



**NORFOLK PUBLIC SCHOOLS
MARY CALCOTT ELEMENTARY SCHOOL
School Accountability Plan
2007-2008**

*Dr. Stephen C. Jones, Superintendent of Schools
Lillian Akers, Principal
Carolyn Harper, Assistant Principal*

A Message from the Principal...

October 16, 2007

Dear Mary Calcott School Family Members:

I would like to inform you that our school will be engaging in an ambitious school improvement planning process 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, businesses, 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 Mary Calcott Elementary School better.

Sincerely,

Lillian Akers
Principal

Committee Members/Representatives

Individual	Position
Lillian Akers	A
Carolyn Harper	A
Lou Weaver	T
Lynn Roth Taylor	T
Vicki Hoffmann	T
Jennifer Bohrer	T
Rebecca Harkins	T
Tonja Kinsey	T
Diana Beach	T
Deirdre Lozupone	T
Nancy Daughtrey	R
Jennifer Vohar	T
Garth Miller	P
Brenda Harps	T
Rene Ritter	P
Beth Leete	P
Christopher Klotz	C

Position codes are noted as follows: **A** = building administrator; **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
June 21, 2007	12:00 - 2:30	Calcott Media
August 27, 2007	9:00 - 11:00	Calcott Media
September 25, 2007	8:25 - 9:00	Calcott Media
October 16, 2007	8:25 - 9:00	Calcott Media
November 21, 2007	8:25 - 9:00	Calcott Media
January 15, 2008	8:25 - 9:00	Calcott Media
February 13, 2008	5:30 - 6:15	Calcott Media
March 18, 2008	8:25 - 9:00	Calcott Media
May 19, 2008	8:25 - 9:00	Calcott Media

Please note: This table includes initial dates for the full Biennial School Improvement Planning 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 biennial plan. Sub-committee meetings and other occasions when the Biennial School Improvement Plan may be discussed are not included.

I. School Board Objectives Linked to Needs and Tier 2 Indicators

For this School Board 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

Identified Need	Tier 2 Indicator	Strategies		Related Professional Development	How Will We Assess Implementation?	What Will We Look for as Student Results?
<p>A. 77.3% of PreK-5 Students read at home in the RED Program (Read Every Day).</p>	<p>Increase the percentage of students reading at home indicated on Home Reading Calendars – September – May.</p> <p>Increase school library book circulation as indicated on monthly circulation reports.</p>	<p>1) Assign at least 10 minutes (PreK-K), 20 minutes (Gr. 1- Gr. 3), 30 minutes (Gr. 4-5) reading at home daily in grades PreK-5. PL1</p> <p>2) Remind students on daily announcements to read and record their reading minutes. PL1</p> <p>3) Display pictographs outside each classroom to show class totals to encourage participation. PL1</p> <p>4) Provide individual and class monthly incentives for meeting/exceeding goal. PL12</p>	<p>5) Offer public library card forms to students. When completed forms return to Media Specialist. She will pick up card from the public library. PL1</p> <p>6) Monthly Reading Connection Newsletter. PL2</p> <p>7) Increase number of books in classroom libraries. PL1</p>	<p>Provide parents with information on positive effects of reading at home and developing reading as a habit.</p> <p>Include articles in “The Reading Corner” published monthly in the PTA Newsletter.</p>	<p>Determine each month:</p> <ul style="list-style-type: none"> -Names of students participating -Number of minutes read by each student -Percentage of students returning reading calendars <p>Review monthly library book circulation</p>	<p>At the conclusion of the school year, an average of at least 85% of the students in grades PreK-5 will read at home in the RED Program as indicated on monthly bar graphs.</p> <p>Display pictographs outside each classroom to show class totals</p> <p>Chart grade levels monthly on graph in main hall indicating percentage of students returning calendars.</p>

	Identified Need	Tier 2 Indicator	Strategies	Related Professional Development	How Will We Assess Implementation?	What Will We Look for as Student Results?
B.	<p>88.9% of Grade 3 students scored proficient or better on the SOL English. Specific Areas: Word Analysis Strategies: (84.5% passed this area)</p> <p>SpEd - 64.2% Reg. Ed. – 89.6%</p> <p>Comprehension: (90.2% passed this area). SpEd – 78.5% Reg. Ed. – 94.8%</p> <p>Grade 3 Achievement Gap in Reading: Black – 84.2% White – 87.2% Gap Difference – 3.0%</p> <p>Overall Pass Rate: SpEd – 71.4% Reg. Ed. - 94.8%</p>	<p>Increase the percentage of all students who score proficient or better in Word Analysis on grade level monthly common assessments (Gr. 1-5) and on quarterly assessments (Gr. 3-5).</p>	<p>Integrate word study into reading content instruction. PL6</p> <p>Use of work stations to reteach (kinesthetic/auditory/visual). PL10</p> <p>Write across the curriculum with emphasis on Science. PL3</p> <p>Continue to utilize the following: -graphic organizers -read alouds -compare and contrast -cuing and questioning -summarizing (written/oral) and note-taking -non-linguistic representation PL7</p>	<p>Provide resources for self-improvement through professional journals and books on Word Analysis and Comprehension.</p> <p>Continue internal/External Walkthroughs.</p> <p>Continue data Driven Decision-making.</p> <p>Use technology for word analysis practice and comprehension.</p> <p>Provide demonstration lessons on word analysis: apostrophes, suffixes, compound words, and locate information</p>	<p>Formal and informal observations</p> <p>Literacy Observation Checklist</p> <p>Periodic lesson plan review</p> <p>Professional development agendas and logs</p> <p>Walk-Through Feedback and coaching</p> <p>Tracking of monthly/quarterly individual student data</p>	<p>Graph of percentage of students scoring proficient or better on the Word Analysis and Comprehension sections of monthly and quarterly reading assessments.</p> <p>At least 95% of Grade 3 students will score proficient or better on the English SOL test including the Word Analysis section.</p>

Identified Need	Tier 2 indicator	Strategies	Related Professional Development	How Will We Assess Implementation?	What Will We Look for as Student Results?	
<p>C.</p>	<p>88.7% of Grade 3 and 96.1% Grade 5 students scored proficient or better on the SOL Science; but only 84.5% of Grade 3 scored proficient or better on the “Scientific Investigation” section of the test and 89.4% of Grade 5 scored proficient or better on the “Earth/Space and Cycles” section of the test.</p> <p>Grade 3 Achievement Gap in Science: Black – 84.2% White –89.5% Gap Difference – 5.3%</p> <p>Grade 5 Achievement Gap in Science: Black – 94.4% White – 97.6% Gap Difference – 3.2%</p>	<p>Increase the percentage of all students in Grades 2-5 who score proficient or better in “Scientific Investigation” and “Earth/Space and Cycles” on common grade level assessments, TfHS, and quarterly assessments.</p> <p>(PL, G, S, and O)</p>	<p>Students will participate in quarterly hands-on scientific investigation processes. PL2</p> <p>Teachers will use science work stations to reteach. PL9</p> <p>Focus on reading and writing across the curriculum in Science. PL6</p> <p>Students will use word walls in content areas. PL6 & 7</p> <p>Teachers and students will continue to use the following: -graphic organizers -cuing and questioning -summarizing and note taking -projects -compare and contrast -non-linguistic representation PL4 & 7</p>	<p>Data Driven Decision Making</p> <p>Note-taking and summarizing</p> <p>Demonstration lessons and coaching</p> <p>Walk-Through Feedback/Coaching</p> <p>Use of technology for vocabulary reinforcement. In Science.</p>	<p>Data Team Notebooks</p> <p>Informal and formal observations</p> <p>Professional development agendas and logs</p> <p>Monitor Scientific Investigation and Earth/Space/Cycles activities</p>	<p>Graph /chart the percentage of students in Grades 2-5 scoring proficient or better on assessments.</p> <p>At least 90% of the students in Grade 3 will score proficient or better (as indicated by the scaled cut score) on the “Scientific Investigation” section on the Grade 3 Science SOL test.</p> <p>At least 95% of the students in Grade 5 will score proficient or better (as indicated by the scaled cut score) in “Earth/Space and Cycles” section on the Grade 5 Science SOL test.</p>

Objective 2: Safe, Secure, and Disciplined Learning Environment

Identified Need		Tier 2 indicator	Strategies	Related Professional Development	How Will We Assess Implementation?	What Will We Look for as Student Results?
A.	Need to increase the number of students who exhibit appropriate behavior in the area of “Harassment / Bullying” as indicated on monthly discipline reports. Twenty-six incidents reported in 2006-07 .	Increase the number of students who do not receive formal and or informal discipline referrals in the area of harassment.	<p>“Tip of the Day” on good behavior announced on Calcott News Show. PL11</p> <p>Continue Bullying Program PL11</p> <p>Increase use of Project Ride PL 11 & 12</p> <p>Continue use of PATHS by the Guidance Counselor with in-school suspension students. PL10 & 11</p> <p>Teachers refer conflicts for mediation. PL11</p> <p>Teachers develop and implement individual behavior plans for students identified as “bullies.” PL2 & 12</p>	<p>Safe and Secure Goal Team members will develop “Tips of the Day” for use on the Calcott News Show</p> <p>Trained Conflict Mediators</p> <p>Provide in-services to teachers / staff on the anti-bullying program</p> <p>Classroom Management Plans</p> <p>Peer observation and mentoring</p> <p>Teacher/Principal conferences</p>	Monthly review of discipline reports	<p>Decrease by 50% the number of incident referrals (formal) in harassment / bullying</p> <p>Students monitoring personal behavior</p> <p>SMART Report reflecting decreased number of infraction referrals</p>

II. School Board Objectives Linked to Needs and Tier 2 Indicators

For this School Board 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

	Identified Need	Tier 2 indicator	Strategies	Related Professional Development	How Will We Monitor Implementation?	What Will We Look for as Student Results?
A.	Need to increase the number of Community Mentors and In-School (Faculty/Staff) Mentors to foster strong student character and stimulate academic excellence.	Increase the number of Community Mentors and begin an In-School Mentor program	<p>Identify students in need of support of a mentor. PL11</p> <p>Utilize surveys, flyers, phone calls to communicate with potential mentors. PL 6, 11, & 12</p> <p>Implement the Student Mentorship program using community members, faculty and staff. PL11</p> <p>Maintain Partners in Education and recruit additional new partners. PL11</p>	<p>Orientation workshop</p> <p>Mentor/Mentee booklet for each participant</p>	<p>Mentor log</p> <p>Mentor/Mentee responses via communication log</p>	<p>Increase academic proficiency/strong character in mentees by reducing the number of referrals for behavior violations.</p>

IV. 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
Many individuals beyond the members of the planning team were involved in the development of Calcott's School Accountability Plan. The goals and expectations of the community were generated through PTA meetings, PTA Board meetings, parent-teacher conferences, parent advisory committee meetings, and parent surveys. Meetings of the Calcott staff, grade levels, resource team, goal teams, and the school Leadership Team were used to communicate and generate internal goals and expectations.

Methods Used to Communicate Our Plan
PTA Board Meetings PTA Meetings Monthly newsletter to parents & community Faculty Meetings Leadership Team Meetings

V. 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			
Topic	Timeline	Participants	Documentation such as Attendance Logs, Agendas, etc.
Data Driven Decision Making Review of Test Scores – 2006-07 Monthly/Quarterly Scores – 2007-08	Monthly/Quarterly	PreK – 5 Grade Level Teams	Professional Development Schedule Weekly Message Grade Level Testing notebooks Attendance Logs
Powerful Literacy .Word Analysis Teacher Share Promoting Powerful Literacy Through Technology	1 st /2 nd /3 rd Quarters	PreK – 5 Grade Level Teams	Professional Development Schedule Attendance Logs Agenda
Writing Review of Writing Workshop Writing Across the Curriculum Evaluating Writing	1 st /2 nd /3 rd Quarters	PreK – 5 Grade Level Teams	Professional Development Schedule Attendance Logs Agenda
Science Scientific Investigation Earth/Space/Cycles Powerful Literacy in Science	1 st /2 nd /3 rd Quarters	PreK – 5 Grade Level Teams	Professional Development Schedule Attendance Logs Agenda
Math Using <u>Math Expressions</u> Math Vocabulary Math Exemplars	1 st /2 nd /3 rd Quarters	PreK – 5 Grade Level Teams	Professional Development Schedule Attendance Logs Agenda
Harassment/Bullying	1 st /2 nd Quarters	Faculty Students Teachers Parents	Professional Development Schedule Attendance Logs Agenda

Mary Calcott Elementary School
School-Based Indicators (Tier 2)
2006-07

Indicator	School Score 2003-04	School Score 2004-05	School Score 2005-06	Goal Met? 2006-07
Objective 1A: (Home Reading) At least 85% of the students in grades PreK-5 will read at home in the RED (Read Every Day) Program .	Grades PreK – 5 70.7%	Grades PreK – 5 70.6%	Grades PreK – 5 78.7%	Grades PreK-5 77.3% No
Objective 1B: (English) Increase to at least 95% of Grade 3 students scoring proficient or better on the SOL English test .	Grade 3 78.0%	Grade 3 77.9%	Grade 3 85.4%	Grade 3 88.9% No
Objective 1C : (Math –Probability and Statistics) At least 90% of the student in Grade 3 and Grade 4 will score proficient or better (as indicated by the scaled cut score) in “ Probability and Statistics ” on the Grade 3 and Grade 4 Math SOL test .	Grade 3 80.85% Grade 4 -----	Grade 3 87.6% Grade 4 -----	Grade 3 74.4% Grade 4 62.9%	Grade 3 Yes – 97.2% Grade 4 Yes – 94.1%
Objective 1D: (Science – Life Processes & Living Systems”) At least 90% of Grade 5 students will score proficient or better in “ Life Processes and Living Systems ” on the Grade 5 Science SOL test .	Grade 5 89.1%	Grade 5 79.4%	Grade 5 79%	Grade 5 96% Yes
Objective 2A: (Safe, Secure Learning Environment) Decrease by 50% the number of students who do not receive formal and informal discipline referrals in the area of “ Harassment/Bullying .”	63 Incidents	69 Incidents	32 Incidents 54% Decrease	27 Incidents 16% Decrease No
Objective 3B: Increase by 50% the number of parents/community members attending school and district-wide workshops.	6	25	77	410 Yes

**Mary Calcott Elementary School
Tier 3 – School Narrative**

The mission of the Mary Calcott Elementary School's faculty and staff is to provide high academic and social standards to **all** Calcott students. We believe that by creating a powerfully literate school community, we will enable Calcott students to become life-long learners. Therefore, this past school year we continued to be committed to the belief of powerful literacy for **all** students across all core subjects. In the 2006-07 school year, weekly professional development in-services were held on Best Practices in Reading and Math. We focused on the following: **Reading** – Promoting Powerful Literacy - similarities/differences, comparing/classifying, nonlinguistic representation/graphic organizers, vocabulary, fluency; **Writing** – shared writing assessments, revising, and editing; **Math** – probability and statistics, measurement, and math exemplars. Following are 2006-07 SOL test scores (unadjusted):

SOL'S	TEST	2006-07	(2005-06)
	English	Grade3 – 88.9%	+ 3.5
		4 – 94.1%	- 3.0
		5 – 97.5%	+ 4.5
	Writing	Grade5 – 100%	+ 2.8
	Math	Grade3 - 94.5%	+ 3.6
		4 – 96.5%	+12.3
		5 – 96.1%	+ 1.8
	Science	Grade3 – 90.0%	- 7.6
		5 – 96.1%	+17.2
	History	Grade3 – 97.2%	+ 5.2
		5 – 96.2%	+ 3.3

During the past year gains have been made in **all** subjects except **Grade 3 Science** and **Grade 4 Reading** on the SOL tests. We lost considerable ground in **Grade 3 Science** with the passing rate dropping from a pass rate of **97.6%** in **2005-06** to **90.0%** in **2006-07**. In **Grade 4 Reading** there was a slight decrease from a pass rate of **97.1%** in **2005-06** to **92.1%** in **2006-07**. In **Grade 5** gains were made in all subject areas with scores ranging from a pass rate of **96.2%** to **100%**. **Calcott Elementary School** will again gain **Full Accreditation** status for the **2006-07 school year** and **AYP**.

We will continue to work in all subject areas, but particularly in **Grade 3 Reading** with an emphasis on **“Using Word Analysis Strategies“** and **“Comprehension”** and **Grade 3 Science** with adjustments being made in how this subject is taught. The administration and faculty are data driven; therefore, data teams will continue to monitor test scores on PALS, TfHS, STAR, Quarterly Tests, and SOLs. We will make instructional decisions based on test results. We will continue to provide comprehensive and extensive training in reading, writing, math, science, and history during weekly professional development sessions and monthly in-services. Calcott's SOL remediation school program for students in Grades 3-5 and the summer school program for students in grades K-5 will continue to provide needed help for students experiencing difficulty in reading, writing, and math.

This past year, with our continued focus on data decision-making, we made tremendous gains in closing the achievement gap between all sub-groups of students. Our work in this area will continue to be a priority in the 2007-08 school year.