



# NORFOLK PUBLIC SCHOOLS

P. B. Young, Sr. Elementary School

## SCHOOL ACCOUNTABILITY PLAN Year: 2007 - 2008

*Dr. Stephen Jones, Superintendent of Schools*  
*Dr. Laguna O. Foster, Principal*

October 15, 2007

Dear P. B. Young, Sr. 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 P. B. Young, Sr. Elementary School better.

Sincerely,

Laguna Foster,  
Principal



## 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 8<sup>th</sup> 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)

<b><u>Continuous Growth of Student Academic Achievement</u></b>	
<input type="checkbox"/> 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)
<input type="checkbox"/> <i>SOL Science (B9)</i>	<input type="checkbox"/> PSAT Participation and Achievement (B4)
<input type="checkbox"/> <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
<input type="checkbox"/> <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)
<input type="checkbox"/> <i>Gates-MacGinitie Test Results</i>	<input type="checkbox"/> <i>Classes Taught by Highly Qualified Teachers (A2)</i>
X <i>PALS Tests Results</i>	Professional Development Hours and Involvement Related to Academic Achievement
<input type="checkbox"/> International Baccalaureate Program Enrollment, Results, Graduates (B7)	<input type="checkbox"/> Attendance Data for Staff (A3)
<input type="checkbox"/> Advance Placement or Dual Enrollment Participation and Achievement ( B5)	<input type="checkbox"/> Attendance Data for Students & NCLB Subgroups (C1)
<input type="checkbox"/> Certifications Earned, Received and CTE Diplomas (B2)	<input type="checkbox"/> <i>Chronic Student Absenteeism (C3)</i>
<input type="checkbox"/> Promotion/Retention/Dropout (B13)	<input type="checkbox"/> Governor’s School Results and Enrollment
	X <b>Professional Development Hours and Involvement Related to Academic Achievement</b>

**Tier 1 Indicators** (shading indicates areas in which data must be collected at the school level)

<u>Safe, Secure &amp; Disciplined Learning Environment</u>	<u>Active Engagement of Parents Business and Community in Educational Process</u>
<input type="checkbox"/> District Survey Data (C4,C5)	Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
X <i>Safe Schools (C4)</i>	Total Volunteer Hours by Parents and Community Members in Schools
<input type="checkbox"/> <i>School Environment (C5)</i>	Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/> Incidents of Physical Violence (C2)	X Training Workshops Provided for Parents/Community
<input type="checkbox"/> <i>Incidents of Possession of Firearms in School (C2)</i>	<input type="checkbox"/> <b>Other</b>
<input type="checkbox"/> <i>Incidents of Possession of Weapons Other than Firearms in School (C2)</i>	X Local Benchmarks/Standards of Excellence
<input type="checkbox"/> <i>Students Without Incidents of Physical Violence in School (C2)</i>	X State Benchmarks/Standards of Excellence
<input 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
X Professional Development Hours and Involvement Related to School Climate and Student Discipline	<input type="checkbox"/> Volunteer Log
	<input type="checkbox"/> 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>
A.	<p>55% of Grade 2 students reading on grade level based on spring DRA (S)</p> <hr/> <p>79% of Grade 3 students passed English SOL's (S)</p>	<p>Increase the percentage of Grade 3 students scoring proficient or better on common monthly and quarterly assessments in Reading (G)</p> <hr/> <p>Increase the percentage of Grade 4 students scoring proficient or better on common monthly and quarterly assessments in Reading (G)</p>	<p>Teacher-directed instruction of reading comprehension strategies (STARS) (PL)</p> <p>Use of SR3 (PL)</p> <p>School-wide practice of graphic organizers (PL)</p> <p>Building academic vocabulary (PL)</p>	<p>Data Disaggregation (reading vertical team)</p> <p>LCD professional development</p> <p>Book Study: "Building Academic Vocabulary" (Marzano)</p> <p>Walkthroughs with focus school</p> <p>Reading comprehension strategies (STARS)</p> <p>Video: "Stepping Up With Literacy Stations" (Debbie Diller)</p> <p>Book Study: "Making the Most of Small Groups" (Debbie Diller)</p>	<p>Quarterly and common monthly assessments</p> <p>Formal and informal teacher/staff observations</p> <p>Inspection of teacher/staff lesson plans</p> <p>Internal/external walkthroughs</p> <p>Professional development logs for attendance</p> <p>Teacher observation via administration and grade-level advisors</p>	<p>At least 90% of students in Grade 3 will score proficient or better on the SOL's</p> <p>At least 90% of students in Grade 3 will score proficient or better on the quarterly and common monthly assessments</p> <hr/> <p>At least 90% of students in Grade 4 will score proficient or better on the SO's</p> <p>At least 90% of students in Grade 4 will score proficient or better on the quarterly and common monthly assessments</p>

<p>B.</p>	<p>25% of Grade 3 students (Students with Disabilities) scored proficient or better in the Probability and Statistics strand of Math (S)</p>	<p>Increase the percentage of Grade 4 students (Students with Disabilities) scoring proficient or better on common monthly and quarterly assessments in Math (G)</p>	<p>Use flexible cooperative learning groups (PL)</p> <p>Graphing of data (PL)</p> <p>Non-linguistic representations (PL)</p>	<p>Data Disaggregation (math vertical team)</p> <p>LCD professional development</p> <p>Book Study: "Building Academic Vocabulary" (Marzano)</p> <p>Walkthroughs with focus school</p> <p>Book Study: "Making the Most of Small Groups" (Debbie Diller)</p>	<p>Quarterly and common monthly assessments</p> <p>Formal and informal teacher/staff observations</p> <p>Inspection of teacher/staff lesson plans</p> <p>Internal/external walkthroughs</p> <p>Professional development logs for attendance</p> <p>Teacher observation via administration and grade-level advisors</p>	<p>At least 97% of students in Grade 4 will score proficient or better on the SOL's</p> <p>At least 97% of students in Grade 4 will score proficient or better on the quarterly and common monthly assessments</p>
<p>C.</p>	<p>78% of Grade 5 students scored proficient or better in the Civics strand of History (S)</p> <p>70% of Grade 5 students scored proficient or better in the Geography strand of History (S)</p> <p>74% of Grade 5 students scored proficient or better in the History strand of History (S)</p>	<p>Increase the percentage of Grade 5 students scoring proficient or better on common monthly and quarterly assessments in History/Social Science (G)</p>	<p>Building academic vocabulary (PL)</p> <p>Writing across the curriculum (PL)</p> <p>Use cooperative learning groups (PL)</p> <p>Graphic Organizers (PL)</p> <p>Non-linguistic representations (PL)</p>	<p>Data Disaggregation (social science vertical team)</p> <p>LCD professional development</p> <p>Book Study: "Building Academic Vocabulary" (Marzano)</p> <p>Walkthroughs with focus school</p> <p>Book Study: "Making the Most of Small Groups" (Debbie Diller)</p> <p>Outreach programs</p>	<p>Quarterly and common monthly assessments</p> <p>Formal and informal teacher/staff observations</p> <p>Inspection of teacher/staff lesson plans</p> <p>Internal/external walkthroughs</p> <p>Professional development logs for attendance</p> <p>Teacher observation via administration and grade-level advisors</p>	<p>At least 87% of students in Grade 5 will score proficient or better on the SOL's</p> <p>At least 87% of students in Grade 5 will score proficient or better on the quarterly and common monthly assessments</p>

D.	<p>66% of Grade 4 students scored proficient or better in the Computation / Estimation strand of math (S)</p> <p>66% of Grade 4 students scored proficient or better in the Patterns/ Functions/ and Algebra strand of math (S)</p> <p>70% of Grade 5 students scored proficient or better in the Measurement and Geometry strand of math (S)</p>	<p>Increase the percentage of Grade 4 students scoring proficient or better on common monthly, quarterly assessments in Math (G)</p> <p>Increase the percentage of Grade 5 students scoring proficient or better on common monthly, quarterly assessments in Math (G)</p>	<p>Graphing of data (PL)</p> <p>Daily math reviews to reinforce mastery of identified strands (PL)</p> <p>Non-linguistic representations (PL)</p> <p>Graphic organizers (Compare/contrast) (PL)</p> <p>Use of similarities and differences (PL)</p> <p>Clarify/justify in writing using math journals</p>	<p>Data Disaggregation (math vertical team)</p> <p>LCD professional development (new textbook adoption)</p> <p>Book Study: "Building Academic Vocabulary" (Marzano)</p> <p>Walkthroughs with focus school</p> <p>Book Study: "Making the Most of Small Groups" (Debbie Diller)</p> <p>Professional development by math specialist</p> <p>Compass Learning training</p>	<p>Quarterly and common monthly assessments</p> <p>Formal and informal teacher/staff observations</p> <p>Inspection of teacher/staff lesson plans</p> <p>Internal/external walkthroughs</p> <p>Professional development logs for attendance</p> <p>Teacher observation via administration and grade-level advisors</p>	<p>At least 90% of students in Grade 4 will score proficient or better on the SOL's</p> <p>At least 90% of students in Grade 4 will score proficient or better on the quarterly and common monthly assessments</p> <p>At least 93% of students in Grade 5 will score proficient or better on the SOL's</p> <p>At least 93% of students in Grade 5 will score proficient or better on the quarterly and common monthly assessments</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.	32 student infraction referrals for harassment which result in out-of-school suspensions (S)	Decrease the number of infraction referrals for harassment which result in out-of-school suspensions on Ultimate Data Warehouse monthly report (G)	Peer Conflict Mediation (O)  Monthly Character Education (O)  Grade Level Discipline Plans posted and reviewed daily  School/Class-wide Reinforcement Techniques (Strike 3, Marbles in a Jar, Time-out) (O)  Classroom teachers escorting students out the front door	Student Affairs Counselor will conduct the following in-services:  Project Ride  Alternatives to Violent Behavior (Barry Robinson - Norfolk Assessment Center)  Character Education  Gatekeepers  Mentorship Program	Monthly graphs of infraction referrals per teacher per student  Monthly discipline data team	Decrease the number of infraction referrals for harassment which result in out-of-school suspensions

## 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.	30 opportunities for parents / community members to participate in workshops (S)	<p>Increase the number of opportunities for parents / community members to participate in workshops and NPS events / functions as evidenced on parent workshop sign-in sheets. (G)</p> <p>Increase the number of male participants within our volunteer / mentor program as evidenced on the monthly volunteer / mentor log reports (G)</p>	<p>Continue to improve family literacy through the use of Computer Assisted instruction (CAI) Program</p> <p>Title I Systematic Training for Effective Parenting of Children (S.T.E.P.) Program</p> <p>Adults and Children Together Against Violence (A.C.T.) Series – Media violence and inappropriate media</p> <p>Grandparents as Parents (G.A.P.)</p> <p>Male role model breakfast</p>	<p>Parent workshops by: Teachers Specialists Communication Skills Math Science Instructional Media Technology Literacy Parent Liaison</p> <p>NCLB</p> <p>Title I Parent University Fall/Spring</p>	<p>Agenda and attendance logs</p> <p>Verbal feedback</p>	<p>An increase in the number of opportunities for parents / community members to participate in workshops and community events</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**

Disaggregated data, school-wide information and Accountability Plan strategies are distributed to all teachers and staff. All recipients of this information discuss and provide feedback to the vertical and governance teams. Parents, community members and partners-in-education are also informed.

#### **Methods Used to Communicate Our Plan**

The powerful teaching strategies identified in the 2007-2008 Accountability Plan will be communicated to the faculty and staff. These strategies will also be shared with community stakeholders through the school's website, NRHA quarterly newsletter and PTA home newsletters.

#### 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.

<b>Staff Development</b>			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Book Study: "Building Academic Vocabulary"	August 29, 2007, September 11, 2007	All staff	Attendance logs/certificates
Project Ride	October 15, 2007	All new staff members	Attendance logs
LCD	October, November, and as needed	All staff	Attendance logs
Specialists "Train the Trainer"	Monthly	Needs-based	Attendance logs/certificates
Compass Learning	October 11, 2007	All staff	Attendance logs/certificates
Mentorship Program	October, 2007	All staff	Attendance logs
District-wide staff development	October 29, 2007	All staff	Attendance logs/certificates
Character Education	October, 2007	All staff	Attendance logs
Alternatives to Violent Behavior	November, 2007	All staff	Attendance logs
Interactive Notebooks	November, 2007	Grades K – 5 teachers	Attendance logs/certificates
STARS/CARS	October, November, 2007	Grades 2-5 teachers	Attendance logs/certificates
Book Study" Making the Most of Small Groups"	November, December, January, 2007/2008	Grades K-2	Attendance logs/certificates
Video "Stepping Up with Literacy Stations"	November, December, 2007	Grades 3-5	Attendance logs/certificates
William and Mary Collaborative Symposium	October 30, 2007	Special Ed. and Inclusion Teachers	Certificates
Time Management	December, 2007	All teachers/administration	Attendance logs/certificates

