



NORFOLK PUBLIC SCHOOLS

STUART ECC School

SCHOOL ACCOUNTABILITY PLAN

Year: 2007 -2008

Dr. Stephen Jones, Superintendent of Schools
Rosetta Woodhouse, Principal

October 15, 2007

Dear Stuart ECC 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 Stuart ECC School better.

Sincerely,

Rosetta Woodhouse

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Rosetta Woodhouse	A
Yvette Anderson	T
Joaquin Richardson	T
Kimberly Melvin	O
Linda Wilson	T
Lelia Tynes	R
Mrs. Dupree	C/P
Janie Harrison	C
Tamilah Richardson	T
Lynette Paige	T

Committee Meetings

Date	Time	Location
9/18/07	8:00 - 9:00	Cafeteria
11/8/07	8:00 - 9:00	Cafeteria
12/13/07	8:00 - 9:00	Cafeteria
1/10/08	8:00 - 9:00	Cafeteria
2/14/08	8:00 - 9:00	Cafeteria
3/13/08	8:00 - 9:00	Cafeteria
4/10/08	8:00 - 9:00	Cafeteria
5/8/08	8:00 - 9:00	Cafeteria

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.

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 type="checkbox"/> Standards of Learning Test Results (B9-12)	<input type="checkbox"/> Graduation Rate (B1)
<input type="checkbox"/> <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)
<input type="checkbox"/> <i>SOL Math (B11)</i>	<input type="checkbox"/> Foreign Language Enrollment
<input type="checkbox"/> <i>SOL English (B12)</i>	<input type="checkbox"/> Scholarships Earned
<input 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 type="checkbox"/> <i>Gates-MacGinitie Test Results</i>	<input checked="" type="checkbox"/> <i>Classes Taught by Highly Qualified Teachers (A2)</i>
<input checked="" 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 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 checked="" 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 checked="" 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):

	<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>PALS Pass % - Letter Sounds 4 Yr Olds 04 – 84.4 05 – 78.0 06 – 68.1 07 – 84.7</p> <p>89% of the students passed the literacy portion of Beginning Sounds in the Spring of 2006, but had some difficulties in the area of letter identification and sound</p>	Increase the percentage of students scoring proficient or better on monthly assessments of letters and sounds	<p>The teacher will:</p> <ul style="list-style-type: none"> ◆ Monitor Breakthrough to Literacy Weekly. (T3.2, PL1) ◆ Schedule phonological awareness activities such as: Target sounds in words, Rhyming word games, Words from a story, and Picture and word sorts to assist in sound/letter discrimination (T1.3, PL1) ◆ Make a home video of Letter Names and Sounds (T1.3, PL3) <p>PL - Powerful Literacy</p> <ul style="list-style-type: none"> ◆ T1 – Target 1, Power Standard 	<p>The staff will participate in the following in-services:</p> <ul style="list-style-type: none"> ◆ Promote Letter Sound Recognition workshops in Faculty Meetings ◆ Assess and Remediate in the Classroom ◆ Develop Phonological Awareness in Young children ◆ Data Driven Instruction 	<ul style="list-style-type: none"> ◆ Daily Observations ◆ Walkthroughs 3 times a year ◆ Daily Anecdotal Notes ◆ Daily Lesson Plans ◆ PALS (Pre & Post) Test ◆ Vertical Teams & Committee Planning Meetings 	<ul style="list-style-type: none"> ◆ 95% of the students will pass Letter Sounds on the PALS assessment

B.	<p>PALS Pass % - Lower Case Letters</p> <p><u>YR 4 Yr Olds</u></p> <p>04 – 83.0</p> <p>05 – 84.0</p> <p>06 – 76.1</p> <p>07 – 84.8</p>	<p>Increase the percentage of students scoring proficient or better on monthly assessments of lower case letter identification.</p>	<p>The teacher will:</p> <ul style="list-style-type: none"> ◆ Compare letters through the use of visual display (T1.3 PL3, 4) ◆ Use graphic organizers to sort letters (Tall letters, Letters with curves, Letters with holes, Letters with straight lines) (T1.3 PL3) ◆ Use playful and engaging repetition (T1.3 PL7) ◆ Make a home video of Letter Names and Sounds that emphasizes letter writing, similarities and differences, etc. (T1.3, PL3) 	<ul style="list-style-type: none"> ◆ The teachers will: participate in the following workshops: ◆ Letter Links Books ◆ Training Pants: Teaching Letter Sounds and Names 	<ul style="list-style-type: none"> ◆ Daily Observations ◆ Daily Anecdotal Notes ◆ Daily Lesson Plans ◆ Vertical Discussions ◆ Walkthroughs 3 times a year ◆ PALS (Pre & Post) Observations ◆ Workshops, Attendance Logs, and Minutes 	<ul style="list-style-type: none"> ◆ At least 95% or more of the students will meet the PALS benchmark on Lower Case Letters.
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C.	PALS Pass % - Rhyme Awareness <u>YR 4 Yr. Olds</u> 06 – 83.8 07 – 87.2	Increase the number of students passing daily/ weekly/ monthly assessments of rhyme awareness.	The teacher will focus on the following concepts: <ul style="list-style-type: none"> ◆ Use appropriate vocabulary when comparing or describing objects (T1.1, T2.1, PL8) ◆ Provide activities that encourage exploration of materials related to rhyme awareness (T4.1, PL2, 4, 5, 8) ◆ Use drama & role plays to learn rhymes (T4.1, PL2, 4, 5) 	<ul style="list-style-type: none"> ◆ Teachers will participate in a “Training Pants Workshop” ◆ Teachers will do a “Look and Share Rhyme Awareness” during Faculty Meetings ◆ Teachers will produce workshops for parents as related to rhyme awareness 	<ul style="list-style-type: none"> ◆ Daily Observations ◆ Walkthroughs 3 Times a Year ◆ Daily Anecdotal Notes & Lesson Plans ◆ PALS (Pre & Post) Observations ◆ Checklists 	<ul style="list-style-type: none"> ◆ 100% of the students will pass the PALS Rhyme Awareness.
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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 # 2: Safe, Secure, and Disciplined learning Environment

	<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>There were a number of accident reports submitted throughout the school year:</p> <p>2004 – 20 2005 – 11 2006 - 33 2007 - 25</p>	<p>Decrease the number of accident reports written during the 07-08 school year for students.</p>	<p>The teachers will:</p> <ul style="list-style-type: none"> ◆ Announce the Safety Tip of the Month in newsletters (T4.1) ◆ Display monthly bulletin Board that supports school safety & discussion ◆ Post Safety Tips throughout the building for daily summarizing (T4.1) ◆ Walk throughout the classroom for monitoring of students (T4.1) 	<p>Teachers will be in-serviced on:</p> <ul style="list-style-type: none"> ◆ Updated Playground & Building Safety ◆ Crisis Management ◆ Safety Plans for Special Needs Students 	<ul style="list-style-type: none"> ◆ Student Accident Reports ◆ Daily Observations ◆ Safety Surveys 	<ul style="list-style-type: none"> ◆ The number of accident reports will continue to decrease by 10 or more

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 # 3: Active Engagement of Parents, Business, and Community in the Educational Process

	<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>There are a number of students arriving to school tardy:</p> <p><u>Yr.</u> <u>#</u> 2005 – 1,187 2007 - 1,874</p> <p>In 2007, there was an increase by 687 in the number of students arriving to school tardy.</p>	<p>Decrease the rate of students not arriving to school on time.</p>	<p>Staff/Committee will: (T2.2, P112)</p> <ul style="list-style-type: none"> ◆ make phone contact after the second tardy ◆ make home visits after the third tardy (A letter will be left for parents to schedule a visit with the Site Coordinator) ◆ Conference with (Site Coordinator) and give feedback to Parent Liaison ◆ Schedule Attendance Recognition Ceremonies 	<p>Involve staff in monthly staff development</p> <ul style="list-style-type: none"> ◆ Building Effective Parent Relationships <p>Invite parents to</p> <ul style="list-style-type: none"> ◆ Attendance Workshops & Orientations 	<ul style="list-style-type: none"> ◆ Daily Attendance Reports ◆ Parent Liaison’s Workshop Logs ◆ Site Coordinator’s Conference Log 	<p>There will be a decrease in the number of students who are tardy by 10%.</p>

B.	<p>Eventhough, Stuart had a substantial number of volunteers, that number has decreased in the past year:</p> <table border="1" data-bbox="268 548 441 678"> <thead> <tr> <th><u>Yr.</u></th> <th><u>Hours</u></th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>4800</td> </tr> <tr> <td>2006</td> <td>7001</td> </tr> <tr> <td>2007</td> <td>4500</td> </tr> </tbody> </table>	<u>Yr.</u>	<u>Hours</u>	2005	4800	2006	7001	2007	4500	<p>Increase the number of volunteers in the school year.</p>	<p>The staff will:</p> <ul style="list-style-type: none"> ◆ Offer weekly parent and volunteer training to enhance academic achievement (PL2, PL12) ◆ Offer weekly incentives for participation ◆ Recruit additional partners in education (PL2) 	<p>Parents and volunteers will be offered the following workshops:</p> <ul style="list-style-type: none"> ◆ Volunteer Orientation ◆ Principal’s Chit Chat ◆ Literacy Workshops ◆ Other Planned Workshops by Parent Liaison 	<ul style="list-style-type: none"> ◆ Volunteer Logs ◆ Parent Workshop Attendance Logs 	<p>Increase the number of volunteer hours to support student achievement.</p>
<u>Yr.</u>	<u>Hours</u>													
2005	4800													
2006	7001													
2007	4500													

III. Plan Development and Dissemination Process

We used a multistage process in developing our comprehensive 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

During the pre-service week and early release day, the planning team met with staff to identify needs at all levels. The needs were discussed and the team identified strategies for the seven tier two indicators that would increase student achievement, insure a more disciplined learning environment, and involve business and community partnership in the education process.

Methods Used to Communicate Our Plan

The methods used to communicate our plan consist of:

- Planning Team work sessions
- Committee meetings and work sessions
- Review by PTA President and Community Partners
- Home-School Newsletters
- Faculty Meetings
- PTA Meetings
- PTA Board Meetings

Needs Assessment: School-wide Staff Development Focus

Based on our staff development 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			
Topic	Timeline	Participants	Documentation such as Attendance Logs, Agendas, etc.
Analyzing PALS Data	August, 2007	All Staff	Attendance Logs, Agenda
Crisis Plan	October, 2007	Teachers and Assistants	Certificates, Agenda, Attendance
Training Pants (Letter Names and Sounds)	October, 2007	Teachers and Assistants	Follow-up Observations, Attendance Logs, Agenda
Nursery Rhymes	October, 2007	Teachers	Attendance Log
NAEYC Conference Follow-up	December, 2007	Teachers and Assistants	Attendance, Agenda
Title 1 Conference Follow-up	February, 2008	Teachers and Assistants	Attendance, Agenda
Playground and Building Safety	February, 2008	All Staff	Attendance, Agenda
Look & Share for Teachers	Monthly	Teachers and Assistants	Attendance, Agenda
Phonological Awareness	May, 2008	Teachers	Attendance, Agenda

