



NORFOLK PUBLIC SCHOOLS

Richard Bowling Elementary **School**

SCHOOL ACCOUNTABILITY PLAN

Year: 2007-2008

Dr. Stephen Jones, Superintendent of Schools

Brenda P. Shepherd, ***Principal***

October 23, 2006

Dear Richard Bowling 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 Richard Bowling Elementary School better.

Sincerely,

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Brenda P. Shepherd	A
Connie F. Smith	R
Mamie Johnson	R
Jamie Howard	T
Tasha Hancock	T
Monica Lewis	T
Rhonda Epps	P
Kevin Turpin	C
Clarence Lawson	B

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
October 4, 2007	8:30 am	Murray Center
October 18, 2007	1:00 pm	Media Center
October 24, 2007	9:30 am	Media Center
November 28, 2007	9:30 am	Media Center
January 23, 2008	9:30 am	Media Center
March 19, 2008	9:30 am	Media Center
May 28, 2008	9:30 am	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.

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)

Continuous Growth of Student Academic Achievement

- Standards of Learning Test Results
- SAT Participation and Test Results
- ACT Participation and Test Results
- Advanced Placement Exam Results and Enrollment
- Dual Enrollment Class Results and Enrollment
- International Baccalaureate Results and Enrollment
- Governor's School Results and Enrollment
- STAR Test Results
- Gates-MacGinitie Test Results
- PALS Test Results
- Narrowing of the Achievement Gap
- Attendance Data for Students and Staff
- Dropout Statistics
- Graduation Rates
- Stanford 9 Test Results

- Promotion/Retention Data
- PSAT Participation
- Teachers Meeting State Licensure
- Classes Taught by Certified Teachers

Professional Development Hours and Involvement Related to Academic Achievement

Safe, Secure & Disciplined Learning Environment

- NQSI Survey Data
- Professional Development Hours and Involvement Related to School Climate and Student Discipline**
- Incidents of Physical Violence
- Incidents of Possession of Firearms in School
- Incidents of Possession of Weapons Other than Firearms in School
- Students Without Incidents of Physical Violence in School

- Students Without Incidents of Possession of Firearms in School
- Students Without Incidents of Possession of Weapons Other than Firearms in School

Active Engagement of Parents, Business, and Community in Educational Process

- Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency**
- Total Volunteer Hours by Parents and Community Members in Schools**
- Direct Interactive Parent Contacts Involving Student Achievement**
- Training Workshops Provided for Parents/Community**

Other

- State Report Card* (also gives demographic information)
- 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>

<p>A. SOL Pass % - English</p> <table border="1"> <tr> <td>Gr3</td> <td>Gr4</td> <td>Gr5</td> </tr> <tr> <td>04 87</td> <td>89</td> <td></td> </tr> <tr> <td>05 87</td> <td>89</td> <td></td> </tr> <tr> <td>06 91</td> <td>95</td> <td>93</td> </tr> <tr> <td>07 84</td> <td>76</td> <td>83</td> </tr> </table> <p>78% of Grade 3, 75% of Grade 4, and 83% of Grade 5 scholars scored proficient or better in Comp. of Printed Materials.</p> <p>44% of scholars in Grades 1-3 taking the Fall 2007 PALS met the state benchmark.</p>	Gr3	Gr4	Gr5	04 87	89		05 87	89		06 91	95	93	07 84	76	83	<p>Increase the percentage of students scoring proficient or better on weekly, mid-quarter, and quarterly assessments, and increase the percentage of students scoring proficient or better on the Spring 2008 SOL test.</p> <p>Increase the percentage of students meeting the Spring 2008 PALS benchmark.</p>	<p>Students will make inferences and draw conclusions across all content areas.</p> <p>Students will identify important or supporting details through the use of questioning, cues, and 4-Square organizers.</p> <p>Teachers will model and identify the author's purpose during all shared reading lessons.</p> <p>Students will identify story elements (setting, characters, plot, important events, problem/solution) through the use of graphic organizers, character analysis charts, and compare/contrast t-charts.</p>	<p>Guided Reading demonstration lessons</p> <p>Four Square Reading & Writing</p> <p>Shared Reading demonstration lessons</p> <p>Using graphic organizers to dissect a story</p> <p>QUILT</p>	<p>Formal and informal observations</p> <p>Literacy observation checklist</p> <p>Data Analysis</p> <p>Lesson plan reviews</p> <p>Post graphic organizers and test results</p>	<p>At least 80% of students in grades 3, 4, and 85% of students in grade 5 will score proficient (70%) or better on the mid-quarter and quarterly assessments.</p> <p>At least 80% of students in grades 3 and 4, and at least 86% of students in grade 5 will score proficient or better on the Comprehension of Printed Materials strand of the Virginia SOL English test.</p>
Gr3	Gr4	Gr5																		
04 87	89																			
05 87	89																			
06 91	95	93																		
07 84	76	83																		

B.	70% of Grade 3 and 74% of Grade 5 scholars scored proficient or better on the Life Processes & Living Systems Strand of the Spring 2007 SOL Science test.	Increase the percentage of students in Grades 3, 4, and 5 scoring proficient (70%) or better on the mid-quarter and quarterly assessments, and increase the percentage of students in Grades 3 and 5 scoring proficient or better on the Spring 2008 SOL test.	<p>*Students will generate and test hypotheses 3 times throughout the school year and display results in a science fair.</p> <p>*Teachers will include technology usage via Smart Boards to provide nonlinguistic representations.</p> <p>*Principal will incorporate vocabulary/barrier words into Daily "Spotlight on Science."</p> <p>*Teachers will use questions, cues, and organizers to implement Science Exemplars.</p> <p>*Teachers will integrate 4-square writing and science concepts: compare/contrast concepts in living systems.</p> <p>*Teachers will create interactive Life Processes & Living Systems Word Walls.</p> <p>*Students will use Study Guides-Mind Notes.</p>	<p>Science Fair & Scientific Investigation Professional Development by LCD.</p> <p>Smart Board Training by ITRT</p> <p>Science Exemplar Training by LCD</p> <p>Accountability Plan Training</p> <p>Vocabulary/Word Wall by Gifted Resource Teacher</p>	<p>Collaboratively scored Science Fair Projects using district science fair rubric</p> <p>Collaboratively scored exemplars</p> <p>Analysis of mid-quarter and quarterly test results</p> <p>Tracking of student proficiency by objectives/strand</p> <p>Formal & Informal Observations</p> <p>Lesson plan reviews</p> <p>Science observation checklist</p> <p>Post test results</p>	<p>At least 70% of students in grades 3, 4, and 5 will score proficient (70%) or better on the mid-quarter and quarterly assessments.</p> <p>At least 80% of students in grades 3 and 5 will score proficient or better on the Living Systems and Life Processes strand of the Virginia SOL Science test.</p>
----	---	--	---	--	---	---

C.	77% of Grade 3 and 68% of Grade 5 scholars scored proficient or better on the Economics Strand of the Spring 2007 SOL History and Virginia Studies test.	Increase the percent of students in Grades 3, 4, and 5 scoring proficient or better on the mid-quarter and quarterly assessments, and increase the percent of students in grades 3 and 5 scoring proficient or better on the Spring 2008 SOL test.	<p>*Principal will emphasize economics-related words for the Word of the Week on morning announcements.</p> <p>*Teachers and students will use simulations and role-playing to teach content.</p> <p>*Students will generate economics-related projects.</p> <p>*Students will use non-linguistic representations and graphic organizers to record economics information.</p> <p>*Resource team teachers will develop auditory, visual, artistic, verbal, and kinesthetic activities for students that incorporate economic concepts.</p>	<p>Economics Workshop by Ruth Cookson from ODU</p> <p>Examining SOL Data - LCD History Dept.</p> <p>Using rubrics to evaluate projects</p>	<p>Collaboratively scored projects using rubrics</p> <p>Analysis of mid-quarter and quarterly test results</p> <p>Tracking of student proficiency by objectives/strand</p> <p>Formal & Informal Observations</p> <p>Lesson Plan Reviews</p> <p>History observation checklist</p> <p>Post test results</p>	<p>At least 85% of third grade students and 75% of fifth grade students will score proficient or better on the Economics Strand of the History/Virginia Studies objectives as assessed on the mid-quarter, quarterly, and end of year SOL tests.</p>
----	--	--	---	--	---	--

D.	<p>66% of Grade 4 scholars scored proficient or better on the Computation and Estimation strand of the Spring 2007 VA SOL Math test.</p> <p>75% of Grade 4 and 81% of Grade 5 scholars scored proficient or better on the Measurement and Geometry strand of the Spring 2007 VA SOL Math test.</p>	<p>Increase the percent of students in Grades 4 and 5 scoring proficient or better on the mid-quarter and quarterly assessments, and increase the percent of students in grades 4 and 5 scoring proficient or better on the Spring 2008 SOL test.</p>	<p>Teachers will provide daily 5-minute Quick Practice drills on addition/subtraction and multiplication/division facts.</p> <p>Teachers will utilize alternative algorithms</p> <p>Teachers will engage students in scenarios through Every Day counts activities.</p> <p>Students will integrate problem solving strategies with computation and estimation through the routine use of Exemplars.</p> <p>Students will conduct real-life investigations using standard and non-standard units of measurement.</p>	<p>Every Day Counts</p> <p>Alternative Algorithms</p> <p>Exemplars</p> <p>9 Laws of Arithmetic</p>	<p>Formal/Informal Observations</p> <p>Chart & post performance on Exemplars and the Every Day Counts weekly assessments</p> <p>Analysis of mid-quarter and quarterly assessments data</p> <p>Collaboratively score exemplars</p>	<p>At least 80% of fourth and fifth grade students will score proficient or better on the Computation and Estimation objectives as assessed on the mid-quarter, quarterly, and end of year SOL tests.</p> <p>At least 85% of fourth and fifth grade students will score proficient or better on the Measurement and Geometry objectives as assessed on the mid-quarter, quarterly, and end of year SOL tests.</p>
----	--	---	---	--	---	---

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.	<p>47.5% of fifth grade students received infraction referrals.</p> <p>Of all conflict indicators on infraction referrals, harassment had the highest representation.</p>	<p>Decrease the number of referrals for all scholars.</p>	<p>*Provide leadership opportunities for students (i.e. safety patrols, community service club, etc.).</p> <p>*Develop individual behavior plans for students with three or more referrals.</p> <p>*Implement a schoolwide Bully Prevention Program.</p> <p>*Implement a schoolwide Character Education Program.</p> <p>*Teachers will increase the number of opportunities to use Project Ride and associated strategies.</p> <p>*Implement intervention programs (such as Young, Gifted and Black Boys Program and GENESIS Program for girls).</p>	<p>Project Ride Training</p> <p>Behavior Intervention Plan Training</p>	<p>Infraction Referral Log</p> <p>Monthly Discipline Reports by grade level</p> <p>Program Attendance Logs for all intervention programs</p> <p>Chart infraction referrals by classroom</p>	<p>Decrease the number of infraction referrals written and processed by 10%.</p> <p>Decrease the number of students with 3 or more referrals.</p> <p>Decrease the number of incidents of harassment.</p>
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>
----------------------------	-------------------------	-------------------	---	--	--

<p>A. Continue to increase the number of volunteer hours dedicated to support of student achievement.</p> <p>Total Volunteer Hours for 2007: 3,431 hours</p>	<p>Increase the number of "Caring Adult" (parent, military, community, and faith-based) volunteer hours.</p>	<p>*Hold monthly parent training workshops to support academic achievement and character development for students. *Recognize all "Volunteers of the Month" *Increase the number of parents who participate in Chew & Chat sessions. *Continue to develop tutorial outreach through community organizations and faith-based (Life Enrichment Center). *Increase the number of students assigned mentors and the number of educational and cultural field trips for the HYPE Student Mentorship Program. *Maintain Partners in Education and recruit additional new partners.</p>	<p>Volunteer Workshops</p> <p>Parent Liaison Training</p> <p>Mentor Training</p>	<p>Volunteer sign-in logs</p> <p>Parent workshop calendar</p> <p>SMP monthly reports</p>	<p>Increase the percentage of students scoring proficient or better on all local, district, and state assessments.</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

The Accountability team members received input from faculty members. In addition, central officer personnel from the Department of Compensatory Education Programs, Leadership and Capacity Development and Research, Testing and Statistics provide on-going assistance with developing strategies to improve professional development, use of time and scheduling, textbook adoption training, use of data, and curriculum alignment planning. Community and Business Partners were appraised of our needs and meet regularly with the Instructional Leadership Team and Principal to formulate ways to implement and enhance the academic performance of our scholars.

Methods Used to Communicate Our Plan

Working copies of the Accountability Plan will be presented to each grade level during their weekly grade level meeting for review and additional input. Parents and community members will continue to be informed of the plan through regularly scheduled workshops, PTA meetings, and the school's website. A powerpoint presentation describing goals and instructional components will be presented at a PTA Meeting/Family Learning Night. All staff members will be provided a copy of the plan. A copy of the "living document" is available for review, upon request, in the main office, parent center and media center.

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>
Every Day Counts	August 10, 2007	Pre-K - Grade 5 Teachers	Attendance Log/Agenda
Guided Reading/Classroom Environment for Reading	August 8-9, 2007	Kindergarten-Grade 5 Teachers	Attendance Log/Agenda
AIMS	August 8-9, 2007	Pre-K - Grade 5 Teachers	Attendance Log/Agenda
See attached Professional Development Calendar			