



NORFOLK PUBLIC SCHOOLS

W. H. Taylor Elementary School

SCHOOL ACCOUNTABILITY PLAN Year: 2007-2008

Dr. Stephen Jones, Superintendent of Schools
Mary Ann Bowen, Principal

October 15, 2007

Dear W. H. Taylor 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 W. H. Taylor School better.

Sincerely,

Mary Ann Bowen
Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Mary Ann Bowen	P
Sarah Turgeon	T
Amber Pickrell	PT
Imane Monak	PT/C
Jeanne Young	T
Alison Poutasse	PT
Cynthia Powell	PT/C
Mary Crosby	T
Elizabeth Dekker	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
8/30/07	5:30 p.m.	Media Center
10/18/07	5:30 p.m.	Media Center
11/15/07	5:30 p.m.	.
1/17/08	5:30 p.m.	.
2/21/08	5:30 p.m.	.
3/20/08	5:30 p.m.	.
4/24/08	5:30 p.m.	.
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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>		
X	Standards of Learning Test Results (B9-12)	<input type="checkbox"/> Graduation Rate (B1)
X	<i>Narrowing the Achievement Gap (B9-12)</i>	<input type="checkbox"/> Completed Algebra by End of Eighth Grade (B3)
X	<i>SOL Science (B9)</i>	<input type="checkbox"/> PSAT Participation and Achievement (B4)
X	<i>SOL History (B10)</i>	<input type="checkbox"/> SAT/ACT Participation and Achievement (B6)
X	<i>SOL Math (B11)</i>	<input type="checkbox"/> Foreign Language Enrollment
X	<i>SOL English (B12)</i>	<input type="checkbox"/> Scholarships Earned
X	Reading on Grade Level (B8)	X Teacher Retention (A1)
X	<i>STAR Test Results</i>	X Highly Qualified Teachers (A2)
X	<i>Gates-MacGinitie Test Results</i>	X <i>Classes Taught by Highly Qualified Teachers (A2)</i>
X	<i>PALS Tests Results</i>	X Professional Development Hours and Involvement Related to Academic Achievement
<input type="checkbox"/>	International Baccalaureate Program Enrollment, Results, Graduates (B7)	X Attendance Data for Staff (A3)
<input type="checkbox"/>	Advance Placement or Dual Enrollment Participation and Achievement (B5)	X Attendance Data for Students & NCLB Subgroups (C1)
<input type="checkbox"/>	Certifications Earned, Received and CTE Diplomas (B2)	X <i>Chronic Student Absenteeism (C3)</i>
X	Promotion/Retention/Dropout (B13)	<input type="checkbox"/> Governor's School Results and Enrollment
		X 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>	
X	District Survey Data (C4,C5)	X	Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
X	<i>Safe Schools (C4)</i>	X	Total Volunteer Hours by Parents and Community Members in Schools
X	<i>School Environment (C5)</i>	X	Direct Interactive Parent Contacts Involving Student Achievement
X	Incidents of Physical Violence (C2)	X	Training Workshops Provided for Parents/Community
X	<i>Incidents of Possession of Firearms in School (C2)</i>	<input type="checkbox"/>	<u>Other</u>
X	<i>Incidents of Possession of Weapons Other than Firearms in School (C2)</i>	X	Local Benchmarks/Standards of Excellence
X	<i>Students Without Incidents of Physical Violence in School (C2)</i>	X	State Benchmarks/Standards of Excellence
X	<i>Students Without Incidents of Possession of Firearms in School (C2)</i>	X	National Benchmarks/Standards of Excellence
X	<i>Students Without Incidents of Possession of Weapons Other than Firearms in School (C2)</i>	X	International Benchmarks/Standards of Excellences
X	Professional Development Hours and Involvement Related to School Climate and Student Discipline	X	Volunteer Log
		X	Adequate Yearly Progress
		X	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>67% passing in grade 3 recognizing standard form of a 6-digit number expressed in written form</p> <p>Reporting category: Number and number sense on spring 2007 math SOLs</p> <p>Spring 05 = 100% Spring 06 = 95.9% Spring 07 = 86.4%</p>	<p>Increase the percentage of students scoring proficient or better on a quarterly math assessment after intervention</p>	<p>Students will focus on mastery of math facts by completing daily math reviews</p> <p>Students will use non-linguistic representation and manipulatives to sort, classify, and construct plane and solid geometric figures by their attributes</p> <p>Students will practice math skills using computing technology</p> <p>Fourth and fifth grade teachers will use Elapsed Time Challenge</p>	<p>Workshop using non-linguistic representations in math by math resource teacher</p> <p>Walk Through feedback/coaching</p> <p>Learning strategies for Levels 1-2 LEP students</p> <p>Enhanced Curriculum and Standards of Powerful Literacy SOL Blue Print</p>	<p>Vertical Data Team Notebook</p> <p>Informal and formal observations</p> <p>Periodic review of lesson plans</p> <p>Professional Development agendas and logs</p>	<p>Graph of percentage of students scoring proficient or better on the monthly Math Problem Solving Assessment after intervention</p> <p>90% or more of all grade 3, 4, and 5 students will score proficient on the Number/Number Sense strand of the Math SOL</p>

B.	70.21% at or above average for grade level 3 STAR reading levels	Increase the percentage of students scoring proficient or better on a quarterly reading assessment after intervention	<p>Increase home involvement by providing access to eduTest-At Home assessments incorporating teacher assignments in the Reading Center/Lightspan activities</p> <p>Implement literacy work stations using available technology to support student learning:</p> <ul style="list-style-type: none"> -phonemic awareness -reading comprehension -decoding -vocabulary -fluency reflecting student reading levels, strategies being taught and organized by developmental reading levels 	<p>Workshop opportunities for teachers and parents</p> <p>Data driven decision-making</p> <p>Small group instruction</p> <p>Guided reading</p> <p>One on one instruction</p> <p>Home Grading/Lightspan Reading Center</p>	<p>Guided reading walkthroughs</p> <p>Data team review of monthly data</p> <p>Review of lesson plans</p>	85% or more of all grade 3 students will score proficient or better on a quarterly reading test
C.	75% of grade 3 black males scored proficient or better in English/Spring 2007 SOL	Increase the number of students scoring proficient or better on weekly, monthly and quarterly assessments	<p>Track student mastery of comprehension skills and provide intervention as needed</p> <p>Summarizing and note taking</p> <p>Making inferences and drawing conclusions</p>	<p>Data driven decision making</p> <p>Guided reading demonstration lessons and coaching</p> <p>Use of technology for comprehension</p> <p>Vocabulary development</p>	<p>Formal and informal observations</p> <p>Literacy observation checklist</p> <p>Periodic review of lesson plans</p> <p>Graphs of performance of individual students in focused subgroups</p>	The achievement gap will close by 15% (10% increase)
D.						

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>SMART Report Referrals:</p> <p>2006 = 75</p> <p>2007 = 124</p> <p>65% Increase</p>	<p>Increase the number of students who follow the NPS Code of Conduct</p> <p>Decrease number of referrals on monthly discipline report</p>	<p>Use research based behavioral strategies dealing with disruption and harassment</p> <p>Immediate reaction to teachers request:</p> <p>Proactive and preventive practices Project RIDE</p> <p>Behavioral interventions Instructional Support Team strategies Example: Lessons to teach inference through feelings</p> <p>Offering academic and curricular restructuring in grading practices</p> <p>Bi-monthly parent gatherings</p>	<p>Meet weekly with grade level chairs to avoid pitfalls and soft spots by increasing training in Project RIDE</p> <p>Strategies taught and evaluated monthly with teachers</p> <p>IST strategies e-mailed weekly by school social worker</p>	<p>Frequent recognition of positive behavior through electronic bulletin board and special events</p>	<p>A reduction in incident referrals</p>
B.	<p>Increase the number of students who feel safe and secure at school</p> <p>Peer pressure and increased exposure to violence in the home and community</p>	<p>Increase the number of students who participate in student citizenship programs</p>	<p>Teach Character Education</p> <p>Social Skills Instruction Cooperation Organization Honesty Responsibility</p>	<p>Follow implementation plan with bi-monthly guidance meetings</p>	<p>Review of incident referrals by guidance counselor</p>	<p>Reduction in number of repeat offenders</p>

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>Increase volunteers trained in Junior Great Books</p> <p>volunteers</p> <p>02 = 6</p> <p>03 = 6</p> <p>04 = 6</p> <p>05 = 6</p> <p>06 = 8</p> <p>07 = 8</p>	<p>Number of classes logged and parents having received training measured by completion of Junior Great Books training</p>	<p>Recruit volunteers for training</p>	<p>Junior Great Books training</p>	<p>Number of volunteers trained (goal 2 plus)</p>	<p>Increase in number of students who participate in Junior Great Books</p>
B.	<p>Increase in parent participation in gifted resource model</p> <p>02 = 18</p> <p>03 = 30</p> <p>04 = 50</p> <p>05 = 52</p> <p>06 = 62</p>	<p>Number of opportunities for parents to participate in the gifted eligibility process and the gifted cluster model will increase measured by referrals to the gifted program</p>	<p>1. Bi-monthly parent gatherings</p> <p>2. Information sessions for parents</p> <p>3. Workshop opportunities for parents</p>	<p>Teacher staff development concerning the gifted referral process and the gifted model</p>	<p>1. Number of gifted referrals for students participating in free and reduced lunch program</p> <p>2. Acceptance rate for gifted referrals will increase</p>	<p>More students participating in free and reduced lunch will be found eligible for gifted services</p>

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

Data analysis performed in spring, summer and fall with the help of central office. Central office keen on status of planning and development.

Methods Used to Communicate Our Plan

The local media has shared SOL results and comparisons between schools and districts with the public. SOL scores are electronically available on the web board. A PTA meeting will be devoted to accountability. Teachers disseminate information to parents routinely. Handbook is given out upon request to interested visitors and interested citizens.

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>
Project RIDE	September to December	New Staff	Sign-in logs, fliers, participation certificates
Research-based strategies and BEST instructional practices workshops	Monthly (September to May)	All Teachers and Staff	Workshop Agendas
Reading Assessment	September to June	K-5 Teachers	Sign-in Logs
Technology Including Student Accessible System (Grade 4) and Student e-mail	September to June	All Staff/Students Collaborative Lessons Library Media Specialist Instructional Technology Classroom Teachers	Participation Certificates and Completed Portfolios
Conflict Mediation	February	Interested Staff	Participation Certificates and Completed Portfolios