



# NORFOLK PUBLIC SCHOOLS

Madison Career Center School

## SCHOOL ACCOUNTABILITY PLAN Year: 2007 - 2008

*Dr. Stephen Jones, Superintendent of Schools*  
*Dr. Michael L McIntosh, Principal*

October 31, 2007

Dear Madison 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 the Madison Career Center School better.

Sincerely,

Principal

## SCHOOL ACCOUNTABILITY TEAM

### Committee Members/Representation

Individual	Position
Dr. Michael L McIntosh	Principal - A
Dr. Cora DeBraux	Dean - High School T
Mr. Karl Elder	Dean - Middle School T
Mr. Richard Turner	Teacher - Special Education T
Ms. Clarice Steeley	Office Manager R
Ms. Jennifer Priest	Parent P
Ms. Sharon Brown-Clemmons	School Social Worker R
Ms. Angela Lewis	Teacher - Middle school T
Mr. Jerome Alston	Teacher - High school T
Mr. Cornelius Toomer	Attendance Technician 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 13, 2007	3:45 PM	Room 213 - Conference
October 23, 2007	8:00 AM	Room 213 - Conference
November 14, 2007	3:35 PM	.
December 13, 2007	3:35 PM	.
January 22, 2008	3:35 PM	.
February 21, 2008	3:35 PM	.
March 20, 2008	3:35 PM	.
April 17, 2008	2:00 PM	.
May 15, 2008	3:35 PM	.
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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 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 checked="" type="checkbox"/> <i>SOL Science (B9)</i>	<input type="checkbox"/> PSAT Participation and Achievement (B4)
<input checked="" type="checkbox"/> <i>SOL History (B10)</i>	<input type="checkbox"/> SAT/ACT Participation and Achievement (B6)
<input checked="" type="checkbox"/> <i>SOL Math (B11)</i>	<input type="checkbox"/> Foreign Language Enrollment
<input checked="" type="checkbox"/> <i>SOL English (B12)</i>	<input type="checkbox"/> Scholarships Earned
<input type="checkbox"/> Reading on Grade Level (B8)	<input type="checkbox"/> Teacher Retention (A1)
<input type="checkbox"/> <i>STAR Test Results</i>	<input 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 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)

<u>Safe, Secure &amp; Disciplined Learning Environment</u>	<u>Active Engagement of Parents Business and Community in Educational Process</u>
<input type="checkbox"/> District Survey Data (C4,C5)	<input type="checkbox"/> Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
<input type="checkbox"/> Safe Schools (C4)	<input type="checkbox"/> Total Volunteer Hours by Parents and Community Members in Schools
<input checked="" type="checkbox"/> School Environment (C5)	<input type="checkbox"/> Direct Interactive Parent Contacts Involving Student Achievement
<input checked="" type="checkbox"/> Incidents of Physical Violence (C2)	<input type="checkbox"/> Training Workshops Provided for Parents/Community
<input type="checkbox"/> Incidents of Possession of Firearms in School (C2)	<input type="checkbox"/> <u>Other</u>
<input type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School (C2)	<input type="checkbox"/> Local Benchmarks/Standards of Excellence
<input type="checkbox"/> Students Without Incidents of Physical Violence in School (C2)	<input type="checkbox"/> State Benchmarks/Standards of Excellence
<input type="checkbox"/> Students Without Incidents of Possession of Firearms in School (C2)	<input type="checkbox"/> National Benchmarks/Standards of Excellence
<input 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 type="checkbox"/> Volunteer Log
	<input 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>
A.	75% of middle school students scored below grade level on STAR Reading Test	In crease the number/percentage of middle school students scoring on grade level on the Star Reading test by 45%	Use chinking and other reading strategies during guided instruction. Implement Reading Scross the Curriculum to improve readign comprehension. Modify test/quizes to include reading compreehnsion on daily basis. Use Word Walls to increase vocabulary and introuduce new terms. Increase student reading within framework of direct instruction. Increase the number of hands-On activities that include Oral and written expression. Implements school-wide Literacy Model that emphasizes reading and writing across the curriculum.	NPS Staff Development on Reading Across the Curriculum. Set up and manage Word Walls in each classroom. Initiation of Circles within each Cluster on effective reading instruction Staff Development of itne implementation and evaluation of a School-wide Literacy Model.	Formal and Informal observations. Weekly reviews of lesson plans. Weekly meetings with cluster leaders and teachers. Benchmark tests to measure student progress. Teacher Goal-setting to improve student progress in reading..	70% of target population will score on grade level on STAR Reading Test

B.	85% of middle school students scored below grade level on Writing examination	· Increase the number/percentage of middle school students scoring on grade level on the Writing test by 40%	Students will be introduced and become familiar with a writing rubric used to evaluate their writing. Modify test/quiz formats to include short-answer and essay questions. Students will begin writing in Journals and writing justifications for answers. Teachers sharing strategies to improve student achievement. Teaching strategies that promote higher-order thinking skills.	NPS Staff Development of using the writing rubric to score student essays. Staff development of test development and other forms of assessments within the classroom to improve critical thinking.	Formal and Informal class observations. Weekly reviews of lesson plans and assessments used to score student writing. Weekly meetings with Cluster Leaders and teachers to discuss and assess student progress. Benchmark Testing to measure student progress in writing. Teacher Goal-setting to improve student writing.	55% of Target population will score on grade level on the Writing examination.
C.	80% of middle school students scored below grade level on Math Test	· Increase the number/percentage of middle school students scoring on/or above grade level on Math Test by 45%	Incorporate Math instruction into other core subject areas. Utilize manipulatives and hands-on activities to increase student understanding of materials. Increase use of computer-assisted self-paced instruction to monitor student progress. Implement the CLEP program to address the problem of overage students.	NPS Staff development on using math manipulatives and other aids during instruction. NOVANET training for all faculty and staff on utilizing the program to support direct instruction.	Formal and Informal class observations. Weekly reviews of lesson plans and assessments used to improve math performance. Weekly meetings with cluster Leaders and teachers to discuss merits of instruction. Benchmark Testing to measure student progress in math. Performance Goal-setting by teachers to improve student achievement.	65% of target population will score on/above grade level on Math Test.



## 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.	Student Misbehavior leads to frequent interruptions to instruction.	Decrease the number of student misbehavior that disrupts classroom instruction.	<p>Positive Behavior Support System implementation.</p> <p>Principal will be more visible on the floors and in the classrooms.</p> <p>Increase/improve communication between school officials, parents, NPS administration and Juvenile Justice personnel.</p> <p>Incentives and rewards for Positive Student Behavior.</p> <p>Increase frequency of unannounced security checks.</p> <p>Effective use of NPS Security to prevent negative situations.</p> <p>Implementation of a Mentoring Program to assist students make right choice when confronted with negative situations.</p>	<p>Deans attend NPS staff development ofn working with Exceptional Students disciplinary situations. Attendance at regional and national alternative education conferences to gather information on alternatives to suspension and expulsions as the budget permits.</p> <p>Weekly meetings with NPS Security officers, School Resource Officer, Deans, and Principal to discuss safety concerns and proactive measures.</p> <p>Staff Development of Improving Parental participation and involvement.</p>	<p>Regular disciplinary reports for each grade level.</p> <p>Communication logs from teachers and staff with Juvenile Justice, parents, and other officials.</p> <p>Weekly meetings with NPS security to evaluate school safety</p> <p>Number of parents to visit schools for conference, interventions, and reinstatement conferences.</p>	<p>Reduction in student misbehavior that interrupts instruction reduces time-on-task for each classroom.</p>

<p>B. Student actions lead to law violations, suspensions, and incarceration.</p>	<p>Decrease the number of students suspensions for rule and law violations.</p>	<p>Attendance technician will coordinate efforts with teachers and administrator to reduce truancy situations for students. Administrator will attend more reinstatement conferences, orientations, and student conflict mediations to insure their quality is acceptable and they meet prescribed goals. Increase number and frequency of random searches to insure safety of all students, faculty, and staff. Offer conflict mediation to students in lieu of suspensions and removal from class. Utilize Behavior Modification (chill-out) and In-school Suspension rather than out of school suspension.</p>	<p>Training on conflict mediation for counselor, social worker, and selected school faculty and staff. NPS staff development dealing with reduction of school violence and de-escalating volatile situations.</p>	<p>Regular disciplinary reports from Deans. Regular attendance reports from the Attendance Technician and the Truancy Center. Regular Communications and meetings with our Probation/Parole Court Liaison</p>	<p>Reduction in the number of student suspension and law violations that lead to student removal from school setting.</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>
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A.	Parental participation and involvement	Increase	Increase communication by all teachers calling their students' parents within the first 15 instructional days to introduce themselves.			
B.	Business and Community Involvement is needed to support program needs	Increase business and community involvement to 1000 hours this year.	Utilize the Community Liaison to recruit business and community organizations to sponsor projects for students. Offer students several community service opportunities within the local community. Develop plans for a non-profit foundation that will fund school-based projects for at-risk youth in the school.		Monthly sign-in logs for community organizations and visitors. Collages of student experiences that highlight community service. Publications and online presentations that display student community involvement.	Business and Community Involvement will increase to over 1000 hours of direct contact with students. Students will improve their knowledge of community service organizations and work cooperatively with them to improve their quality of life.

### 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

Norfolk Public Schools appointed an Advisory Committee to examine Alternative Education and present an in-depth report on its strengths, weaknesses, and proposed plan of action. We chose to focus upon the part of the report that dealt directly with Madison Career center. This was made up of community persons, NPS personnel, local university-level scholars, and other committed individuals. The Committee came back with a number of findings that accurately reported the ills of Madison and this report weighed heavily in the development of the School Accountability Plan. In essence, the analysis from the committee coupled with hard data from the previous year serves as a foundation of the 2007-2008 report. The faculty and staff were given access to the committee report and we began our discussion based upon the talking points in the document to develop the 2007-2008 Accountability Plan.

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

The 2007-2008 School Accountability Plan was presented to the entire faculty and staff via electronic mail and in hard copy. Prior to that the committee members were asked to give input on their respective area. Each faculty and staff member was asked to transmit additional comments and constructive input to lead towards the final document. Once the the final changes are made, the document will be sent again vial electronic mail and a hard copy will be on file in the main office for public perusal and examination.

