



NORFOLK PUBLIC SCHOOLS

Easton Preschool

SCHOOL ACCOUNTABILITY PLAN Year: 2007-2008

Dr. Stephen Jones, Superintendent of Schools
Sharon A. Carson, Principal

October, 2007

Dear Easton Preschool 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 Easton Preschool better.

Sincerely,

Sharon A. Carson, Principal
TOGETHER WE MAKE A DIFFERENCE!

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Sharon A. Carson	A
Tami M. White	P
Corey Jones	T
Linda Stoneman	T
Deborah Battle	T
Leslie Dunbar	P
Jackie Forbes	R

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.

Committee Meetings

Date	Time	Location
September 20, 2007	1:30 p.m.	Easton Preschool Gym
October 18, 2007	1:30 p.m.	Easton Preschool Gym
November 19, 2007	8:00 a.m.	Easton Preschool Gym
January 14, 2008	8:00 a.m.	Easton Preschool Gym
April 17, 2008	8:00 a.m.	Easton Preschool Gym
June 11, 2008	8:00 a.m.	Easton Preschool Gym

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 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 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)	X <input type="checkbox"/> Teacher Retention (A1)
<input type="checkbox"/> <i>STAR Test Results</i>	X <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 <input type="checkbox"/>	<i>PALS Tests Results</i>	X <input type="checkbox"/>	Professional Development Hours and Involvement Related to Academic Achievement
<input type="checkbox"/>	International Baccalaureate Program Enrollment, Results, Graduates (B7)	X <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)	X <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 <input 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>	
X <input type="checkbox"/>	District Survey Data (C4,C5)	X <input type="checkbox"/>	Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
<input type="checkbox"/>	<i>Safe Schools (C4)</i>	X <input type="checkbox"/>	Total Volunteer Hours by Parents and Community Members in Schools
<input type="checkbox"/>	<i>School Environment (C5)</i>	X <input type="checkbox"/>	Direct Interactive Parent Contacts Involving Student Achievement
X <input type="checkbox"/>	Incidents of Physical Violence (C2)	X <input type="checkbox"/>	Training Workshops Provided for Parents/Community
<input type="checkbox"/>	<i>Incidents of Possession of Firearms in School (C2)</i>	<input type="checkbox"/>	<u>Other</u>

<input type="checkbox"/>	<i>Incidents of Possession of Weapons Other than Firearms in School (C2)</i>	<input type="checkbox"/>	Local Benchmarks/Standards of Excellence
<input type="checkbox"/>	<i>Students Without Incidents of Physical Violence in School (C2)</i>	<input type="checkbox"/>	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 <input type="checkbox"/>	Professional Development Hours and Involvement Related to School Climate and Student Discipline	X <input type="checkbox"/>	Volunteer Log
		X <input type="checkbox"/>	Adequate Yearly Progress
		<input type="checkbox"/>	State Report Card
		<input type="checkbox"/>	Other (<i>please specify</i>):

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>1. Percentage of Full Day PK students (general and special education) who scored proficient or better on the 06-07 PALS:</p> <ul style="list-style-type: none"> -Print & Word Awareness 82% -Rhyme Awareness 84% <p>2. On the 06-07 PALS 45% of Full Day PK special education students scored proficient while 88% of Full Day PK non-disabled peers scored proficient or better</p>	<p>1. Increase the percentage of Full Day PK students scoring proficient or better on weekly, monthly, quarterly assessments in:</p> <ul style="list-style-type: none"> Print & Word Awareness Rhyme Awareness <p>2. Increase the percentage of Full Day PK ECSE students who score proficient or better on quarterly on literacy assessments.</p>	<p>>Students will use kinesthetic, auditory and visual activities to develop print, word and rhyme awareness (PL)</p> <p>>Teachers will track focus subgroups' performance on monthly and quarterly assessments in print, word and rhyme awareness (PL)</p> <p>>Teachers will set objectives and provide timely feedback with a focus on print, word and rhyme awareness (PL)</p>	<p>>Literacy training for teachers during weekly professional development meetings</p> <p>>Collegial sharing sessions on best practices in promoting powerful literacy/UVA partnership</p> <p>>Data Driven Decision Making</p> <p>>Walk Through Feedback/Coaching</p>	<p>>Analysis of test results (PALS Pre & Post Test Scores)</p> <p>>Differentiated instruction/flexible grouping</p> <p>>Walkthroughs to NPS' Kindergarten/First Grade classrooms</p> <p>>Formal/Informal observations with look fors/rubric</p> <p>>Periodic review of lesson plans</p> <p>>Vertical Data Team Notebooks</p>	<p>1. 93% of all Full Day PK students will meet the minimum gains on the PALS by June, 2008 in:</p> <ul style="list-style-type: none"> -Print & Word Awareness -Rhyme Awareness <p>2. At least 75% of the Full Day PK special education students will score proficient or better on the 07-08 PALS</p>

B.	<p>>Full Day PK 4 year old (general and special education) students scored an average of 15% on the 07-08 Literacy Checklist (Pre-Test)</p> <p>> Half-Day ECSE (Early Childhood Special Education) PK 4 year old students scored an average of 18% on the 07-08 Literacy Checklist (Pre-Test)</p>	<p>>Increase the average percentage scored by Full Day PK 4 year old students on quarterly administration of the Literacy Checklist</p> <p>>Increase the average percentage scored by Half Day PK 4 year old ECSE students on quarterly administration of the Literacy Checklist</p>	<p>>4 year old students will utilize journals/ portfolios to regularly document progress in literacy and writing (PL)</p> <p>>Students will be provided opportunities to work in literacy centers during teacher-directed small group instruction (PL)</p> <p>>Students' current work supporting literacy and writing is posted (PL)</p> <p>>Provide on-going opportunities for turn taking, engagement in conversations, and making predictions (PL)</p> <p>>All 4 year old classrooms will display "word walls" of frequently used words (PL)</p> <p>>Provide books to ECSE students on buses "Ride to Read" Program (PL)</p>	<p>>Training by LCD, CED and DSES on best practice writing strategies</p> <p>>Data Driven Decision Making</p> <p>>Walk Through Feedback/Coaching</p>	<p>>Analysis of 07-08 Literacy Checklists aligned with Virginia Foundation Blocks</p> <p>>Informal and formal Checklists</p> <p>>Differentiated instruction/flexible grouping</p> <p>>Formal/Informal observations with look fors/rubric</p> <p>>Periodic review of lesson plans</p> <p>>Vertical Data Team Notebooks</p> <p>>Walkthroughs to NPS' Kindergarten/ First Grade classrooms</p>	<p>>Full Day PK 4 year old students will score an average of 75% on the 07-08 Literacy Checklist (Post-Test)</p> <p>>Half Day ECSE (Early Childhood Special Education) PK 4 year old students will score an average of 50% on the 07-08 Literacy Checklist (Post-Test)</p>
C.						
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.	Documented accidents resulting from student inattention in: 05-06 (12 accidents) 06-07 (4 accidents)	Continue to decrease the number of documented accidents due to student inattention	>Students will identify and avoid potential hazards in their immediate environments (G) >Teachers will provided direct instruction on identification and avoidance of potential environmental hazardsG) >Teachers will read and discuss on a weekly basis, committee-provided social stories about hazard avoidance and include them in their lesson plans (G)	>Staff training on the use of committee created "social stories" >Teachers/staff will maintain a classroom log of accidents and injuries reported to the Principal/ Designee	>Review teachers' lesson plans on a monthly basis to document instruction via "social stories" >Review of 2007-2008 Accident Reports from Risk Management >Classroom Logs	Following the implementation and continuation of the "Social Story Program" in 2007-2008, Easton Preschool students will demonstrate a decrease in the number of documented accidents resulting from student inattention
B.						

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.	1a. Continue to increase the percentage of parents/families in attendance at school related events and PTA meetings 04-05 5% 05-06 83% 06-07 88%	1a. Increase the number of parents/families who attend school related events and PTA meetings.	>Continue to recognize Students of the Month at PTA Meetings. >Continue to include student performances at all PTA meetings. >Maintain current Partners in Education and recruit additional new partners.	>Continue to collaborate with business partners to provide incentives for parent participation at school related events. >Recognize outstanding participation through the school newsletter, parent information board, etc.	>Attendance sign-in sheets >Volunteer sign-in logs >Classroom sign-in sheets	1a. 90% of parents/families of Easton Preschool students will attend school related events and PTA meetings for the 2007-2008 school year.
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

The Principal and members of the Data Lead Team met to review pertinent data and align assessments with the Virginia Foundation Blocks. Members of the team met in September with each Vertical Data Team to discuss recommendations and revisions. A draft of the Accountability Plan was created for presentation to the school staff at our October staff meeting. Data teams meet weekly throughout the year to review student progress. Vertical teams, created with representation from each of these data teams, meet monthly with the Principal to monitor student progress.

Methods Used to Communicate Our Plan

The finalized Accountability Plan was shared with the entire staff during the October staff meeting. The plan will be shared with our newly elected PTA Board prior to our November meeting. A copy of the letter found in this document was sent home to parents in mid October, 2007. In addition, newsletters and parent meetings will be used to provide ongoing communication to our stakeholders and community members.

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>
Administering the PALS	07-08 Preservice Week	>Selected Teaching Staff	>Staff development attendance log >Certificates
Best Practices – Inclusion in the PK Classroom	September Early Release Day	>Teaching and Support Staff	>Staff development attendance log >Certificates
Update on Virginia Foundation Blocks	October Early Release Day	>Teaching and Support Staff	>Staff development attendance log >Certificates
City-Wide Collaborative Staff Development - ECSE/PKStaff	October, 2007	>Teaching and Support Staff	>Staff development attendance log >Certificates
Accountability Plan – Review of implementation and revision	November and January Meetings	>Teaching and Support Staff	>Staff development attendance log >Certificates
Using Data to Adjust Instruction – Mid Year Adjustments	February, 2008	>Teaching and Support Staff	>Staff development attendance log >Certificates
Writing Strategies for Kindergarten and First Grade	March Early Release Day	>Teaching and Support Staff	>Staff development attendance log >Certificates

