-08

Dr. Stephen Jones, Superintendent of Schools
MS. PAM L. HUNTER, Principal

October 15, 2007

Dear Lindenwood 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 Lindenwood Elementary School better.

Sincerely,

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Pam L. Hunter	A
Kathy Cannon	T
Diana Batliner	T
LaTarisha Beamon	T
Julia James	T
Kenya Wilson	A

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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
August 27, 2007	9 a.m.	Cafetorium
September 7, 2007	1 p.m.	Media center
Septemeber 18, 2007	8 a.m.	Media center
October 9, 2007	8 a.m.	Media Center
October 23, 2007	8 a.m.	Media Center
	:	:
	:	:

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 8th 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)

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

<input checked="" type="checkbox"/>	Promotion/Retention/Dropout (B13)	<input type="checkbox"/>	Governor's School Results and Enrollment
<input type="checkbox"/>		<input checked="" type="checkbox"/>	Professional Development Hours and Involvement Related to Academic Achievement

Tier 1 Indicators (shading indicates areas in which data must be collected at the school level)			
<u>Safe, Secure & 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 type="checkbox"/>	<i>Safe Schools (C4)</i>	<input checked="" type="checkbox"/>	Total Volunteer Hours by Parents and Community Members in Schools
<input checked="" type="checkbox"/>	<i>School Environment (C5)</i>	<input checked="" type="checkbox"/>	Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/>	Incidents of Physical Violence (C2)	<input checked="" type="checkbox"/>	Training Workshops Provided for Parents/Community
<input type="checkbox"/>	<i>Incidents of Possession of Firearms in School (C2)</i>	<input type="checkbox"/>	<u>Other</u>
<input type="checkbox"/>	<i>Incidents of Possession of Weapons Other than Firearms in School (C2)</i>	<input checked="" type="checkbox"/>	Local Benchmarks/Standards of Excellence
<input checked="" type="checkbox"/>	<i>Students Without Incidents of Physical Violence in School (C2)</i>	<input checked="" type="checkbox"/>	State Benchmarks/Standards of Excellence
<input checked="" type="checkbox"/>	<i>Students Without Incidents of Possession of Firearms in School (C2)</i>	<input type="checkbox"/>	National Benchmarks/Standards of Excellence
<input type="checkbox"/>	<i>Students Without Incidents of Possession of Weapons Other than Firearms in School (C2)</i>	<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 type="checkbox"/>	State Report Card
	<input type="checkbox"/>	Other (<i>please specify</i>):

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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<p>English SOL Gr. 3 04-05 – 62% 05-06 – 70.2% 06-07 – 53%</p> <p>Students with disabilities Gr. 3-66.67%</p> <p>Focus areas -word analysis -comprehension of printed material</p> <p>Gr. 4 05-06 06-07 -77%</p> <p>Students with disabilities 35%</p> <p>Focus areas -word analysis -comprehension of printed material</p> <p>Gr. 5 04-05 – 79.7% 05-06 – 66.7% 06-07 – 80% Students with disabilities 42%</p> <p>Focus areas -comprehension of printed material</p>	<p>Increase the percentage of students scoring proficient or better on monthly and quarterly assessments</p>	<p>A variety of genres will be used</p> <p>Re-read to clarify information</p> <p>Word study and vocabulary development during all content areas</p> <p>Test taking strategies used on all assessments</p> <p>Use of SR3</p> <p>Questioning strategies</p> <p>Reading and writing in all content areas</p> <p>Use of a variety of graphic organizers, cues and questions To locate and identify information, and supporting details.</p> <p>Use of comprehension strategies</p>	<p>Focus on Fluency</p> <p>Making Meaning</p> <p>Interactive notebooks</p> <p>Test taking strategies</p> <p>Compass Learning</p> <p>Data Driven Decision Making</p> <p>Comprehension Strategies</p> <p>Author's Purpose</p> <p>Fray Model Vocabulary Development</p> <p>Four Square Writing Model</p> <p>Word study</p> <p>Guided reading</p>	<p>Periodic review of lesson plans</p> <p>Formal and informal observations</p> <p>Peer observations</p> <p>Review of portfolios</p> <p>Professional development agendas and logs</p>	<p>DRA results</p> <p>STAR results</p> <p>Monthly assessments</p> <p>Quarterly assessments</p> <p>80% of students in grades 3, 4 and 5 will score proficient on the English SOL</p> <p>Increase the number of students scoring 80% or above on the English SOL</p>
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<p>B.</p>	<p>Math SOL Gr. 3 – 04-05 – 77% 05-06 – 81% 06-07 – 80%</p> <p>Students with disabilities 0%</p> <p>Focus areas -computation and estimation</p> <p>Gr. 4 05-06 – 06-07 – 53%</p> <p>Students with disabilities 30%</p> <p>Focus areas -measurement and geometry -computation and estimation -patterns, functions and algebra</p> <p>Gr. 5 04-05 – 75% 05-06 – 72% 06-07 – 77%</p> <p>Students with disabilities 50%</p> <p>Focus areas -measurement and geometry</p>	<p>Increase the percentage of students scoring proficient or better on the monthly and quarterly assessments</p>	<p>Math 24 challenge</p> <p>Instruction based on daily math review</p> <p>Justification of answers</p> <p>Increase the use of manipulatives</p> <p>Identify and use essential vocabulary using Math Talk and think aloud strategies to communicate thinking</p> <p>Use of nonlinguistic representations</p> <p>Justify answers and provide details when solving problems</p> <p>Math work stations and menus</p> <p>Compass learning</p>	<p>Math Exemplars</p> <p>Math resource teacher will provide inservices for teachers in the use of manipulatives</p> <p>Compass Learning</p> <p>Use of technology</p> <p>Data driven decision making</p>	<p>Graphic organizers displayed</p> <p>Student work displayed</p> <p>Formal and informal observations</p> <p>Professional development agendas and logs</p>	<p>Students in grade 3, 4, and 5 will graph their assessment scores</p> <p>Monthly and quarterly data will be graphed</p> <p>Increase the percentage of students with disabilities that score proficient on monthly and quarterly assessments</p> <p>Increase pass rate on the SOL</p>
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<p>C.</p>	<p>Science SOL Gr. 3 04-05 – 74.7% 05-06 – 76% 06-07 – 64%</p> <p>Students with disabilities Gr. 3-50% Gr. 5 -57%</p> <p>Focus areas -Life processes and living systems -Force, motion, energy and matter</p> <p>Gr. 5 04-05 – 72% 05-06 – 77% 06-07 – 71%</p> <p>Focus areas -Life processes and living systems</p>	<p>Increase the percentage of students scoring proficient or better on monthly assessments</p>	<p>Scientific investigations at least twice a month</p> <p>Interactive notebooks</p> <p>Provide information from completing scientific investigations by writing what was observed and procedures they used</p> <p>Virtual activities using technology to supplement current unit of study</p> <p>Summarize and practice note-taking skills during instruction</p> <p>Interactive notebooks</p>	<p>Data Driven Decision Making</p> <p>Note-taking and summarizing inservice</p> <p>Starbase Atlantis (Gr. 5)</p> <p>Graphic organizers used during instruction</p> <p>Word wall and vocabulary development activities</p>	<p>Notes from vertical team</p> <p>Informal and formal observations</p> <p>Periodic lesson plan review</p> <p>Professional development agendas and logs</p>	<p>Graphs of student results following monthly and quarterly assessment</p> <p>85% of students will score proficient or better on the science SOL</p>
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D.	<p>History/Social Science</p> <p>Gr. 3 04-05 – 85% 05-06 – 76% 06-07 – 81%</p> <p>Students with disabilities 83%</p> <p>Focus area -Economics</p> <p>Gr. 5 04-05 – 87% 05-06 – 77% 06-07 – 73%</p> <p>Students with disabilities – 14%</p> <p>Focus areas -Civics -Economics</p>	<p>Increase the percentage of students scoring proficient or better on monthly assessments</p>	<p>Use of informative writing during instruction</p> <p>Use of summarizing and note-taking during History instruction</p>	<p>Graphic organizers</p> <p>Data Driven Decision Making</p> <p>Incorporating technology in the content area</p>	<p>Periodic review of lesson plans</p> <p>Formal and informal observations</p> <p>Professional development agendas and logs</p>	<p>Graphs of student results following monthly and quarterly assessments</p> <p>85% of students will score proficient or better on the History SOL</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.	School discipline report 05-06 – Number of infractions – 50 06-07 Number of infractions – 62 Areas of concern- Harassment, bullying, insubordination	Decrease the number of incident referrals as reflected in the monthly discipline report	Small group and individual counseling School-wide discipline plan reviewed periodically	Functional Behavior Assessments Behavior Intervention Plans Character Education Mentoring program Parent workshops provided by parent liaison and Title I	Caught being good weekly drawing Rules posted in classrooms and reviewed frequently Monitor referrals on a periodic basis Small group sessions with guidance counselor Student mentor list	Decrease the number of student referrals by 10% as reported on the end of year discipline report
B.						

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.	Increase the number of volunteer hours dedicated to support student achievement	Increase the number of opportunities for volunteers to assist in fostering academic achievement	Activities for mentors Inform partners of school activities Provide information about the school to potential volunteers Parent workshops on a variety of topics on enhancing and increasing student achievement	Mentor training Parent liaison training	Volunteer sign in Parent workshop calendar	Increased participation by 25% as shown on the year end volunteer hour report Increase in student achievement on various assessments
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

All staff members were provided 2006-07 SOL data. We reviewed and discussed the information and brainstormed regarding what could be done to increase the scores. Vertical teams met and were tasked to disaggregate the data further and to look at standards of lower grades to see how that information impacted their grade level. Strategies were developed to involve all grade levels and resource team to assure that our students had as many opportunities as possible to be exposed to the information.

Methods Used to Communicate Our Plan

Our accountability plan has been shared with the staff and posted in the hallway. Parentlink was used to inform parents to look for the letter that their child was bringing home.

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>
Four Square Writing	Sept. - May	Kathy Cannon/Charlene Feliton	Sign in sheets
Using data to adjust and improve instruction	Sept. - May	All Staff	Remediation plans and lesson plans
Collaborative scoring of writing	Monthly	Kathy Cannon, Debbie Query	Samples
Increasing the use of nonfiction reading and writing	Sept. - May	Literacy team, Co skills teacher, reading first coach and instructional specialist	Sign-in sheets and lesson plans
Calendar Math	Sept.- May	Diana Batliner	Sign-in sheets and classroom calendars
Increasing the use of manipulatives and investigations in the classrooms	Sept. – Dec.	Diana Batliner, Kathy Cannon	Lesson plans