



NORFOLK PUBLIC SCHOOLS

Willoughby Elementary School

SCHOOL ACCOUNTABILITY PLAN Year: 2007-2008

Dr. Stephen Jones, Superintendent of Schools
Sharon A. Phillips, Principal

October 15, 2007

Dear Willoughby 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 2007-2008 School better.

Sincerely,

Sharon A. Phillips
Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Sharon Phillips	: A (Principal)
Kathleen Woodington	: R (Instructional Specialist)
Cynthia Molina	: P and T
Angela Schaeffer	: R (Math)
Susan Lass	: T (Title I Schoolwide)
Jane Volkman	: O (Sped)
Catherine Thomson	: R (Co-Skills)
Elizabeth Orlando	: T (Technology)
Joe Wilkinson	: P and R
Bythella Hickman	: A

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
September 20, 2007	: 1:30-3:30	: Media Center
September 21, 2007	: 9:30-12:30	: Conference Room
October 12, 2007	: 9:30 – 12:30	: Room 16
November 21, 2007	: 9:30-11:00	: Room 16
January 22, 2007	: Gr Lvl/Planning	: Room 16
April 17, 2007	: 9:30 – 11:00	: Media Center
August 18, 2007	: 9:00 – 11:00	: 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>		
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)	<input type="checkbox"/> Teacher Retention (A1)
X	<i>STAR Test Results</i>	<input type="checkbox"/> 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>	<input type="checkbox"/>	Local Benchmarks/Standards of Excellence
X	<i>Students Without Incidents of Physical Violence in School (C2)</i>	<input type="checkbox"/>	State Benchmarks/Standards of Excellence
X	<i>Students Without Incidents of Possession of Firearms in School (C2)</i>	<input type="checkbox"/>	National Benchmarks/Standards of Excellence
X	<i>Students Without Incidents of Possession of Weapons Other than Firearms in School (C2)</i>	<input type="checkbox"/>	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
		<input 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>
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<p>A. <u>SOL Pass % - Science</u></p> <table border="1"> <thead> <tr> <th></th> <th>Gr.3</th> <th>Gr.5</th> </tr> </thead> <tbody> <tr> <td>04- 79</td> <td>79</td> <td></td> </tr> <tr> <td>05-84</td> <td>77</td> <td></td> </tr> <tr> <td>06- 97</td> <td>89</td> <td></td> </tr> </tbody> </table> <p>90.2% of Gr. 3 and Gr. 5 students scored proficient or better on the 2006 SOL Science test.</p> <p>24.2% of Grade 3 students scored advanced proficient.</p> <p>17.9% of Grade 5 students scored advanced proficient.</p> <p>Focus Areas: <u>33% of Gr. 3 students</u> scored proficient or better in Life Processes/Living Systems: Identify Life Needs of Animals <u>43% of Gr. 5 students</u> scored proficient or better in Life Processes/Living Systems: Differentiate between the kingdoms of organisms</p> <p><u>54% of Gr. 5 students</u> scored proficient or better in Earth/Space Systems: Plate Tectonics</p> <p><u>African AM/White Achievement Gap</u></p> <table border="1"> <thead> <tr> <th></th> <th colspan="2"><u>Science</u></th> </tr> <tr> <th></th> <th>Gr.3</th> <th>Gr.5</th> </tr> </thead> <tbody> <tr> <td>04-</td> <td>26.1%</td> <td>29.4%</td> </tr> <tr> <td>05-</td> <td>0.0%</td> <td>1.2%</td> </tr> <tr> <td>06-</td> <td>8.7%</td> <td>16.7%</td> </tr> </tbody> </table>		Gr.3	Gr.5	04- 79	79		05-84	77		06- 97	89			<u>Science</u>			Gr.3	Gr.5	04-	26.1%	29.4%	05-	0.0%	1.2%	06-	8.7%	16.7%	<p>Increase the percentage of students scoring 80% or better on the common monthly formative science assessment.</p>	<p>>Students will use non-linguistic representations.</p> <p>>Students will use graphic organizers to identify similarities and differences.</p> <p>>Teachers and students will use questions, cues and advance organizers during science instruction.</p> <p>>Teachers will integrate content area texts/passages during guided reading, read alouds and shared/buddy reading.</p> <p>>Teachers will implement effective vocabulary instruction through the use of a content area word walls.</p> <p>>Gr. 3-5 students will apply previously taught knowledge on a daily science review.</p> <p>>Gr. K-2 teachers will use science sponge activities to apply previously taught knowledge.</p> <p>>Teachers will track focus subgroups' performance on monthly and quarterly assessments – ELL, and African American males X(check data).</p>	<p>>Book study on <u>Classroom Instruction That Works</u> by Robert Marazono.</p> <p>>Questioning, cues and advance organizer workshops</p> <p>> Graphic organizers to identify similarities and differences workshops.</p> <p>> Non-linguistic representations workshops.</p> <p>>Word Wall/content vocabulary “Sponge” activities workshop</p> <p>>Use of technology for vocabulary reinforcement</p> <p>>Smart Board training to integrate technology and science.</p>	<p>>Formal and informal observations</p> <p>>Periodic review of lesson plans</p> <p>>PD agendas and logs</p> <p>>Observation rubric</p>	<p>>Graph the percentage of students scoring 80% or better on the common monthly formative science assessment.</p> <p>>Graph the percentage of Gr.2 students scoring 70% or better on the Life Processes/Living Systems strand of the Mid-Year NPS Science Assessment.</p> <p>>70% of Gr. 3 and Gr. 5 students will score proficient or higher on the Life Processes/ Living Systems strand on the Science SOL test.</p> <p>> Graph the percentage of Gr.4 students scoring 70% or better on the Life Processes/ Living Systems strand on the NPS Quarterly Assessments.</p> <p>>70% of Gr. 5 students will score proficient or higher on the Earth/ Space Systems strand on the Science SOL test.</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>
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A.	100% of referral infractions were related to harassment. (1 out of 1 infraction)	Decrease the number of students referred to office for harassment on our monthly discipline report.	>Implementation of Project Ride Strategies >Semester Chit Chats >Posted classroom rules with rewards and consequences >Use of “VIP” envelopes >Small group sessions by School Counselor >Breakfast with the Principal >Kool Kids are Willoughby Whalers Club >Class Meetings	BEST, COMP, and TESA training for teachers designated by school and/or LCD Professional development provided by central office personnel and school personnel Bullying Intervention Parent Development: PESA workshops Mentoring Program	Staff Development sign-in Logs Parent Contact Logs Posted Classroom Rules with Rewards and Consequences Behavior Charts WES Weekly Progress Reports School Counselor small groups	75% or less of referral infractions will result related to harassment.
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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>
A.	Willoughby currently has 5 partners that are active throughout the year. Active Partners include: -Freedom Ford -AIMD -Applebee's -Jackson Hewitt Tax Service -Food Lion	Increase the number of active Partners in Education on our quarterly report.	>Recruitment by phone calls, invitations, emails, visits to organizations >Visibility and Recruitment of Faith Based Organizations, Local Businesses, Civic Organizations, Military Commands/ Ships/ Departments	Parent Liaison Training Recruitment Opportunities	Log of volunteer hours Copies of partnership certificates Number of Mentors Contests Grant Applications Quarterly Newsletter WES website Parent Liaison Monthly Meetings Sign in Forms Field Trips	A minimum of 8 partners will be active with Willoughby by the end of the 2008 school year.

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

Early release day in September designated for all faculty to provide input to plan.

Methods Used to Communicate Our Plan

Quarterly newsletter to provide announcement that a copy of the plan is located in office for stakeholder review. School employees received a copy of completed plan.

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>
Implementation of Math Expressions Grades 3-5	August 29 – August 30	All teachers grade 3 – 5 teachers	Attendance Log
Refresher of Math Expressions for Grades K - 2	August 29 – August 30	All teachers grade K – 2.	Attendance Log
SMART Board Training – Intro to SMART Technology	August 29	All resource teachers & grade Pre- K – grade 2.	Attendance Log
SMART Board Training – Intro to SMART Technology	August 29	All teachers grade 3 – 5 teachers	Attendance Log
Book Study: Classroom Instruction That Works as it relates to Science	October 16, December 4, January 22, February 26, April 15, May 27	All teachers	Attendance Log/ Agenda
Book Study: Classroom Instruction That Works as it relates to Math	October 23, November 27, January 15, February 19, April 8, May 13	All teachers	Attendance Log/ Agenda
Book Study: Classroom Instruction That Works as it relates to Co-Skills	November 13, January 8, February 12, March 18, May 6	All teachers	Attendance Log/ Agenda
Content Word Walls	December 4	All teacher grade 3 – 5	Attendance Log /Agenda
Content “Sponge” Activities	December 4	All teachers grade K-2	Attendance Log/ Agenda
Technology Training WEB Page Design	September 18 / September 25/ October 18	All teachers	Attendance Log / Agenda
SMART Board – Science Integration	January 22, March 10	All teachers	Attendance Log / Agenda
Math – Using the www.eduplace.com website	November 27	All teachers	Attendance Log /Agenda
SMART Board – Math Integration	November 27, April 21	All teachers	Attendance Log / Agenda
BEST, COMP, TESA Training	August 24, October 4&12, November 14, December 12, January 3&8	Teachers designated by School/LCD	Staff Development Sign-in Logs

Staff Development

<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Mentoring Program	October 15	Mentors	Agenda
Recruitment Opportunities	October 15	Mentors/ Local Businesses	Attendance Log / Agenda
How to teach explicit instruction of comprehension strategies	November 13, January 8, February 12, March 18, May 6	All teachers	Attendance Log / Agenda
Bullying Intervention	January 29	All Teachers	Attendance Log / Agenda
PESA Workshops	TBA	Parents	Sign in Logs
Technology: Science www.solpass.org www.unitedstreaming.com www.studyisland.com www.brainpop.com	November 4	All teachers	Attendance Log / Agenda
Technology: Math http://www.eduplace.com/ http://nlvm.usu.edu/en/nav/vlibrary.html www.studyisland.com www.brainpop.com	December 10	All teachers	Attendance Log / Agenda
Technology: CoSkills www.harcourtschool.com www.starfall.com www.studyisland.com www.brainpop.com	February 4	All teachers	Attendance Log / Agenda