



# NORFOLK PUBLIC SCHOOLS

Booker T. Washington High **School**

## SCHOOL ACCOUNTABILITY PLAN

**Year:** 2007-2008

***Dr. Stephen Jones, Superintendent of Schools***

Cynthia J. Watson, ***Principal***

October 24, 2007

Dear Booker T. Washington High 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 Booker T. Washington High School better.

Sincerely,

Principal

## SCHOOL ACCOUNTABILITY TEAM

### Committee Members/Representation

Individual	Position
Cynthia J. Watson	Principal
Louis D'Angelo	Assistant Principal
Margie Gilchrist-Stallings	Assistant Principal
David Nelson	Assistant Principal
Melvin White	Assistant Principal
Janet Dennis	Parent
Yvette Wyatt	Committee Member
Lawrence Smith	Guidance Chair
Virginia Heath	Committee Member
Carrie Caplan	English Chair
Sallie Cooke	Math Chair
Joy Gallop	Science Chair
Bridgett Reardon	Social Studies Chair
Pura Bellido	Foreing Languages Chair
Larry Gee	Health and Physical
Toinette Outland	Education Chair
Shelia Clark	Support Services Chair
Sam Roundtree	Fine Arts Chair
Romeo Lambert	Dean of Students
Janet Timberlake	PTA President
Maxine Goodman	Program Director

### Committee Meetings

Date	Time	Location
August 21-23, 2007	8:00 - 3:00	Holiday Inn
Sept, 13, 2007	1:00 - 3:00	Conference Room
October 4, 2007	9:30- 11:30	Ted Constant Center
October 24, 2007	2:00 - 3:00	Conference Room

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.

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 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 checked="" type="checkbox"/> Standards of Learning Test Results (B9-12)	<input checked="" type="checkbox"/> Graduation Rate (B1)
<input checked="" type="checkbox"/> <i>Narrowing the Achievement Gap (B9-12)</i>	<input type="checkbox"/> Completed Algebra by End of Eighth Grade (B3)
<input checked="" type="checkbox"/> <i>SOL Science (B9)</i>	<input checked="" type="checkbox"/> PSAT Participation and Achievement (B4)
<input checked="" type="checkbox"/> <i>SOL History (B10)</i>	<input checked="" type="checkbox"/> SAT/ACT Participation and Achievement (B6)
<input checked="" type="checkbox"/> <i>SOL Math (B11)</i>	<input checked="" type="checkbox"/> Foreign Language Enrollment
<input checked="" type="checkbox"/> <i>SOL English (B12)</i>	<input checked="" type="checkbox"/> Scholarships Earned
<input checked="" type="checkbox"/> Reading on Grade Level (B8)	<input checked="" type="checkbox"/> Teacher Retention (A1)
<input type="checkbox"/> <i>STAR Test Results</i>	<input type="checkbox"/> Highly Qualified Teachers (A2)
<input type="checkbox"/> <i>Gates-MacGinitie Test Results</i>	<input checked="" type="checkbox"/> <i>Classes Taught by Highly Qualified Teachers (A2)</i>
<input type="checkbox"/> <i>PALS Tests Results</i>	<input checked="" type="checkbox"/> 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 checked="" type="checkbox"/> Attendance Data for Students & NCLB Subgroups (C1)
<input type="checkbox"/> Certifications Earned, Received and CTE Diplomas (B2)	<input checked="" type="checkbox"/> <i>Chronic Student Absenteeism (C3)</i>
<input type="checkbox"/> Promotion/Retention/Dropout (B13)	<input type="checkbox"/> Governor's School Results and Enrollment
	<input type="checkbox"/> <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)

<b><u>Safe, Secure &amp; Disciplined Learning Environment</u></b>	<b><u>Active Engagement of Parents Business and Community in Educational Process</u></b>
<input type="checkbox"/> District Survey Data (C4,C5)	<input checked="" type="checkbox"/> Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
<input type="checkbox"/> Safe Schools (C4)	<input checked="" type="checkbox"/> Total Volunteer Hours by Parents and Community Members in Schools
<input type="checkbox"/> School Environment (C5)	<input checked="" type="checkbox"/> Direct Interactive Parent Contacts Involving Student Achievement
<input checked="" type="checkbox"/> Incidents of Physical Violence (C2)	<input checked="" type="checkbox"/> Training Workshops Provided for Parents/Community
<input checked="" type="checkbox"/> Incidents of Possession of Firearms in School (C2)	<input type="checkbox"/> <b><u>Other</u></b>
<input checked="" type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School (C2)	<input checked="" type="checkbox"/> Local Benchmarks/Standards of Excellence
<input checked="" type="checkbox"/> Students Without Incidents of Physical Violence in School (C2)	<input checked="" type="checkbox"/> State Benchmarks/Standards of Excellence
<input checked="" type="checkbox"/> Students Without Incidents of Possession of Firearms in School (C2)	<input type="checkbox"/> National Benchmarks/Standards of Excellence
<input checked="" type="checkbox"/> Students Without Incidents of Possession of Weapons Other than Firearms in School (C2)	<input type="checkbox"/> International Benchmarks/Standards of Excellences
<input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to School Climate and Student Discipline	<input checked="" type="checkbox"/> Volunteer Log
	<input checked="" 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>
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<p>A.</p>	<p>The percentage of students who scored proficient or better on the Standards of Learning End of Course Tests for World Studies was 88%.</p> <p>*Note-all first time 9th graders are enrolled in Honors World Studies 1.</p>	<p>Increase the percentage of students scoring proficient or better on unit and quarterly Honors World Studies 1 assessments.</p>	<p>*Teachers will post the data from unit and quarterly assessments</p> <p>*Teachers will analyze data from unit and quarterly assessments</p> <p>*Teachers will participate in Best Practices Collaboration</p> <p>*Students will complete daily social studies reviews</p> <p>*Students will use word walls daily</p> <p>*Students will use their agendas to record assignments</p> <p>*Students will use graphic organizers and reflective questions to assist in writing during World Studies instruction</p>	<p>*Data Driven Decision Making</p> <p>*Data Driven Decision Making</p> <p>*Peer to Peer Observations</p> <p>*Weekly Team Planning</p> <p>*Weekly Team Meetings</p> <p>*Best Practices Instructional coaching</p> <p>*AVID Planning meeting and trainings</p> <p>*Questioning/graphic organizers workshops</p> <p>*Vertical team meetings</p>	<p>*Data Team Notebooks</p> <p>*Graphs of assessment results</p> <p>*Data Team Notebooks</p> <p>*Peer observation feedback conferences</p> <p>*Review of lesson plans</p> <p>*Formal and informal observations</p> <p>*Meeting agendas and notes from meetings</p> <p>*AVID notebook checks</p> <p>*Professional development agendas and logs</p>	<p>*Graphs of percentage of students scoring proficient or better on the unit and quarterly world studies assessments</p> <p>*80% or more of students will score proficient or better on the End of Course SOL for World Studies</p>
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<p>B.</p>	<p>The percentage of students who scored proficient or better on the Standards of Learning End of Course Tests for Biology was 73%.</p> <p>*Note-all first time 9th graders are enrolled in Honors Biology 1.</p>	<p>Increase the percentage of students scoring proficient or better on unit and quarterly Honors Biology assessments.</p>	<ul style="list-style-type: none"> <li>*Teachers will post the data from unit and quarterly assessments</li> <li>*Teachers will analyze data from unit and quarterly assessments</li> <li>*Students will complete daily science reviews</li> <li>*Students will use interactive notebooks for notetaking and organization</li> <li>*Students will engage in hands-on activities daily</li> <li>*Students will use word walls daily</li> <li>*Teachers will incorporate differentiated instruction daily</li> <li>*Teachers will incorporate questioning strategies to engage students to think critically</li> </ul>	<ul style="list-style-type: none"> <li>*Data Driven Decision Making</li> <li>*Weekly team planning and meetings</li> <li>*AVID meetings and workshops</li> <li>*Peer to peer observations</li> <li>*Best Practices workshops</li> <li>*BiologyTeam collaboration meetings</li> <li>*Classroom instruction workshops</li> <li>*Vertical Team meetings</li> <li>*Questioning strategies trainings/workshops</li> </ul>	<ul style="list-style-type: none"> <li>*Data team notebooks</li> <li>*Graphs of assessment data</li> <li>*Meeting logs and agendas</li> <li>*Formal and informal observations</li> <li>*Observation feedbacks</li> <li>*AVID notebook checks</li> <li>*Professional development logs and agends</li> </ul>	<ul style="list-style-type: none"> <li>*Graphs of percentage of students scoring proficient or better on the unit and quarterly biology assessments</li> <li>*80% or more of students will score proficient or better on the End of Course SOL for Biology</li> </ul>
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C.	100 students were enrolled on one or more Advanced Placement courses for the 2006-2007 school year.	Increase the number of students enrolled in Advanced Placement classes.	<p>*Teachers are using modified scoring rubrics in honors and AP classes</p> <p>*Students are being exposed to Advanced Placement expectations in honors and AP classes</p> <p>*Teachers are implementing higher level questioning strategies in honors and AP classes</p> <p>*Teachers are engaging in vertical team planning</p> <p>*Guidance counselors meeting with students for academic choices to include AP classes</p>	<p>*Staff development training/workshops on questioning and differentiated instruction</p> <p>*Development of the Advanced Placement Academy for students</p> <p>*Development of an Advanced Placement brochure for students and parents</p> <p>*Trainings for scoring using rubrics</p> <p>*Guidance counselors training on making data driven decisions</p>	<p>*Attendance logs and agendas</p> <p>*Advanced Placement Academy team meeting minutes and agendas</p> <p>*Formal and informal observations</p> <p>*Walkthroughs with peers and other schools</p> <p>*Peer observations</p> <p>*Walkthrough observation feedback</p> <p>*Review of lesson plans</p> <p>*Incorporating AP Potential in course selection</p>	<p>*An increase in PSAT and SAT scores</p> <p>*An increase in students enrolling in Advanced Placement classes</p>
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>45.9% of students were retained for the 2006-2007 school year.</p> <p>Individual Grades</p> <p>9th - 56.9%</p> <p>10th - 59.1%</p> <p>11th - 34.1%</p> <p>12th - 13%</p>	<p>Decrease the number of students who are retained.</p>	<p>Team teachers will review interim grades and attendance of students</p> <p>*Students will participate in the student mentoring program</p> <p>*Students will participate in grade level meetings each 9 weeks</p> <p>*Teachers will send progress reports to parents twice a month</p> <p>*Teachers will contact parents in reference to high absenteeism</p> <p>*Teachers will meet weekly to discuss students' academic and attendance</p> <p>*Teachers will participate in a school-wide focus on student success and achievement</p> <p>*Teachers will participate in staff development trainings on student</p>	<p>*Parent conferences</p> <p>*Data Driven Decision Making</p> <p>*Classroom Management Workshops</p> <p>*Grade Level Assemblies</p> <p>*Student Mentor Training</p> <p>*Student Mediation Training</p> <p>*Weekly team meetings</p> <p>*Staff development trainings on student achievement and success</p> <p>*</p>	<p>*Interim reports on grades and attendance</p> <p>*Parent contact logs</p> <p>*Agendas logs from trainings</p> <p>*Student Mentor Program list</p> <p>*Parent conference logs</p> <p>*Parent access to e-Semler</p> <p>*Attendance reports</p>	<p>*Interim graphs of grades and attendance</p> <p>*Starbase reports reflecting and increase in attendance and grades</p>
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B.				
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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.	17.0% (245) of our students were being monitored via e-sembler for the 2006-2007 school year.	Increase the percentage of students being monitored via e-sembler.	<ul style="list-style-type: none"> <li>*Guidance will maintain and provide copies of e-sembler accounts for parents and students.</li> <li>*Teachers will provide e-sembler passwords to students.</li> <li>*Students will print progress reports twice a month for their classes</li> </ul>	*Trainings and workshops for parents and students for e-sembler	<ul style="list-style-type: none"> <li>*Monthly monitoring of e-sembler accounts</li> <li>*Student printouts of e-sembler reports</li> <li>*Conferences with parents and students to include e-sembler account monitoring</li> </ul>	<ul style="list-style-type: none"> <li>*Monthly reports of student e-sembler accounts</li> <li>*An increase of monitoring of student e-sembler accounts</li> </ul>
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**

Administrators and department chairs attended a retreat this past summer to review the data from the 2006-2007 school year. After a careful and in-depth review of Booker T. Washington High School's data, to include Standards of Learning Scores, retention data, discipline data, attendance data and other school related data, department chairs with administrators developed a plan for the 2007-2008 school year. Department chairs also met with their departments to seek input from teachers. The plan was shared with parents and the School Data Team for finalization of the plan.

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

The final accountability plan will be shared with the entire faculty and staff during the October faculty meeting, instructional team meetings and data team meetings. A copy of the plan will be placed on Booker T. Washington's website for parents to view. A copy of the plan will be placed in th 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.

<b>Staff Development</b>			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Using Data to Guide Instruction	2007-2008 school year, Pre Service Week, November faculty meeting	Teaching Staff	Attendance logs, certificates, agendas
E-Semler Trainings	2007-2008 school year, Open Hours, Parent Teacher Conference Day	Students, parents and teachers	Attendance logs, certificates
AVID Training	Pre Service Week, Spetember Staff Development, November team meeting, ongoing for 2007-2008	9th Grade Transition Team, Teaching Staff	Staff development logs, agendas, certificates
Classroom Management Strategies	2007-2008 school year, December and January faculty meetings,	Entire staff	Staff development logs, certificates, agendas
Insructional Strategies for Student Success	2007-2008 school year	Entire staff	Staff development logs, certificates, agendas
Accountability Plan review	November faculty meeting, departmental meetings	Entire staff	Staff development logs, agendas, certificates