



NORFOLK PUBLIC SCHOOLS

Coronado School

SCHOOL ACCOUNTABILITY PLAN Year: 2007-2008

Dr. Stephen Jones, Superintendent of Schools
Inez Blount- Mason, Principal

October 30, 2007

Dear Coronado 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 Coronado School better.

Sincerely,

I. A. Blount-Mason

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)

<u>Continuous Growth of Student Academic Achievement</u>	
<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 checked="" 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 checked="" type="checkbox"/> Highly Qualified Teachers (A2)
<input checked="" 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 checked="" 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 checked="" type="checkbox"/> Promotion/Retention/Dropout (B13)	<input type="checkbox"/> Governor's School Results and Enrollment
	<input checked="" type="checkbox"/> 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>
<input checked="" 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 checked="" type="checkbox"/> Safe Schools (C4)	<input checked="" type="checkbox"/> Total Volunteer Hours by Parents and Community Members in Schools
<input checked="" 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"/> <u>Other</u>
<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 checked="" 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.	42% of students taking the World Studies I SOL Test scored proficient or better 20% of students taking U.S. History SOL Test scored proficient or better 8% of the students taking the World Studies II SOL Test scored proficient or better	Increase the percentage of students scoring proficient or better on common assessments, collaboratively developed weekly quizzes, monthly tests and NPS quarterly assessments	Teachers will provide daily activities that will incorporate essential, technical vocabulary Use of word walls, graphic organizers, higher level questioning, critical thinking Writing to summarize concepts taught Utilize the Powerful Literacy and Connecting The Pieces documents Differentiate instruction to reflect learning styles and multiple intelligence Use of justification of answers	Training in use of Marzano's <u>Classroom Instruction That Works</u> Word walls Writing across the curriculum Department meetings Related training and conferences provided by LCD	Formal/informal observations Lesson plan review Student exhibits and projects Contests and competitions	75% of students will score proficient or better on the World Studies I, U.S. History and World Studies II SOL Tests as an indicator of World Class Status

B.	40% of students taking The Earth Science SOL Test scored proficient or better	<ul style="list-style-type: none"> · Increase the percentage of students scoring proficient or better on common assessments, weekly quizzes, three week tests and NPS quarterly assessments 	<p>Utilize activities to incorporate essential, technical vocabulary</p> <p>Use of Word walls, graphic organizers, pre-printed notes, daily scripted questions, and interactive notebooks</p> <p>Implement turning point technology</p> <p>Incorporate reading and writing into daily lessons</p>	<p>Training in use of Marzano's <u>Classroom Instruction That Works</u></p> <p>Technology training</p> <p>Word Walls</p> <p>Related training provided by LCD</p>	<p>Formal/informal observations</p> <p>Lesson plan review</p> <p>Student exhibits and projects</p>	75% of students taking The Earth Science SOL Test will score proficient or better as an indicator of World Class Status
C.	85% of the students taking The Writing SOL Test scored proficient or better	<ul style="list-style-type: none"> · Increase the percentage of students scoring proficient or better on collaboratively developed weekly quizzes, monthly tests and NPS quarterly assessments 	<p>SOL Warm-ups daily</p> <p>Re-teach, revisit, reflect and retest using metacognition and annotative techniques(PL)</p> <p>Student reflection of tests and writing</p> <p>Graphic organizers</p> <p>Active reading</p> <p>Use of four square</p> <p>mock writing tests</p> <p>Develop portfolios (writing samples)</p>	<p>Collaborative scoring</p> <p>Training in the four square model as a school-wide writing plan</p> <p>Training in developing weekly writing prompts</p> <p>Attendance at related workshops and conferences by LCD</p> <p>Training in reading and writing for teachers of special needs students</p> <p>Training in reading comprehension skills using narrative and expository texts</p> <p>Training in <u>Building Background Knowledge</u> by Marzano</p>	<p>Weekly review of writing to assess effectiveness</p> <p>Holistic scoring of writing for consistency in grading</p> <p>Review of lesson plans to monitor reading and writing activities integrated in daily lessons</p> <p>Formal and informal observations</p>	95% of students will score proficient on the Writing SOL Test as an indicator of World Class Status

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.	70% of the Coronado students attended school everyday	Increase the percentage of students who attend school weekly by utilizing the attendance reports	<p>Phone calls home by teachers</p> <p>Encourage students to attend school everyday by providing incentives and recognition</p> <p>Utilize the services of the attendance technician to visit homes</p> <p>Send home attendance letters</p> <p>Utilize automated phone system</p> <p>Require students to bring documentation of absences</p> <p>Recognize students with perfect attendance</p> <p>Develop groups for students with excessive absences facilitated by the attendance technician and/or counselor</p>	<p>Inform all staff of the system-wide attendance policy</p> <p>Distribute handouts on how to engage parents</p> <p>Make parents and staff aware of Truancy Guidelines</p> <p>Review "Code of Conduct" booklet</p> <p>Training on The Community of Caring Program</p>	<p>Review of monthly reports of attendance technician</p> <p>Starbase data</p> <p>Review teacher attendance records quarterly</p> <p>Review truancy court records</p>	Increase student daily attendance to 85%

B.	It is estimated that the level of student accountability is 50%	Increase the level of student responsibility (enforcing school rules and policies)	<p>Implement district rules and consequences</p> <p>Encourage students to ask for class work when they know they are going to be absent</p> <p>Hold students accountable for getting class assignments and making sure tests are made up in a timely manner</p>	<p>In-service on district rules and policies affecting every Norfolk Public School</p> <p>Teachers sharing information on discipline techniques that work in their classroom</p> <p>Exchange of records kept on teacher/student communications during student's absences</p>	<p>Observation</p> <p>Student log on requested work</p> <p>Conduct notices and referrals</p>	<p>Improved student behavioral performance</p> <p>Decrease in disciplinary actions</p> <p>Increase in academic performance because of increase in student accountability</p>
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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.	Last year, 15% of parents joined the Coronado School Parent Teacher Association (PTA)	Increase PTA membership on a quarterly basis	<p>Encourage parents to join the PTA through contest</p> <p>Hold PTA Membership Drives quarterly</p> <p>Hold PTA monthly meetings Oct-May</p> <p>Provide parent workshops and meetings</p> <p>Provide incentives and recognition for classes as PTA membership increases</p>	<p>Training on how to engage parents</p> <p>Community mapping activity</p> <p>Community of Caring Training</p>	<p>Monthly monitoring of member intake</p> <p>Number of PTA membership cards distributed</p> <p>PTA records</p>	Increase in PTA membership 10% for the 2007 – 2008 school year

B.	Improve parents and community involvement by 10%	Increase the number of volunteers weekly and monthly	PTA membership Training sessions for parents Community events Business sponsorships Encourage parents to attend or chaperone on school field trips Implement a program where parents are actively involved in the classroom Invite the community to support the activities held at school	Workshops on programs available which include parents playing a significant role in the classroom setting Guest speakers	Observations Increase number of volunteers More participation of parents in school functions	Increase the number of volunteers, parents, business and community as evidence by sign in log
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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

All staff members had in put in designing the plan. Data regarding attendance, student behavior, grades, instructional problems, facility problems, safety issues and medical information was shared in order to compile this document.

Methods Used to Communicate Our Plan

Staff members will receive a copy.
 Students will discuss plan and have input in quarterly assemblies.
 Parents and community partners will be informed of plan availability through newsletters and PTA meeting.
 Plan will be reviewed and updated on a regular basis during staff, goal, and vertical team meetings.

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.

2007-2008

Staff Development			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Examining The Brutal Facts	(On-going)	Teachers	Agenda
Community of Caring-Character Development	(On-going)	All staff	Agenda and sign in logs
Writing Across The Curriculum	August	Teachers	Agenda and sign in logs
Technology Training-Study Island	October (On-going)	All staff	Agenda and sign in logs
Book Talk – <u>How to Raise Test Scores</u>	(On-going)	All staff	Agenda and sign in logs
Book Talk – <u>Building Background Knowledge</u>	(On-going)	Teachers	Agenda and sign in logs
The Use of Four (4) Square	October (On-going)	Teachers	Agenda and sign in logs
Effective Word Walls	October (On-going)	Teachers	Agenda and sign in logs

2007-2008

Staff Development			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Book Talk – <u>Classroom Instruction That Works</u>	November	Teachers	Agenda and sign in logs
Using Critical Thinking	December	Teachers	Agenda and sign in logs
Training in teaching reading and writing to special needs students	December	All Staff	Agenda and sign in logs
Involving Parents and the Community in Schools	January	Teachers	Agenda and sign in logs
Collaborative Scoring and Developing Writing Prompts	January	Teachers	Agenda and sign in logs
Involving Parents and the Community in the Schools	January	All Staff	Agenda and sign in logs
Grant writing	January	All Staff	Agenda and sign in logs