



NORFOLK PUBLIC SCHOOLS

Camp Allen Elementary School

SCHOOL ACCOUNTABILITY PLAN Year: 2007 – 2008

Dr. Stephen Jones, Superintendent of Schools
Sherri Archer, Principal

October 15, 2007

Dear Camp Allen Elementary 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 Camp Allen Elementary School better.

Sincerely,

Sherri Archer
Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

| Individual | Position |
|--------------------|----------|
| Sherri Archer | A |
| Candiase Driver | A |
| Ruth Prattis | T |
| Barbara Robertson | T |
| Michelle Wills | T |
| Erica Adamek | T |
| Frank Lawler | T |
| Mary Doyle | T |
| Jeanelle Douglass | T |
| Cora Donham | T |
| Victoria Zano | T |
| Tina Shannon | T |
| Carolyn Stephenson | T |
| Lisa Tallman | T |
| Cathy Lincoln | T |
| Kathleen Cosco | T |
| Lynn Baker | 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.

Committee Meetings

| Date | Time | Location |
|----------|-----------|----------|
| July 16 | 8:15 a.m. | Lounge |
| Aug. 27 | 8:15 a.m. | Lounge |
| Sept. 13 | 8:15 a.m. | Lounge |
| Oct. 5 | 8:15 a.m. | Lounge |
| Oct. 19 | 8:15 a.m. | Lounge |
| Nov. 15 | 8:15 a.m. | Lounge |
| Jan. 17 | 8:15 a.m. | Lounge |
| Feb. 14 | 8:15 a.m. | Lounge |
| Mar. 20 | 8:15 a.m. | Lounge |
| May 15 | 8:15 a.m. | Lounge |
| | . | . |
| | . | . |
| | . | . |

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 checked="" type="checkbox"/> Standards of Learning Test Results (B9-12) | <input type="checkbox"/> Graduation Rate (B1) |
| <input checked="" 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 checked="" type="checkbox"/> Reading on Grade Level (B8) | <input checked="" type="checkbox"/> Teacher Retention (A1) |
| <input checked="" type="checkbox"/> <i>STAR Test Results</i> | <input checked="" 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 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 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"/> 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 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 type="checkbox"/> Students Without Incidents of Physical Violence in School (C2) | <input checked="" type="checkbox"/> State Benchmarks/Standards of Excellence |
| <input type="checkbox"/> Students Without Incidents of Possession of Firearms in School (C2) | <input checked="" type="checkbox"/> National Benchmarks/Standards of Excellence |
| <input type="checkbox"/> Students Without Incidents of Possession of Weapons Other than Firearms in School (C2) | <input checked="" 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): |

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. ENGLISH SOL Pass % | | | |
|-------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|
| | 3 rd | 4 th | 5 th |
| 01: | 57 | | 48 |
| 02: | 73 | | 68 |
| 03: | 55 | | 72 |
| 04: | 47 | | 85 |
| 05: | 63 | | 78 |
| 06: | 75 | 70 | 81 |
| 07: | 75 | 79 | 79 |
| Focus Areas: | | | |
| 80% of Kindergarten students reading on grade level. | | | |
| 67% of first graders reading on grade level. | | | |
| 74% of second graders reading on grade level. | | | |
| 66% of third grade students scored proficient or better on comprehension of printed materials on the English SOL test | | | |
| 64 % of fourth grade students scored proficient or better on comprehension of printed materials of the English SOL test | | | |
| 85% of fifth grade students scored proficient or better on comprehension of written materials the on English SOL test | | | |
| African American/ White Achievement Gap: | | | |
| | 3 rd | 4 th | 5 th |
| 05: | 14% | n/a | *16% |
| 06: | *9% | *9% | 12% |
| *reverse gap in place | | | |

Increase the number of students scoring proficient or better on the reading and writing assessments given monthly, quarterly and annually

- Students will use before, during, and after reading strategies for each shared and guided reading lesson. **PL1**
- Students will use Marzano strategies including similarities/ differences and compare/ contrast and cause/effect **PL2/ PL8**
- Students will use a variety of self-selected reading materials, use standard English in both speaking and writing and revise their work until it is correct **PL1/PL6**
- Students will make inferences and draw conclusions based on teacher questioning during shared and guided reading lessons. **PL8**
- Students will participate in student/teacher conferencing during writing **PL10**
- Students will answer higher level thinking questions **PL8**
- Students will summarize and explain/justify their solutions in writing to peers, parents and community **PL4**
- Students will use word study strategies as part of the morning work **PL12**
- Students will use vocabulary from the word wall to strengthen their writing **PL10**
- Students will use daily language reviews and monthly Exemplars to reinforce skills **PL8**
- Students will participate in common grade level assessments with A/B forms **PL7**
- Students will use the Four Square Model graphic organizer for writing **PL7/PL12**
- Students will read long passages to master the twelve comprehension skills and justify correct answers **PL3**

- Training on Data Driven Decision Making
- Training on how to utilize the data from the common monthly assessments, TfHS, SOL, and other testing data to guide instruction
- Training on use of graphic organizers, higher level thinking questions, open ended assessments and word study strategies
- Demonstration lessons on shared and guided reading instruction
- Instructional Training on using Classroom Instruction That Works
- Training on creating grade-level assessments
- Training on the Four Square Model for writing

- Lesson Plan Review
- Tracking of student reading and writing proficiency with common assessments
- Collaborative planning notes
- Analysis of Test results
- External and Internal Walkthroughs
- Formal and informal observations
- Professional Development Agenda and attendance Logs

82% of Kindergarten students will meet the spring PALS benchmark.

Graph of the percentage of students scoring proficient or better on common monthly assessments and the TFHS in Reading and Writing at each grade level

Graph showing an incremental increase in the percentage of students scoring proficient on the Reading and Writing monthly Assessments (Form A)

Quarterly graph showing an increased number of students reading on grade level in Kindergarten, first grade, and second grade

At least 89% of the students in grade 3 will score over 400 on the 2007 English SOL test

At least 89% of the students in grade 4 will score over 400 on the 2007 English SOL test

At least 92% of the students in grade 5 will score over 400 on the 2007 English SOL test

B.

**MATH:
SOL Pass%:**

| | 3 rd | 4 th | 5 th |
|------------|-----------------|-----------------|-----------------|
| 01: | 63 | | 46 |
| 02: | 81 | | 54 |
| 03: | 81 | | 70 |
| 04: | 70 | | 75 |
| 05: | 76 | | 69 |
| 06: | 84 | 70 | 91 |
| 07: | 86 | 70 | 79 |

79% of third grade students scored proficient or better in computation and estimation on the math SOL test

63 % of fourth grade students scored proficient or better on the computation and estimation strand of the SOL test.

69 % of fourth grade students scored proficient or better on the measurement and geometry strand of the SOL test.

76% of fifth grade students scored proficient or better on number and number sense and measurement and geometry of the math SOL test

**African American/ White
Achievement Gap:**

| | 3 rd | 4 th | 5 th |
|------------|-----------------|-----------------|-----------------|
| 05: | 14% | n/a | *16% |
| 06: | 16% | 7% | .5% |
| 07: | 16% | *6.6% | *2% |

*reverse gap exists

Increase the number of students scoring proficient or better on grade level math assessments given monthly, quarterly and annually

-Students will complete open ended assessments and will summarize their solutions in writing (such as interactive notebooks) **PL7**

-Students will use graphic organizers and non-linguistic representations **PL4**

-Students will compete in math drills to increase skills in computation **PL12**

-Students will do error analysis of problems **PL9**

-Students will use math vocabulary. The Math vocabulary will be included on word walls and during MATH TALK. **PL4/ PL5**

-Students will participate in common grade-level monthly assessments with A/B forms **PL7**

-Students will justify correct answers for math problems **PL3**

-Math resource teacher and classroom teacher will team teach to maximize student comprehension of skills **PL14**

-Students will complete EXEMPLARS; chart the % of proficiency and above scores and the % of non-proficient scores **PL9**

-Students will use study guides to reinforce and practice relevant information that has been taught **PL12**

Math Specialist will provide mini in-service activities regarding error analysis

Demonstration lessons and co-teaching by specialists

Provide training on how to utilize the TfHS, SOL and other testing data in lesson planning

In-service activities using the WAYS TO ASSESS software program (grades 1 – 5)

Provide Professional development to increase knowledge on measurement and geometry

Provide training in differentiation

Provide training on collaborative scoring of EXEMPLARS

Provide training on new Math Series

Lesson Plan Review

Evidence of writing in interactive notebooks, journals and portfolios

Monitor test results and provide appropriate remediation and small group instruction

External and Internal Walkthroughs

Professional Development and attendance Logs

Graph of the percentage of students scoring above proficient or better on the TfHS in Math at each grade level will increase each quarter

Graph showing an incremental increase in the percentage of students scoring proficient on the Math monthly Assessments (Form A)

At least 90% of the students in grades 3 and 5 will score over 400 on the Math SOL test given in the Spring of 2007

At least 85% of the students in grade 4 will score over 400 on the Math SOL test given in the Spring of 2007

| C. | <p>SOCIAL STUDIES: SOL Pass%:</p> <table border="1"> <thead> <tr> <th></th> <th>3rd</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>01:</td> <td>64</td> <td>16</td> </tr> <tr> <td>02:</td> <td>60</td> <td>65</td> </tr> <tr> <td>03:</td> <td>73</td> <td>68</td> </tr> <tr> <td>04:</td> <td>70</td> <td>76</td> </tr> <tr> <td>05:</td> <td>73</td> <td>58</td> </tr> <tr> <td>06:</td> <td>84</td> <td>79</td> </tr> <tr> <td>07:</td> <td>87</td> <td>85</td> </tr> </tbody> </table> <p>69% of third grade students scored proficient or better in economics on the SOL test</p> <p>79.4% of fifth grade students scored proficient or better in Geography on the SOL test</p> <p>African American/ White Achievement Gap:</p> <table border="1"> <thead> <tr> <th></th> <th>3rd</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>05:</td> <td>14%</td> <td>*16%</td> </tr> <tr> <td>06:</td> <td>.3%</td> <td>12%</td> </tr> <tr> <td>07:</td> <td>10.4%</td> <td>1.9%</td> </tr> </tbody> </table> <p>*reverse gap exists</p> | | 3 rd | 5 th | 01: | 64 | 16 | 02: | 60 | 65 | 03: | 73 | 68 | 04: | 70 | 76 | 05: | 73 | 58 | 06: | 84 | 79 | 07: | 87 | 85 | | 3 rd | 5 th | 05: | 14% | *16% | 06: | .3% | 12% | 07: | 10.4% | 1.9% | <p>Increase the number of students scoring proficient or better on grade level social studies assessments given monthly, quarterly, and annually</p> | <p>-Students will use Marzano strategies including similarities/ differences, compare/ contrast, and cause/effect PL2/ PL8</p> <p>-Students will answer higher level thinking questions during classroom instruction PL8/ PL11</p> <p>-Students will use nonfiction materials for reading and writing PL1/ L10</p> <p>-Students will use social studies facts/ vocabulary daily drills as part of the morning work PL3/ PL8</p> <p>Students will participate in grade-level common assessments PL7</p> <p>-Students will utilize the Governor's Race card/grade level contests (Grade 5) PL7/ P11</p> <p>-Students will develop and use interactive notebooks (Grades 2-5) PL 7/ PL12</p> <p>-Students will use study guides to ensure they are studying relevant information that has been taught PL12</p> <p>-Students will participate in the weekly "Who am I?" activity which is part of morning announcements PL2/ PL9/ PL12</p> | <p>Teacher Specialist will provide mini in-service activities on using Virginia SOL Frameworks and Harcourt Brace Materials</p> <p>Training provided on how to utilize the TfHS, SOL and other testing data in lesson planning</p> <p>Differentiate instruction</p> <p>Training on the Social Studies Look fors</p> | <p>Lesson Plans Review</p> <p>Formal and informal Observations</p> <p>Evidence of writing in journals and portfolios</p> <p>Collaborative planning notes</p> <p>Test results</p> <p>Vertical Internal Walkthroughs</p> <p>Professional Development Logs and attendance</p> <p>Interactive Notebook Training</p> | <p>Evidence of writing in journals and portfolios</p> <p>Collaborative planning notes</p> <p>Testing results</p> <p>Vertical Internal Walkthroughs</p> <p>Workshop agenda/attendance logs</p> <p>Professional Development Logs</p> <p>Interactive Notebook Training</p> <p>88% of students will meet or exceed the proficiency benchmark for history in the 3rd grade.</p> <p>85% of students will meet or exceed the proficiency benchmark for history in the 5th grade.</p> |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|------------|----|----|------------|----|----|------------|----|----|------------|----|----|------------|----|----|------------|----|----|------------|----|----|--|-----------------|-----------------|------------|-----|------|------------|-----|-----|------------|-------|------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 3 rd | 5 th | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 01: | 64 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 02: | 60 | 65 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 03: | 73 | 68 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 04: | 70 | 76 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05: | 73 | 58 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06: | 84 | 79 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07: | 87 | 85 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3 rd | 5 th | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05: | 14% | *16% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06: | .3% | 12% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07: | 10.4% | 1.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>D.</p> | <p>SCIENCE: SOL Pass%:</p> <table border="1"> <thead> <tr> <th></th> <th>3rd</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>01:</td> <td>69</td> <td>46</td> </tr> <tr> <td>02:</td> <td>62</td> <td>54</td> </tr> <tr> <td>03:</td> <td>75</td> <td>70</td> </tr> <tr> <td>04:</td> <td>60</td> <td>75</td> </tr> <tr> <td>05:</td> <td>67</td> <td>64</td> </tr> <tr> <td>06:</td> <td>84</td> <td>82</td> </tr> <tr> <td>07:</td> <td>81</td> <td>73</td> </tr> </tbody> </table> <p>73.9% of third grade students scored proficient or better in the Life Processes and Living Systems strand of the Science SOL test</p> <p>64.4% of fifth grade students scored proficient or better in the Life Processes and Living Systems strand of the Science SOL test</p> <p>African American/ White Achievement Gap:</p> <table border="1"> <thead> <tr> <th></th> <th>3rd</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>05:</td> <td>7.5%</td> <td>*4%</td> </tr> <tr> <td>06:</td> <td>14%</td> <td>19%</td> </tr> <tr> <td>07:</td> <td>17.4</td> <td>1.8</td> </tr> </tbody> </table> <p>*reverse gap exists</p> | | 3 rd | 5 th | 01: | 69 | 46 | 02: | 62 | 54 | 03: | 75 | 70 | 04: | 60 | 75 | 05: | 67 | 64 | 06: | 84 | 82 | 07: | 81 | 73 | | 3 rd | 5 th | 05: | 7.5% | *4% | 06: | 14% | 19% | 07: | 17.4 | 1.8 | <p>Increase the number of students scoring proficient or better on grade level science assessments given monthly, quarterly and yearly</p> | <ul style="list-style-type: none"> -Students will use of Marzano strategies daily including similarities/ differences, compare/ contrast and cause / effect using grade appropriate vocabulary PL2/ PL8 -Students will use nonfiction materials for reading and writing PL1 -Students will answer higher level thinking questions during classroom instruction PL8/ PL11 -Students will participate in open-ended assessments and AIMS activities. They will summarize/justify their solutions in writing using interactive notebooks PLP18/ PL9/ PL11 -Students will complete scientific investigations weekly PL2/ PL5 -Students will participate in common monthly grade-level assessments PL7 -Students will utilize SOL Pass and various other forms of technology during instruction PL2/ PL4 -Students will participate in science facts/ vocabulary drills daily as a part of morning work PL4/ PL9 -Students will use study guides to ensure they are studying relevant information that has been taught PL12 -Students will use released SOL questions and SOL resource books during guided reviews PL8/ PL10 | <p>Science Specialist will provide mini in-service activities on scientific exploration and experimentation</p> <p>Demonstration lessons and co-teaching by specialists</p> <p>Training provided on how to utilize the TfHS, SOL and other testing data in lesson planning</p> <p>In-service activity on technology</p> <p>Differentiation of Instruction</p> <p>Science specialist will serve as a resource and assist with instruction for student needing remediation.</p> | <p>Lesson Plan Review</p> <p>Evidence of writing in interactive notebooks, journals and portfolios</p> <p>Collaborative planning notes</p> <p>Testing results</p> <p>Vertical Internal Walkthroughs</p> <p>Professional Development Logs</p> <p>Participation in school and citywide Science Fair</p> <p>Monthly grade level review of data</p> | <p>Graph of the percentage of students scoring above proficient or better on the TfHS in Science at each grade level will increase each quarter</p> <p>Graph showing an incremental increase in the percentage of students scoring proficient on the Science monthly Assessments (Form A)</p> <p>At least 92% of the students in grades 3 will score over 400 on the Science SOL test given in the Spring of 2008</p> <p>At least 93% of the students in grades 5 will score over 400 on the Science SOL test given in the Spring of 2008</p> |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----|----|----|-----|----|----|-----|----|----|-----|----|----|-----|----|----|-----|----|----|-----|----|----|--|-----------------|-----------------|-----|------|-----|-----|-----|-----|-----|------|-----|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 3 rd | 5 th | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 01: | 69 | 46 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 02: | 62 | 54 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 03: | 75 | 70 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 04: | 60 | 75 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05: | 67 | 64 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06: | 84 | 82 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07: | 81 | 73 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3 rd | 5 th | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05: | 7.5% | *4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06: | 14% | 19% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07: | 17.4 | 1.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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 strategy

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> |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <p>A. Number of harassment infractions for the school year: 2006-2007: 10</p> | <p>Decrease the number of harassment infractions on monthly discipline report.</p> | <p>Utilize and increase services of the Guidance Counselor for individual and/or small group work PL10 PL11</p> <p>-Utilize the Teacher Assistance Team</p> <p>-Increase the use of Project Ride (including developing individual behavior plans and positive reinforcement) PL10 PL12</p> <p>Implement “Caught Being Good” Program PL11</p> <p>Provide Teachers with discipline training PL12</p> <p>Utilize the Chrysalis Center For Change</p> <p>-Use rewards and recognition programs for students who show appropriate behaviors on a daily basis</p> <p>Teachers will use the Character Education Program to model desired behavior for students</p> <p>-Recommend students (as appropriate) for the Elementary School Alternative Program and AVB</p> <p>Implement a School Wide Discipline Program and hold discipline assemblies throughout the year. Look for character traits in student behavior throughout the building.</p> <p>Provide students with Mentors</p> | <p>Project Ride In-service for new teachers</p> <p>Additional support for teachers regarding classroom management (workshops, articles, handouts, etc.)</p> <p>Teacher Assistance Training</p> <p>Train Mentors on how to deal with difficult students</p> | <p>Parent Liaison Contact Log</p> <p>Teacher Contact Log</p> <p>Project Ride Log</p> <p>STARBASE Data collection and analysis of referrals</p> <p>Participation reports from outside agencies (such as Barry Robinson and the Chrysalis Center for Change</p> <p>Character Education Program Log</p> | <p>Decreased number of infraction referrals for disruption and harassment</p> |

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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|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A.</p> | <p>Current Partnerships: Food Lion, Lincoln Military Housing and COMOPTEVFOR</p> <p>Volunteer hours at Camp Allen: 04-05: 1264 05-06: .3362 06-07: 1298</p> <p>Number of Mentors at Camp Allen: 05-06: 25 06-07: 54</p> | <p>Increase the number of community partnerships at Camp Allen</p> <p>Increase the number of hours that community members and parents volunteer at school</p> <p>Continue to increase the number of student mentors at Camp Allen who participate in the NPS Mentorship Program</p> | <p>Recommitment/ Adoption Ceremonies for all school partnership members</p> <p>School newsletter, art work, thank you notes and holiday greetings will be sent to all partnership members</p> <p>Participation in school wide activities such as Family Learning Night, Multicultural Celebrations, CARE day, etc.</p> <p>SOL workshops for parents and community members</p> <p>Make additions to the Camp Allen website to include SOL links for parents and information regarding community partners</p> <p>Frequent tutoring sessions by volunteers from the NPS Mentorship Program</p> <p>Parent Liaison will collaborate with PTA President regarding school-wide activities</p> <p>Selected students will participate in Operation Hero Program (twice a week/after school)</p> <p>Monthly Principal/Parent Chat and Chew</p> | <p>Volunteer Workshops provided for parents and community members</p> <p>Provide tips on helping students in reading and math</p> <p>Parent workshops in content/school-related subject areas including Esembler</p> <p>Parent workshops on SOL testing tips</p> | <p>Volunteer Logs</p> <p>Sign In Sheets for mentors and all parent programs</p> | <p>Increased proficiency on all state SOL tests</p> <p>Increased number of parents and community members involved in school activities</p> |
| <p>B.</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

The Administrative Team met with each grade level during the summer to analyze data. All staff members met again in September to develop the first draft of the Accountability Plan. Each grade level reviewed their data and submitted strategies for improvement in October. The Instructional Data Team met to review all of the submitted strategies and developed recommended Staff Development activities. This draft was reviewed by community stakeholders and the final draft was completed.

Methods Used to Communicate Our Plan

The final draft of the Accountability Plan was presented at an October Staff Meeting and parents were provided with information on the Camp Allen October News Letter.

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> |
| Data Decision Making Leading with our heads, hearts, and hands. | Pre Service Week | All Teachers | Staff Development Log and Certificates |
| Using Math Expressions – the new Math Series | Sept. 6, 2007 | All Teachers | Staff Development Log and Certificates |
| Communications Skills “Look Fors” | Sept. 13 | All Teachers | Staff Development Log and Certificates |
| Technology and Web Pages | Sept. 20, 2007 | All Teachers | Staff Development Log and Certificates |
| Accountability Plan and Data Analysis | August – June | All Teachers | Staff Development Log and Certificates |
| Gifted Training and Differentiating Instruction | October 11, 2007 | All Teachers | Staff Development Log and Certificates |
| Shared and Guided Reading Instruction | October 18, 2007 | All Teachers | Staff Development Log and Certificates |
| Four Square Writing Process | October 25, 2007 | All Teachers | Staff Development Log and Certificates |
| Science – the scientific process | November 1, 2007 | All Teachers | Staff Development Log and Certificates |
| Vertical Team Meetings | Monthly | Grade level chairs and Instructional Team | Staff Development Log and Certificates |
| Common Monthly Assessments and analysis | Monthly | All Teachers | Staff Development Log and Certificates |
| Instructional Team Meetings with data and teacher capacity review | Biweekly | Administrative Team and Instructional Team | Staff Development Log and Certificates |