



NORFOLK PUBLIC SCHOOLS

NORFOLK TECHNICAL CENTER

**SCHOOL ACCOUNTABILITY PLAN
2007-2008**

*Dr. Stephen Jones, Superintendent of Schools
William Davis, Jr., Principal*

A Message from the Principal . . .

October 15, 2007

Dear NTC 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 _____NTC_____ School better.

Sincerely,

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation		Committee Meetings		
Individual	Position	Date	Time	Location
William Davis, Jr.	A	Aug. 17	9:00-11:00 am	Principal's Conference Rm
Andrea Carrington	T	Aug. 23	9:00-11:00 am	Principal's Conference Rm
Carolyn Faulcon-Dixon	T	Sept. 18	1:45-2:40 pm	Principal's Conference Rm
David C. Jacobs	A	Oct. 3	1:45-2:40 pm	Principal's Conference Rm
Maureen Duke	T	Nov. 20	1:45-2:40 pm	Principal's Conference Rm
Roberta Rakestraw	T	Jan. 15	1:45-2:40 pm	Principal's Conference Rm
Lisa Weber	G	Feb. 19	1:45-2:40 pm	Principal's Conference Rm
Wendy Jacobs	T	Mar. 18	1:45-2:40 pm	Principal's Conference Rm
Andre Sullivan	T	Apr. 15	1:45-2:40 pm	Principal's Conference Rm
Tyrone Goodman	R	May 20	1:45-2:40 pm	Principal's Conference Rm
Linda Cockrell	T			
Steve Draeger	T			
<p>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.</p>		<p>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.</p>		

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)	<input type="checkbox"/> Teacher Retention (A1)
<input type="checkbox"/> <i>STAR Test Results</i>	<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>
<input type="checkbox"/> <i>PALS Tests Results</i>	<input 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 type="checkbox"/> Attendance Data for Students & NCLB Subgroups (C1)
<input type="checkbox"/> Certifications Earned, Received and CTE Diplomas (B2)	<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
	<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>
<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"/> <i>Safe Schools (C4)</i>	<input type="checkbox"/> Total Volunteer Hours by Parents and Community Members in Schools
<input type="checkbox"/> <i>School Environment (C5)</i>	<input type="checkbox"/> Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/> Incidents of Physical Violence (C2)	<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
<input 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 (<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>II. School Board Objective Linked to Needs and Tier 2 Indicators</p> <p>Objective #1 NTC students must continue to score at or above proficient in EOC test in Math to meet or exceed the division goal of 70% passing rate - passing rate for 2006-07 was 74%</p>	Increase the percentage of students who successfully complete math-related word problems specific to technical course content	<p>Teachers will identify the math concepts, formulas, and vocabulary being used in their program's curriculum</p> <p>Teachers will use math-related, real-world problems to teach industry-related math for their course</p> <p>Teacher will use content-related web-sites to develop creative lesson plans (i.e. Marco Polo Illuminations, ask Dr. Math, AAAmath.com)</p> <p>Teachers and students will participate in the "Math Brain Teaser " Contest on a bi-weekly basis</p> <p>Teachers/Administrators will apply for Grants (i.e. Town Grant) to support math initiative (i.e. resource books, calculators, etc.)</p>	<p>Teachers will share math-related lessons and activities that effectively teach industry-related math</p> <p>Teacher will have opportunities to attend workshops and complete training in math instruction and using technology to teach math</p>	<p>Percentage of class (or student) participation in the brain-teaser competition</p> <p>A resource bank of lesson plans submitted and shared by teachers will reflect the use of math-related, real-world problems</p>	<p>Increase the percentage of students who proficiently solve course content related math problems</p> <p>Increase the percentage of students who score proficient or better on the Math SOL's from 74% to 78%</p>
B.	Our research indicates that use of a transitional team is instrumental to the academic success of our special needs student population	Interim data will reflect that at least 85% of our Special Needs Population are receiving a grade of "C" or higher	<p>Transition Specialist will:</p> <ol style="list-style-type: none"> 1. provide an "IEP-At-A-Glance" for each student 2. be assigned to classes w/5 or more special needs students 3. visit programs w/spec needs students from their home school once a month 4. correspond (via e-mail) with teachers <p>Two paraprofessionals will float between classes w/ 5 or more special needs students</p> <p>Guidance Office staff will maintain special ed. files</p>	<p>Teachers will attend the "CTE Institute" (Summer, 2007)</p> <p>Counselors will inservice instructors on "behavior contracts", BIPs and special ed. codes</p> <p>Guidance Counselor will participate in Transition Advisory Board Meetings 10/4, 10/25, 11/29, 12/20, 1/24, 2/28, 3/20, 4/24, 5/22</p>	<p>Transition staff will sign in and out to log hours spent @ NTC</p> <p>Monitor the IEP sign-out log</p>	<p>100% of our special needs students will receive accommodations as stipulated in their IEP</p> <p>85% of our special needs population passing with a grade of "C" or higher</p>

C.	<p>NTC had a 49% increase in the number of students taking certification exams from 2005-06 (287) to 2006-07 (561)</p> <p>Of the 561 students testing for certification, 391 (70%) passed their exam</p>	<p>Interim data will reflect at least 75% of all eligible students passing certification quarterly assessments</p>	<p>Instructors will administer a quarterly assessment to determine student readiness</p> <p>Students will prepare for taking licensure/certification tests with practice-test software, teacher-prepared practice tests, and other resources</p> <p>Teachers will pre-test students (i.e. NOCTI) to better assess readiness</p> <p>Teachers will utilize the PRS system (Turning Pt.) to assess student readiness, provide feedback and analyze responses</p> <p>Teachers will communicate benefits of industry-wide certification and testing details (scheduling, costs) to students and parents at orientation and open house</p> <p>State money will be used to offset the cost of taking a licensure/certification exam</p> <p>A computer lab (A7) will be utilized for online certification preparation and testing</p> <p>Showcase students taking and passing licensure/certification exams through newsletters, showcases bulletin boards, and on our website</p> <p>Instructors will encourage more students to participate in CTSO competitive events</p>	<p>Teachers will attend the CTE Institute (Summer 2007) and other conferences/training workshops</p> <p>Teachers will receive up-to-date licensing/certification information through the CTE state website, state and national publications (e.g. <i>Techniques</i>), and licensing agencies</p> <p>Teachers will acquire and maintain licensing/certification</p>	<p>Collect interim data measuring the number of students passing quarterly assessments</p> <p>Monitor additional data indicating opportunities for certification and numbers taking and passing licensure/certification exams</p> <p>Collect data from licensing agencies and test administrators to calculate percentage of students passing certification/licensure exams</p>	<p>Increase the percentage of students passing licensure/certification quarterly assessments (75%)</p> <p>Increase the percentage of students taking certification exams by at least 5%</p> <p>Increase the percentage of students passing certification exams by at least 5%</p>
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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 As Student Results?</i>
A.	There were 343 total disciplinary infractions in 2005-2006	Review of the monthly discipline data will reflect a decrease in the number of disciplinary infractions by at least 10%	<p>Consistently enforce attendance and tardy rules</p> <p>Consistently start classes on time and actively engage students</p> <p>Teachers will greet students as they arrive at the classroom door (beginning of the day and after lunch)</p> <p>Bimonthly attendance meetings with guidance counselor</p> <p>Attendance Technician will meet with court ordered students in the NTC Attendance Club.</p> <p>Discipline Committee will meet monthly</p> <p>Teachers will use Behavior Contracts and after-school detention as an intervention prior to referral</p> <p>“Student of the Quarter” recognition</p> <p>Teachers will leave detailed lesson plans when absent</p> <p>Teachers with “perfect attendance” will be recognized</p>	<p>Teachers will participate in the “Day of Discipline”</p> <p>Teachers will participate in monthly faculty meeting sharing sessions</p> <p>Teachers will participate in Book Talk “Inspire” connecting w/students to make a difference</p>	<p>Collect interim data measuring number of disciplinary referrals</p> <p>Monitor resource staff – sign-in log</p> <p>Quarterly attendance recognition receptions</p> <p>Semester certificates for exemplary attendance records</p> <p>Recognition for “perfect attendance” for teachers</p>	Decrease the number of discipline referrals by at least 10% (324 in 2006-07 to 291 in 2007-08)

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.	<p>In 2006-07 twenty-three (23) programs at NTC offered internships for students</p> <p>Of the 302 students eligible for internship, 204 (68%) participated in the experience</p>	<p>Data will reflect a 10% increase in the percentage of students participating in job-shadowing, internship, and work experiences</p> <p>Data will reflect an increase from 23 to 25 programs offering internships</p>	<p>A school-wide effort (administration, guidance, and staff) to increase the number of work experience sites – utilizing personal and professional contacts</p> <p>Teachers will pro-actively seek business/community-partners that could provide job-experiences for our students</p> <p>Encourage qualifying students to participate</p> <p>Mentorship of teachers by internship committee members</p> <p>Create a job-shadowing day during the first semester – with the assistance of community members</p>	<p>The “Internship Committee” will provide new teachers with training and necessary paperwork for creating and maintaining a work experience program</p> <p>The “Internship Committee” will provide encouragement and mentorship for teachers without current internships</p> <p>“Internship Committee” will meet quarterly</p>	<p>Collect Internship Log which will indicate: Student/Internship Site/Date/Times/etc.</p> <p>Quarterly Internship Committee meetings to evaluate progress</p> <p>Interim data collection of students participating in work experience programs</p>	<p>A 10% increase in the percentage of students participating in job-shadowing, internship, and work experiences</p> <p>An increase of 2 (23 to 25) programs offering internships</p>

B.	<p>Feedback from Business/Education Leaders' surveys from Mock Interview Week (Spring 2007) indicate that NTC completers, seniors, post-grads, and GED students are not prepared for the interview process</p>	<p>Interim data will reflect that students are receiving workforce development training to prepare them for productive options, as evidenced by the use of two (2) workforce readiness lesson plans per interim</p>	<p>Teachers will receive training on how to use the "Workforce Readiness Skills" lesson plan manual</p> <p>Students will receive professional training related to resume writing and the interview process (i.e. Virginia Employment Commission, advisory council members, central office staff, NTC staff, business contracts, etc.)</p> <p>NTC will conduct mock interviews for all senior, post-grad, completer and GED students (Spring 2008)</p> <p>School Counselor/Staff will offer KUDER Career Planning System workshops in the classroom – VAVIEW will be introduced</p> <p>Career Coach will assist NTC School Counselor through classroom visits</p> <p>Students will be given a 20 question pre/post assessment (PRS) related to workforce readiness</p>	<p>Teachers will attend the "CTE Institute" (Summer, 2007)</p> <p>Teams will attend NCPN and ACTE Conferences</p>	<p>Collect Interim data on the use of workforce readiness lesson plans</p> <p>Keep record of all students who participate in the mock interview</p> <p>Technology Specialist and School Counselor will develop an "Interview Question Bank" with trade-specific questions</p>	<p>All seniors, post-graduates, GED students and program completers will have a resume before leaving NTC</p> <p>Increase the number of workforce readiness skills lessons taught each Interim</p> <p>Increase the number of students using the "Interview Question Bank"</p> <p>Increase number of students participating in the mock interview process</p> <p>A 25% improvement in scores from the Pre-assessment to the Post- assessment on Workforce Readiness</p>
C	<p>In 2006-07 32 of the 36 programs (89%) at NTC conducted one or more Advisory Council Meetings</p>	<p>Interim data will reflect that all programs have an active advisory council that meets at least twice a year</p>	<p>Teachers will solicit volunteers from the community and industry to serve on advisory councils</p> <p>Teachers will keep minutes from the advisory council meetings and submit to administration</p>	<p>Teachers will attend the "CTE Institute" (Summer, 2007)</p> <p>VATIE will offer updates</p> <p>Businesses in the industry will offer updates to assist teachers</p>	<p>Collect Interim data on the number of advisory council meetings</p> <p>Administration will collect minutes from the advisory council meeting</p>	<p>All programs will have an active advisory council that meets at least twice a year</p>

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

Administrators and members of the Accountability Team solicited input from faculty members and Advisory Councils. The team has met continuously and suggestions from these outside sources have helped us narrow our focus and fine-tune the plan. CTD (John Allusi) was extremely helpful in providing us with Tier I data specific at NTC.

Methods Used to Communicate Our Plan

In order to communicate our plan, committee members were given updated drafts during each planning session. Prior to final approval, each faculty member was given an opportunity to review the draft and make suggestions. The plan is available in our main office, and on our website, for public viewing.

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>
CTE Institute	Summer 2007	Presenter - CTE Professional Dev. Institute Participants - 11&12 mo. Instructors	Certification of Completion
VASSP Conference	Summer 2007	Presenter – VASSP Participants- Davis, Jacobs	
Novell: Open Enterprise Server	Summer 2007	Presenter – Participant – Mike Weber	Certification of Completion
AP Computer Science Workshop	Summer 2007	Presenter – Participant – Mike Weber	
Principal's Convocation	July 10-11	Presenter - Superintendent/Staff Participants - Davis, Jacobs	Certification of Completion
Starbase Training	August 15, 2007	Presenter – Roger Davis Participant – David Jacobs	Certification of Completion
Data Collection Using Excel	August 21, 2007	Presenter – Tyrone Goodman Participants – Faculty	Certification of Completion
Day Of Discipline	August 28, 2007	Presenter - Jacobs/Discipline Committee Participants - Faculty	Certification of Completion
Personal Response System (PRS) Training Turning Point	August 29 & 31, 2007	Presenter – Roberta Rakstraw Participant - Faculty	Certification of Completion
City-wide Discipline Training	August 29, 2007	Present – Pupil Personnel Participant – David Jacobs	Certification of Completion
Book Review "Inspire"	September 20, 2007	Presenter – William Davis Participants - Faculty and Staff	Certification of Completion
NCPN Conference, Louisville, Kentucky	October 10-13, 2007	Presenter - NCPN Staff Participants-	Certification of Completion

City-Wide CTE In-Service	October 29, 2007	Presenter –CTE Staff Participants - MS/HS/CTE Staff	Certification of Completion
ACTE Conference	December 13-15, 2007	Presenter - ACTE Staff Participants –	Certification of Completion
VASSP Secretary's Conference	March, 2007	Presenter - VASSP Staff Participants - Payton	Certification of Completion
BEST Training	Aug. 21, Oct. 2, Dec. 11. Feb. 5,	Presenter - Valerie Ford/Staff Participant – Blueford, Milstead, Richards, Antongeorgi	Certification of Completion
Mentor Training	Oct. 4, Nov. 14, Dec. 12	Presenter - Valerie Ford/Staff Participants –Howard, Rakestraw	Certification of Completion
COMP Training	Aug. 24, Oct. 9, Jan. 9,	Presenter - Valerie Ford/Staff Participant – Andrea Davis	Certification of Completion