



NORFOLK PUBLIC SCHOOLS
Bay View Elementary School

Dr. Stephen Jones
Superintendent of Schools

ACCOUNTABILITY PLAN
2006-2007

School Board Goal: “Improving the Quality of Teaching and Learning for ALL ... ALL means ALL.”

Dr. Deborah Mansfield- Principal

***Mrs. Dawn Lawrence – Assistant
Principal***

We recognize that all departments and offices in the central administration ultimately are held accountable for the same Tier 1 indicators as our schools. The three division objectives serve as common objectives for our departments, offices, and divisions. The following annual improvement plan serves to guide our department/office for the year.

**Departmental/Office Accountability Planning
Committee Members/Representation**

Individual	Position
D. L. Mansfield *	Principal
Dawn Lawrence *	Assistant Principal
Gwen Collins *	Communication Specialist
Sonja McCann *	Math Specialist
Patricia White *	Literacy Teacher
Greg Worcester *	Literacy Teacher
Rick Hood	PreK Grade Level Chair
Kathy Foster	Kindergarten Grade Level
Mary Lou Ferralli	1 st Grade Level Chair
Romanda Hannigan	2 ⁿ Grade Level Chair
Rhonda Harris	3 rd Grade Level Chair
Kimberly Hoult	4 th Grade Level Chair
MaryAnn Quinn	5 th Grade Level Chair
Esther Boykins	Special Education Grade C.
Angela ZuWallack	Counselor
Liz Carmody	Parent Liason
Jessica Grell	Gifted Teacher Specialist
*denotes Leadership TEAM	

Accountability Planning Committee Meetings

Date	Time	Location
August 30, 2006	12:00	Bay View School
*September 13, 2006	12:00	
October 11, 2006	12:00	
October 23, 2006	11:00	

Please note: The table on the right above includes initial dates for the full Departmental/Office Accountability Planning Team. These meetings will be used to develop, refine, and monitor progress toward meeting the target indicators and implementation of strategies outlined in the accountability plan. Sub-committee meetings and other occasions when the Accountability Plan may be discussed are not included.

I. Needs Assessment

Data for Tier 1 Indicators (division and state expectations) were reviewed and analyzed as part of our needs assessment process. This analysis included division and, in some cases, 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 Improvement Planning Committee’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 department/office) and strategies tied to each of the identified needs. The Tier 2, departmental/office-based indicators, represents data that can be tracked on a monthly basis. Each department/office in the central office **selects seven (7) Tier 2 Indicators** to focus on during the year. **These seven (7) Tier 2 Indicators, must support continuous growth of student academic achievement, a safe, secure, and disciplined teaching and learning environment, and the active engagement of parents, business, and the community in the educational process.**

Data used for this plan includes, SOL scores, mentoring program data and school counseling program data.

Tier 1 Indicators (shading indicates areas in which data must be collected at the local level)

	<u>Continuous Growth of Student Academic Achievement</u>	<input type="checkbox"/>	Promotion/Retention Data	<input type="checkbox"/>	Students Without Incidents of Possession of Firearms in School
		x	PSAT Participation		
X	Standards of Learning Test Results	<input type="checkbox"/>	Teachers Meeting State Licensure	<input type="checkbox"/>	Students Without Incidents of Possession of Weapons Other than Firearms in School
X	SAT Participation and Test Results	<input type="checkbox"/>	Classes Taught by Certified Teachers		<u>Active Engagement of Parents, Business, and Community in Educational Process</u>
X	ACT Participation and Test Results	<input type="checkbox"/>	Professional Development Hours and Involvement Related to Academic Achievement	<input type="checkbox"/>	Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
X	Advanced Placement Exam Results and Enrollment	x	<u>Safe, Secure & Disciplined Learning Environment</u>		Total Volunteer Hours by Parents and Community Members in Schools
	Dual Enrollment Class Results and Enrollment		NQSI Survey Data	x	Direct Interactive Parent Contacts Involving Student Achievement
	International Baccalaureate Results and Enrollment	<input type="checkbox"/>	Professional Development Hours and Involvement Related to School Climate and Student Discipline	x	Training Workshops Provided for Parents/Community
	Governor's School Results and Enrollment		Incidents of Physical Violence	<input type="checkbox"/>	<u>Other</u>
	STAR Test Results	X	Incidents of Possession of Firearms in School		Other (<i>please specify</i>):
	Gates-MacGinitie Test Results	<input type="checkbox"/>	Incidents of Possession of Weapons Other than Firearms in School	<input type="checkbox"/>	
X	PALS Test Results	<input type="checkbox"/>	Students Without Incidents of Physical Violence in School		
X	Narrowing of the Achievement Gap	<input type="checkbox"/>			
	Attendance Data for Students and Staff	X			
	Dropout Statistics				
X	Graduation Rates				
	Stanford 9 Test Results				

II. Objectives Linked to Needs and Tier 2 Indicators

Objective # 1: Continuous Growth of Student Academic Achievement for ALL

	<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 are our benchmarks/standards?</i>
A.	<p><u>SOL Pass % English</u> 3rd 4th 5th 02-71 - 69 03-69 - 68 04-57 - 79 05-53 - 78 06-74 88 84 07-74 80 93</p> <p>Focus Areas:</p> <p><u>Word Analysis</u> 3rd 66.7% 4th 84.1% 5th 96.9% Students scored proficient or better on word analysis strategies.</p> <p><u>Comprehension of printed material:</u> 3rd 75.8% 4th 79.4% 5th 90.6% Students scored proficient or better on comprehension of printed materials.</p> <p><u>Comprehension Focus:</u></p> <ul style="list-style-type: none"> • Drawing conclusions • Summarizing • Ask and answer questions • Cause and effect relationships 	<p>Increase the percentage of students reading on grade level according to DRA results.</p> <p>At least 75% of exiting 3rd graders will be Within Word on the Developmental Spelling Continuum.</p> <p>Increase the percentage of students scoring proficient or better on the monthly reading comprehension assessment.</p>	<p>3rd - 5th students reading below grade level will be administered a DRA/PM Benchmark in Sept., Jan. and May to determine instructional level reading level. (PL 1)</p> <p>Students will use the Power of Retelling and the 7 keys to comprehension strategies retell and summarize fiction and nonfiction text. (PL 2,4)</p> <p>Students will use the Big Three Reading Strategies- Focus on Comprehension, Justify Your Answer, and Compare and Contrast in all content area. (PL 4)</p> <p>Students in grades 1 to 5 will be assessed in spelling quarterly to determine developmental spelling stage and word study focus.</p> <p>Students will use kinesthetic, auditory and visual activities for word analysis strategies. (PL 7)</p> <p>Students will use Marzano's six steps to vocabulary development to analyze, synthesize and apply content area vocabulary before, during and after reading. (PL 4)</p>	<p><u>Power of Retelling: Developmental Steps to Building Comprehension</u> By Vicki Benson and Carrie Cummins</p> <p>Marzano's Six Steps to Vocabulary Development</p> <p>The Three Big Reading Strategies</p> <p><u>Phonics Lessons</u> by Fountas and Pinnell</p> <p><u>Word Journeys</u> By Kathy Gankse</p> <p><u>Bimonthly staff development in the 7 Keys to Comprehension</u> By Susan Zimmerman and Chryse Hutchins</p> <p><u>Monthly collaborative scoring of writing pieces in grades K through 5.</u></p> <p>Staff development facilitated communication skills specialist.</p>	<p>Quarterly Check of Reading and Writing Portfolios</p> <p>Graph quarterly test results by grade level and display near main office.</p> <p><u>Graph quarterly test results by teacher and display in classrooms.</u></p> <p>Professional development interactive notebooks</p> <p>Formal and informal classroom observations</p> <p>Review plans to remediate non proficient students as determined by quarterly assessments, eportfolios, DRA's, spelling inventories and portfolios.</p>	<p>80% or more of 3rd graders will score proficient or higher on the Word Analysis Strand of the English SOL</p> <p>80% or more of 3rd and 4th graders will score proficient or better on the Comprehension of Printed Material Strand of the English SOL Test.</p> <p>There will be no more than a 5% achievement gap between any tested subgroups.</p> <p>90% or more of K-2 students will be proficient or higher according to the spring literacy assessment.</p>

	<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 are our benchmarks/standards?</i>
B.	<p>SOL Pass % Math 3rd 4th 5th 02-85 - 63 03-84 - 53 04-78 - 71 05-75 - 78 06-80 85 85 07-84 77 96</p> <p>Areas to focus: Computation Grade 3: 74.2% Grade 4: 74.3% Grade 3 Identify the quotient of a division fact. Identify the difference between two fractions represented by models Grade 4 Estimate the difference between two whole numbers. Estimate the product of two digit numbers.</p> <p>Measure/Geometry Grade 4: 77.1% Determine appropriate tool to measure length, mass, volume and temperature in English and Metric units.</p> <p>Patterns, Functions and Algebra Grade 3: 82.8% Grade 4: 76.2%</p> <p>Grade 3 Determine the next element in a simple number pattern. Grade 4 Evaluate and extend a simple graphic pattern and numeric pattern. Determine and apply the rule used by a number machine.</p>	<p>Increase percentage of students scoring proficient or better on the monthly performance task, common monthly assessments and quarterly assessments.</p>	<p>Students will use concrete materials to understand the relationships between and among rational numbers. (PL 8)</p> <p>Students will participate in math work stations and/or menus focusing on rational numbers and measurement. (PL 12)</p> <p>Math Talk and think aloud strategies will be utilized to communicate thinking. (PL 3,5,6)</p> <p>Students will use interactive note taking. (PL 4, 7)</p> <p>Students will use appropriate measurement tools to measure a variety of objects in standard and non standard units. (PL 2)</p> <p>Students will use Marzano’s Six Steps to Vocabulary Development to analyze, synthesize and apply content area vocabulary. (PL 4)</p> <p>Conduct Math/Science Family Nights (PL 2)</p> <p>Students will use software program Compass Learning to practice and reinforce math skills. (PL 8)</p>	<p>Collaborative Problem Solving (Center for Performance Assessment)</p> <p>Mazrano’s Six Steps to Vocabulary Development</p> <p><u>Teaching for Understanding</u> by Marilyn Burns (video series)</p> <p><u>Numbers and Operations</u> by Sharon Lemon</p> <p><u>Student Centered Mathematics</u> by John Van de Wale</p> <p><u>Classroom Discussion</u> Math Talk by Nancy Anderson Additional Training on the New K-5 math series</p> <p>Staff development facilitated by math resource teacher.</p>	<p>Professional Development interactive notebooks</p> <p>Graph quarterly test results by grade level and display near main office.</p> <p>Graph quarterly test results by teacher and display in classrooms.</p> <p>Review plans to remediate non proficient students as determined by quarterly assessments.</p> <p>Monitor adherence to the new K-5 Math Expressions program via observations and checklists.</p>	<p>90% or more of 3rd, 4th and 5th graders will score proficient or better on all strands of the Math SOL.</p> <p>There will be no more than a 5% achievement gap between any tested subgroups.</p>

	<i>Identified Need</i>	<i>Tier 2 Indicators</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What are our benchmarks/Standards?</i>
C.	<p>SOL Pass % History/Social Science 3rd 5th</p> <p>02 – 65% 55% 03 – 83% 50% 04 – 81% 77% 05 – 84% 75% 06 – 91% 86% 07- 86% 92%</p> <p>Focus areas: Economics Grade 3 78.8% Identify an effect of limited resources. Identify an example of using money to buy a good or service and an economic concept. Civics Grade 3 80.8% Characterize symbols of the U.S. Determine a cultural concept from it's characteristics. Grade 5 84.4% Explain the purpose of significant historical documents. Explain the power of the executive branch. Geography Grade 3 81.8% Understand the use of symbols in a map or legend. Identify a cardinal direction using a map key and compass rose.</p>	<p>Increase the SOL Pass % in 3rd grade History/Social Science to 95 or above.</p> <p>Increase the SOL Pass % in 5th grade History/Social Science to 90% or above.</p> <p>Increase the SOL Pass % in 3rd grade Science to 90% or above.</p> <p>Increase the SOL Pass % in 5th grade Science to 95% or above.</p>	<p>Students will compare and contrast concepts for each Science and History unit of study (PL4, 8)</p> <p>Students will use history and science content vocabulary in their interactive notebooks. (PL 6, 7)</p> <p>Students will understand, apply and synthesize historical and scientific relationships using an “if.....then” scenarios. (PL4)</p> <p>Students will us Marzano’s Six Steps to Vocabulary Development to analyze, synthesize and apply content area vocabulary. (PL4)</p>	<p>Additional training in the use of Marzano’s Six Steps to Vocabulary Development.</p> <p><u>Think Nonfiction</u> by Stephanie Harvey and Anne Goodies (video and study guide)</p> <p>On going training on the use of Interactive Note taking</p>	<p>Graph quarterly test results by grade level and post near main office.</p> <p>Formal and informal observations and post conferences</p> <p>Professional Development interactive notebooks</p>	<p>95% of 3rd graders or more will score proficient or better on the history SOL.</p> <p>90% of 5th graders or more will score proficient or better on the history SOL.</p>

<p>SOL Pass % Science</p> <p>02 – 80% 62%</p> <p>03 – 78% 63%</p> <p>04 – 81% 80%</p> <p>05 – 78% 75%</p> <p>06 – 87% 92%</p> <p>07 – 81% 95%</p> <p>Focus areas:</p> <p>Earth Space Systems and Cycles: Grade 3 71.7% Identify an effect the sun has on water cycles.</p> <p>Scientific Investigation: Grade 3 71.7% Interpret data from a table</p>	<p>Increase the SOL Pass % in 3rd grade Science to 90% or above.</p> <p>Increase the SOL Pass % in 5th grade Science to 96% or above.</p>	<p>Students will compare and contrast concepts for each Science and History unit of study (PL4, 8)</p> <p>Students will use history and science content vocabulary in their interactive notebooks. (PL 6, 7)</p> <p>Students will understand, apply and synthesize historical and scientific relationships using an “if.....then” scenarios. (PL4)</p> <p>Students will use Marzano’s Six Steps to Vocabulary Development to analyze, synthesize and apply content area vocabulary. (PL4)</p> <p>Students will participate in at least one scientific investigation for each unit of study. (PL3, 10)</p> <p>Students will use appropriate measurement tools to measure a variety of objects. (PL2)</p> <p>Each 3rd, 4th, and 5th grade student will conduct a science project for the school-wide science fair. (PL2, 3, 4, 5)</p> <p>Each Pre K, K, 1st, and 2nd grade classes will conduct a scientific investigation for the school wide science fair and present in project form.</p>	<p>Additional training in the use of Marzano’s Six Steps to Vocabulary Development.</p> <p><u>Think Nonfiction</u> by Stephanie Harvey and Anne Goodies (video and study guide)</p> <p>On going training on the use of Interactive Note taking</p> <p>Additional training on scientific investigation will be conducted by Dr. Mansfield.</p>	<p>Graph quarterly test results by grade level and post near main office.</p> <p>Formal and informal observations and post conferences</p> <p>Professional Development interactive notebooks</p> <p>Evidence of and scientific investigations will be posted outside classrooms.</p>	<p>90% of 3rd graders or more will score proficient or better on the science SOL.</p> <p>95% of 5th graders or more will score proficient or better on the science SOL.</p>
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II. Objectives Linked to Needs and Tier 2 Indicators

Objective # 2: Safe, Secure, and Disciplined Teaching and Learning Environment

	<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 are our benchmarks/ standards?</i>
A.	<p>Percentage of students absent 10 days or more each year.</p> <p>02-03 - 24%</p> <p>03-04 - 22.4%</p> <p>04-05 - 23.1%</p> <p>05-06 - 26.7%</p> <p>Number of students tardy.</p> <p>05-06 - 2351</p>	<p>To decrease the percentage of students absent 10 days or more.</p> <p>To decrease the number of tardies.</p>	<p>A contact will be made with the parents of each child each day they are absent. (PL 12)</p> <p>Students with 2 unexcused absences will meet with the counselor. (PL 12)</p> <p>Parents of students with 4 unexcused absences will be contacted by the administration or the truancy staff. (PL12)</p> <p>A conference will be held with parents of students who have 5 unexcused absences and a plan will be set up to correct their trend. (PL 12)</p> <p>At 6 unexcused absences the Court Probation Officer will be contacted.</p> <p>At 7 unexcused absences a court referral will be made.</p>	<p>The staff will participate in truancy training.</p> <p>The staff will brainstorm solutions that can be employed in school and at grade levels to encourage school attendance.</p> <p>The school liaison and PTA Board will address the problem and provide incentives for students who break their truancy and tardy trends.</p>	<p>Data will be collected on a regular basis from STARBASE and analyzed by grade levels and teacher.</p> <p>Absences both excused and unexcused will be posted each quarter by grade level.</p> <p>Classes with 100% attendance will be announced on the news show each day.</p>	<p>The percentage of students absent 10 or more days will decrease by 15%.</p> <p>The number of tardies will decrease by 15%..</p>

II. Objectives Linked to Needs and Tier 2 Indicators

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 are our benchmarks/ standards?</i>
A.	<p>Number of mentors from partnerships with community, business and military commands:</p> <p>05-06 Community-1 Businesses-2 Military-1</p> <p>Number of community members mentoring:</p> <p>04-05 4 05-06 5</p>	<p>Increase the number of partnerships with community, businesses and military members to support student achievement.</p> <p>Increase the number of community members mentoring students.</p>	<p>Actively seek parent/community volunteers to assist in classrooms by reading with students and practicing math fact drills (PL12).</p> <p>Encourage partners to participate in career day. (PL 2, 11)</p> <p>At least two workshops a month will be conducted by parent liaison and /or school counselor</p> <p>Recruit and train mentors from community for Students. (PL 11, 12)</p>	<p>Mentor Site Coordinator Training,</p> <p>Va Mentor Partnership Training Certificate,</p> <p>NICOSTY Conference certificate,</p> <p>VCA Conference Certificate,</p> <p>VSCA Conference Certificate, School Counseling department meetings, other in-services throughout school year and summer</p>	<p>Professional Development conference and workshop attendance logs, parent/teacher conference logs, individual academic cards.</p>	<p>10% increase in the number of community mentors participating in the NPS Mentoring Program this school year.</p>

III. Dissemination Process

Below is an outline of how we will present our plan and our department's/office's performance to our stakeholders. Information included in this area will be useful when writing the department's/office's Tier 3 Narrative which helps paint a picture of our progress and tells the "story behind the numbers".

Methods Used to Communicate Our Plan

Examples:

- Monthly K-12 faculty meetings
- Updates to the school's web site
- School Newsletter
- Letters home to parent/guardians regarding group and classroom activities

IV. Staff Development and Training Focus

Based on staff development needs assessment survey results, along with team member discussions, the following staff development opportunities will be provided. They are linked directly to Tier 1 needs and Tier 2 Indicators and corresponding strategies. This information also will be useful for the Tier 3 Narrative.

Staff Development

<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Norfolk Public School's Strategic Plan	August 28, 2006	Entire Bay View Staff	Interactive Notebooks
Training in Math Expressions, the new textbook adoption	Pre-Service Week – August 2006	K-2 Teachers	
Changes to the Reading/Writing Portfolios	September 1, 2006	Teaching Staff K-2	Attendance Logs
Changes to the Reading/Writing Portfolios	September 20 & 21, 2006	Teaching Staff	Attendance Logs
SMART BOARD Training	September 13, 2006	Teaching Staff	Interactive Notebooks
Interactive note taking for adults	September – May 2006	Teaching Staff	Interactive Notebooks
How Boys and Girls learn and His and Her Brains	October 4, 2006	Teaching Staff	Interactive Notebooks
SR3	October 11, 2006	Teaching Staff	Interactive Notebooks
Data on the gaps at Bay View	October 18, 2006	Teaching Staff	Interactive Notebooks
Technology – A comparison of Orchard, Compass, and Study Island software	October 25, 2006	Teaching Staff	Interactive Notebooks
AR and Home Reading	November 1, 2006	Teaching Staff	Interactive Notebooks
** Wednesday Administrative Planning will continue throughout the year. Plan will be updated quarterly.			