



NORFOLK PUBLIC SCHOOLS

Maury High School

SCHOOL ACCOUNTABILITY PLAN Year: 2007-2008

Dr. Stephen Jones, Superintendent of Schools
Michael J. Caprio, Principal

October 31, 2007

Dear Maury 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 Maury High School better.

Sincerely,

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 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)

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)	X Graduation Rate (B1)
X	<i>Narrowing the Achievement Gap (B9-12)</i>	Completed Algebra by End of Eighth Grade (B3)
X	<i>SOL Science (B9)</i>	X PSAT Participation and Achievement (B4)
X	<i>SOL History (B10)</i>	X SAT/ACT Participation and Achievement (B6)
X	<i>SOL Math (B11)</i>	X Foreign Language Enrollment
X	<i>SOL English (B12)</i>	X Scholarships Earned
	Reading on Grade Level (B8)	X Teacher Retention (A1)
	<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>
	<i>PALS Tests Results</i>	X Professional Development Hours and Involvement Related to Academic Achievement
	International Baccalaureate Program Enrollment, Results, Graduates (B7)	X Attendance Data for Staff (A3)
X	Advance Placement or Dual Enrollment Participation and Achievement (B5)	X Attendance Data for Students & NCLB Subgroups (C1)
X	Certifications Earned, Received and CTE Diplomas (B2)	X <i>Chronic Student Absenteeism (C3)</i>
X	Promotion/Retention/Dropout (B13)	X 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>		<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
		X	Other (please specify):SLC Evaluation

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.

Increase the percentage of student's graduating from high school in four years.

2005-2006

9th 59.06%
10th 61.56%
11th 71.76%
12th 89.67%

2006-2007

9th 62.65%
10th 71.62%
11th 80.80%
12th 91.67%

Increase the percentage of students meeting promotion criteria for grade level.

To be promoted to the listed grade level the student must have:

10th
1 English
1 Math
5 Credits
1 V.C.

11th
2 English
2 Math
10 Credits
3 VC

12th
3 English
2 Math
15 Credits
4VC

Marzano's nine instructional best practice strategies Summarizing and note-taking in all MHS classes (Marzano's Classroom Instruction that Works.)

Vocabulary Skill Development

Freshman/Sophomore Scholars program for all ninth and tenth grade students: 45minute direct instruction, SAT Prep grade 10, transition support grade 9.

Differentiated instruction

SOL retest remediation after school in all SOL tested areas

SOL remediation credit recovery Saturday's

9th and 10th grade interdisciplinary teams create, implement, monitor and analyze student interim grade distribution data to target student in need of interventions

Use on-line sources to review Algebra, Geometry, Reading and Writing SOL skills

Two-day Freshman Transition orientation program (August)

Differentiation Conference for core group (July)

Differentiated training for all staff members (August, September, October and March)

Monthly differentiation strategy presentation to MHS staff (October – June)

Freshman and Sophomore Seminar training for all Department Chair/Administration retreat (July)

Freshman and Sophomore Seminar training for all 9th and 10th grade core teachers (August)

Initiate structured professional learning community through book and article study that pertain to increasing student achievement (July – June)

Virginia Mentor training for counselors, 9th and 10th grade scholar's teachers

Formal, informal , walk through observation reports

Periodic review of lesson plans

Use of rubric look-fors during observations

Instructional team meeting agenda logs

Departmental meetings agenda and attendance logs

Quarterly assessment reports

Differentiated training sessions agendas/attendance logs

An increase in the academic achievement of students by increasing the promotion rate:

9th grade 68%
10th grade 69%
11th grade 80%
12th grade 93%

<p>B.</p>	<p>An increase in the percentage of students who score at or above proficient in state standards of learning EOC tests.</p> <p>Passing rate: <u>2005-2006</u> Alg 1 81.2% Geom 76.6% Eth Sc. 68.9%</p> <p><u>2006-2007</u> Alg1 Geom Eth. Sc.</p>	<p>Increase the percentage of students who score proficient or above on SOL aligned common unit/quarterly assessments in Algebra 1, Geometry and Earth Science.</p>	<p>Incorporate Differentiation instructional strategies</p> <p>SOL retest remediation after school program</p> <p>Academic assistance within 9th and 10th grade community scholars classes</p> <p>Data teams create, implement, monitor and analyze SOL aligned assessments monthly</p> <p>Assign two SWD collaborative teachers to each community</p> <p>Interactive notebooks with emphasis on writing strategies</p> <p>Data team collaborative scoring of lab reports to develop consistency</p> <p>Daily opportunities for students to apply vocabulary in Algebra 1, Geometry and Earth Science orally and in writing</p> <p>Daily opportunities for students to clarify, justify and defend ideas and solutions both orally and in writing</p>	<p>Differentiated training for all staff members (August, September, October and March)</p> <p>Monthly differentiation strategy presentation to MHS staff (October – June)</p> <p>On-line source training for all Algebra 1, Geometry teachers on use of Princeton Review, Algebra 1 and Geometry programs</p> <p>Common Formative Assessment training</p> <p>Effective questioning strategies training and follow-up</p>	<p>Data team analysis blue prints agenda</p> <p>Data team results (excel chart)</p> <p>Quarterly assessment reports</p> <p>Differentiated training session agenda</p> <p>Formal and informal classroom observations</p> <p>Review of lesson plans for required content</p>	<p>An increase in the percentage of students scoring proficient or above in SOL EOC</p> <p>Algebra 1: Geometry: Earth Science:</p>
-----------	--	---	---	---	--	--

<p>C.</p>	<p>An increase in the percentage (and number) of students scoring a 3 or above on Advanced Placement tests.</p> <p><u>2005-2006</u> 3 or above 63% # 332</p> <p><u>2006-2007</u> 3 or above 53% # 336</p>	<p>Increase the percentage of students who score C or better on AP aligned unit/district assessments.</p>	<p>Differentiated instructional strategies in all AP classes</p> <p>Implement AP Seminar curriculum in Human Geography</p> <p>Use released tests as a model to design unit assessments</p> <p>Implement a city-wide spring assessment in AP classes using a College Board released test</p> <p>Monthly city-wide collaboration between subject area AP teachers</p> <p>Review of past performance data to re-teach and review units prior to the May test</p> <p>City-wide alignment of individual course syllabus</p> <p>Saturday and evening review sessions prior to the May test</p>	<p>Differentiated training for all staff members (August, September, October and March)</p> <p>Monthly differentiation strategy presentation to MHS staff (October – June)</p> <p>AP teacher city-wide in-service on Differentiation strategies (October)</p> <p>Summer Institutes for new AP teachers</p> <p>Vertical AP strategy training for the Honors World Studies 1 and 2 teachers</p>	<p>Workshops agendas and attendance logs</p> <p>Use of rubric look-fors during formal, informal and walkthroughs</p>	<p>A 10% increase in the percentage of students scoring 3 or above on Advanced Placement tests.</p>
-----------	---	---	--	---	--	---

D.	<p>An increase in the percentage of minority students scoring at or above proficient on state standards of learning EOC tests</p> <p><u>2005-2006</u> Geom. 61% Eth Sc. 56.3% Wld St. 1 66.2%</p> <p><u>2006-2007</u> Geom. 60.2% Eth Sc. 54.6% Wld. St.1 69.9%</p>	<p>Increase the percentage of minority students scoring proficient or above on SOL aligned unit/district common assessments in Geometry, Earth Science and World Studies 1.</p>	<p>Expand SLC's to encompass grade 10 and a fifth community: Literacy Focus Rigor Collaboration Personalization Shared Decision-Making</p> <p>Provide academic support for grades 9 and 10 through Scholars classes</p> <p>Implement data driven decision making</p> <p>Implement interdisciplinary collaborative community teams</p> <p>After-school remediation in Geometry, Earth Science and World Studies 1</p>	<p>9th and 10th grade scholars training (August)</p> <p>Collaborative training for community teachers (August)</p> <p>Differentiated training for all staff members (August, September, October and March) Common Formative Assessment training</p> <p>Effective questioning strategies training and follow-up</p>	<p>Workshop agendas and attendance logs</p> <p>Classroom formal and informal observations</p> <p>Review of team agendas and meeting minutes</p>	<p>An increase in the minority students pass rate on SOL EOC tests</p> <p>Geometry: 70% Earth Science 70% World Studies 1 80%</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.	194 incidents of tardiness	Decrease the number of incidents of students being tardy to class	<p>Review and revise current MHS tardy policy to be put in place on January 2008</p> <p>Develop and implement school-wide triplicate form for assignment of detention by teachers</p> <p>Review and revise stairwell traffic flow pattern to accommodate up and down designations</p> <p>School-wide tardy policy campaign to include teacher and student accountability</p>	<p>Day of Discipline (August)</p> <p>Monthly faculty meetings (December – May)</p>	<p>Workshop agendas and attendance logs</p> <p>Discipline Data</p>	At least a 10% reduction in the number of incidents in student tardiness to class

B.	135 incidents of disrespect	Decrease the number of incidents of disrespect	<p>Utilize flip video camera to hold student accountable for cleaning tables during lunch</p> <p>Design and implement a school-wide respect campaign to include:</p> <ul style="list-style-type: none"> Definition Behavior Effects Action Mistakes Respect of self Respect of others Respect of property 	<p>Day of Discipline (August)</p> <p>NPS training during new teacher orientation, BEST and COMP training</p> <p>Monthly faculty meetings (December – May)</p> <p>Administrator/ collaborative team meeting</p> <p>NPS DDPS training of administrators (October)</p>	<p>Workshop agendas and attendance logs</p> <p>Discipline Data</p> <p>Collaborative team agenda</p>	At least a 10% reduction in the number of disrespect infractions by students
----	-----------------------------	--	---	---	---	--

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.	Direct interaction of parent and community in support of student achievement	Increase opportunities for the parent and community to work collaboratively to ensure student success	Design and pilot a mentoring program with local colleges and universities to support reading, writing and math in 9 th grade Design and pilot a peer mentoring program using students in National Honor Society and Future Teacher Educators of America for 9 th graders in Algebra 1	Training for university and Maury students	Sign-in logs for university students Sign-in log for Maury students	Increase the promotion rate of 9 th graders to 68%
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

Old Dominion University's Evaluation Team and their document "Evaluation of the U.S. Department Education's Smaller Learning Community Special Competition."

SLC Community Leaders feedback during community meetings regarding first year experiences.

SLC Development Committee Members during planning phase for 2007-2008 school year.

SLC Over-site Committee Members during review of planning for the 2007-2008 school year.

Data Team members in core areas reporting data during the 2006-07 school year

Freshman teachers feedback collected at retreats during the 2006-2007 school year

Methods Used to Communicate Our Plan

SLC Newsletters
Maury Update
Parent Focus Group
Instructional Leadership Team
Community Team Leaders
General Faculty Meetings
Maury Faculty Inservices
Maury High School Web-page

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>
Freshman Leadership Seminar Curriculum	8:00 a.m. – 1:00 p.m. August 16, 2007	Freshman community teachers	Part-Time Employment forms
Sophomore Leadership Seminar Curriculum	8:00 a.m. – 1:00 p.m. August 16, 2007	Sophomore community teachers	Part-Time Employment forms
Instruction Focus – Introduction to Differentiation	1:00 – 3:00 p.m. August 28, 2007	All Teachers	Departmental Attendance Logs
Differentiation – Module 1 & 2	12:30 -2:00 p.m. September 20, 2007	All Teachers	Departmental Attendance Logs
Differentiation – Module 3& 4	12:30 – 2:30 p.m. October 18, 2007	All Teachers	Departmental Attendance Logs
Day of Discipline		All Teachers	Departmental Attendance Logs
Application of Differentiation Strategies	March	All Teachers	Departmental Attendance Logs
Gang Update- presented by the Crime Prevention Team	TBA	All Teachers	Departmental Attendance Logs
Differentiation Strategies	First Monday of each Month	All Teachers	Departmental Attendance Logs
SLC Development Team Retreat	8:00 a.m. – 3:00 p.m. October 25, 2007	Development Team Members	Professional Leave Forms
Instructional Retreat	12:00 p.m. July 16-2:00 p.m. July 18, 2007 in Surry, VA.	Administrators and Instructional Department Chairs	Attendance Logs