



NORFOLK PUBLIC SCHOOLS

Campostella Elementary School of Excellence

SCHOOL ACCOUNTABILITY PLAN Year: 2007-2008

Dr. Stephen Jones, Superintendent of Schools
Sarah Peoples Perry, Principal

October 1, 2007

Dear Campostella 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 Campostella Elementary School better.

Sincerely,

Sarah Peoples Perry,
Principal

SCHOOL ACCOUNTABILITY TEAM

| Committee Members/Representation | | Committee Meetings | | |
|--|----------|--|----------------|----------------|
| Individual | Position | Date | Time | Location |
| Sarah Peoples Perry | A | 8/9-10/2007 | 8-4:30 pm. | Airport Hilton |
| Lenthia Willie-Clark | A | Sept. 6-7, 2007 | 12:15-3:00 | Media Center |
| Nathaniel Morris | R | October 8, 2007 | 8:00 – 10:00 | |
| Brenda Johnson | R | November 6, 2007 | 8:00-10:00 | |
| Eleanor Washington | R | February 4, 2008 | 4:00 – 5:00 pm | |
| Betty Clark | PT | March 21, 2008 | 8:00 – 10:00 | |
| Annette Sawyer | B | June 10, 2008 | 1:00 – 2:00 | |
| Carol Howard | T | | | |
| Cynthia Horton | P | | | |
| Winfred Thomas | T | | | |
| Patricia White | R | | | |
| Lakesa Jolly Washington | T | | | |
| Barrett Hicks | C | | | |
| Nicole Hill | T | | | |
| Lecia Whittington | T | | | |
| Katina Morton | T | | | |
| Keesha Boose | C | | | |
| Wartika Scott | T | | | |
| Lisa Walker | 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> | | |

World Class Performance Measures

To support the achievement of the four targets of a World Class School District, the following Performance Measures have been identified:

A: Teacher Quality

- Performance Measure A1: Teacher Retention
- Performance Measure A2: Highly Qualified Teachers
- Performance Measure A3: Teacher Attendance
- Performance Measure A4: Teacher Evaluation

B: Student Achievement

- Performance Measure B1: Graduation Rate
- Performance Measure B2: Certifications earned, received and CTE diplomas
- Performance Measure B3: Completion of Algebra I by the end of 8th grade
- Performance Measure B4: PSAT participation and achievement
- Performance Measure B5: AP or Dual Enrollment participation and achievement
- Performance Measure B6: SAT/ACT participation and achievement
- Performance Measure B7: IB Program Graduates
- Performance Measure B8: Reading on Grade Level
- Performance Measure B9: SOL Science
- Performance Measure B10: SOL History
- Performance Measure B11: SOL Math
- Performance Measure B12: SOL English
- Performance Measure B13: Promotion

C: Quality Learning Environment

- Performance Measure C1: Percent of Attendance by level & NCLB subgroups
- Performance Measure C2: Student Discipline & Infractions
- Performance Measure C3: Chronic Absenteeism
- Performance Measure C4: Safe Schools
- Performance Measure C5: School Environment

D: Leadership and Organizational Quality

- Performance Indicator D1: School-based Leadership

I. Needs Assessment

Data for Tier 1 Indicators (division and state expectations) were compiled, reviewed and analyzed as part of our needs assessment process. This analysis included division and school level results. The Tier 1 Indicators noted below with an “X” were reviewed as part of our needs assessment process. Please note that an asterisk (*) indicates information we viewed as most important in our needs assessment process. As a result of the team’s review of the data, analyses, and discussions, and keeping in mind Norfolk Public Schools’ long range plans, we were able to identify needs and to develop corresponding Tier 2 Indicators (selected by each school) and instructional strategies tied to each of our identified needs. The letter/number notation indicated for Tier I indicators corresponds to the Strategic Plan Performance Measure.

The Tier 2, school-based indicators, represent classroom and building-level data that can be tracked on a monthly basis. Each school in our division **selects seven (7) Tier 2 Indicators** to focus on during the year. **Of these seven (7) Tier 2 Indicators, at least three (3) must support continuous growth of student academic achievement, at least one (1) must support a disciplined learning environment, and at least one (1) must support the active engagement of parents, business, and the community in the educational process. The other two indicators can support any of the three School Board objectives.**

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

| <u>Continuous Growth of Student Academic Achievement</u> | |
|---|--|
| <input type="checkbox"/> Standards of Learning Test Results (B9-12) | <input type="checkbox"/> Graduation Rate (B1) |
| <input type="checkbox"/> <i>Narrowing the Achievement Gap (B9-12)</i> | <input type="checkbox"/> Completed Algebra by End of Eighth Grade (B3) |
| <input type="checkbox"/> <i>SOL Science (B9)</i> | <input type="checkbox"/> PSAT Participation and Achievement (B4) |
| <input type="checkbox"/> <i>SOL History (B10)</i> | <input type="checkbox"/> SAT/ACT Participation and Achievement (B6) |
| <input type="checkbox"/> <i>SOL Math (B11)</i> | <input type="checkbox"/> Foreign Language Enrollment |
| <input type="checkbox"/> <i>SOL English (B12)</i> | <input type="checkbox"/> Scholarships Earned |
| <input type="checkbox"/> Reading on Grade Level (B8) | <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"/> Safe Schools (C4) | <input type="checkbox"/> Total Volunteer Hours by Parents and Community Members in Schools |
| <input type="checkbox"/> School Environment (C5) | <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"/> Incidents of Possession of Firearms in School (C2) | <input type="checkbox"/> <u>Other</u> |
| <input type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School (C2) | <input type="checkbox"/> Local Benchmarks/Standards of Excellence |
| <input type="checkbox"/> Students Without Incidents of Physical Violence in School (C2) | <input type="checkbox"/> State Benchmarks/Standards of Excellence |
| <input type="checkbox"/> Students Without Incidents of Possession of Firearms in School (C2) | <input type="checkbox"/> National Benchmarks/Standards of Excellence |
| <input type="checkbox"/> Students Without Incidents of Possession of Weapons Other than Firearms in School (C2) | <input type="checkbox"/> International Benchmarks/Standards of Excellences |
| <input type="checkbox"/> Professional Development Hours and Involvement Related to School Climate and Student Discipline | <input type="checkbox"/> Volunteer Log |
| | <input type="checkbox"/> Adequate Yearly Progress |
| | <input type="checkbox"/> State Report Card |
| | <input type="checkbox"/> Other (please specify): |

II. Objectives Linked to Needs and Tier 2 Indicators

For this objective, we identified needs and formulated at least three corresponding Tier 2 Indicators and instructional strategies.

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

| | <i>Identified Need</i> | <i>Tier 2 Indicator</i> | <i>Instructional Strategies</i> | <i>Related Professional Development</i> | <i>How Will We Assess Implementation?</i> | <i>What Will We Look for as Student Results?</i> | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------|---|-------------------------|---------------------------------|---|---|--|------|----------|------|----------|------|----------|------|----------|------|----------|------|---------|------|-------------|--|---------|--|---------|--|---|--|--|---|--|
| A | <p>Sol Pass % Math</p> <table border="1"> <tr> <td>Gr3</td> <td>Gr5</td> </tr> <tr> <td>00- 52.4</td> <td>26.9</td> </tr> <tr> <td>01- 55.4</td> <td>56.0</td> </tr> <tr> <td>02- 54.2</td> <td>46.2</td> </tr> <tr> <td>03- 63.1</td> <td>52.9</td> </tr> <tr> <td>04- 57.7</td> <td>31.6</td> </tr> <tr> <td>05- 73.7</td> <td>67.7</td> </tr> <tr> <td>06- 87.7</td> <td>70.1</td> </tr> <tr> <td>07-82.7</td> <td>71.0</td> </tr> <tr> <td>Gr.4</td> <td></td> </tr> <tr> <td>06 69.5</td> <td></td> </tr> <tr> <td>07 79.0</td> <td></td> </tr> </table> <p>The overall achievement gap between special Ed/Regular Ed students is 5.8 % in 3rd grade, 9.8% in 4th grade and 7.0% in 5th grade.</p> <p>Specific areas to address are patterns, functions and Algebra; (PFA) measurements and Geometric Skills: (M&G)</p> | Gr3 | Gr5 | 00- 52.4 | 26.9 | 01- 55.4 | 56.0 | 02- 54.2 | 46.2 | 03- 63.1 | 52.9 | 04- 57.7 | 31.6 | 05- 73.7 | 67.7 | 06- 87.7 | 70.1 | 07-82.7 | 71.0 | Gr.4 | | 06 69.5 | | 07 79.0 | | <p>Increase the percentage of students scoring proficient or better on grade level TfHS & monthly math assessments.(S)</p> <p>Increase percentage of special education students who score proficient or better on quarterly TfHS & Monthly Math Assessments.(G)</p> | <p>(Prek – 5) Students will use technology (compass learning, and other computer programs) to practice and reinforce mathematical skills (PL2, 10, 14)</p> <p>(Gr 5)Students will participate in 24 challenge and (gr. 3, 4 5) First In Math Program (PL9 PL 12,O)</p> <p>Students will use non-linguistic representation, graphic organizers (Marzano Strategies) and manipulatives to improve patterns, measurements and geometric skills (PL7)</p> <p>Students will use design technology to solve problems. (PL 1-14)(NASA Explorer</p> | <p>Workshops for all teachers on math strategies and the creation and use of math manipulative.</p> <p>Inservice on NASA explorer School and intergration of Math (Design Technology)</p> <p>Ongoing observations, feedback and training by Math Teacher Specialist</p> <p>Compass learning Technology/interactive activities.</p> <p>Workshops on using Marzano’s Strategies</p> <p>Using Interactive Resource Software Instructional Technologist and Math</p> | <p>Vertical team Data notebook</p> <p>Informal and Formal Observations</p> <p>Periodic review of lesson plans</p> <p>Professional development and agendas and logs</p> <p>Student interviews to determine understanding of assignments</p> <p>Monitoring/charting of monthly and quarterly assessment data</p> <p>Monitoring of teachers data notebooks</p> | <p>90% or more of grade 3, 4, and 5 scoring proficient or better on SOL tests</p> <p>70% or better of all Special education Students scoring proficient on the Math SOL.</p> <p>A 20% decrease in the gap between disabled and non-disabled students in grade 5 math while maintaining parity at levels 3 & 4.</p> <p>Meet AYP benchmarks in Math participation and performance.</p> |
| Gr3 | Gr5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 00- 52.4 | 26.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 01- 55.4 | 56.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 02- 54.2 | 46.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 03- 63.1 | 52.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 04- 57.7 | 31.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05- 73.7 | 67.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06- 87.7 | 70.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07-82.7 | 71.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gr.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 69.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 79.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>PFA <u>Gr3: Gr4 Gr5</u> <i>Regular Ed:</i> 70.0 67.2 71.8 <i>Special Ed.</i> 46.2 69.2 36.4</p> <p>M & G <u>Gr3: Gr4 Gr5</u> <i>Regular Ed:</i> 85.4 77.6 62.0 <i>Special Ed.</i> 50.0 69.2 36.4</p> <p>Proficient Percent listed above</p> | | <p>School)</p> <p>Students will be grouped for math instruction according to data and IEP's (PL1, 2,G)</p> <p>Students will use calendar math daily (PL5, 12)</p> <p>Students will complete daily math reviews.(PL5)</p> <p>Inservice teachers on creating interactive work stations that include exemplars which intergrate a variety of math concepts. (PL9)</p> | <p>Resource Teacher Math Vertical Team meetings that focus on student data analysis and strategies for improving performance</p> <p>Assist grade levels with design of quarterly Road Maps.</p> <p>Workshops on use of Kagan cooperative strategies</p> <p>Workshops on the use and designs of learning stations.</p> | | |
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|--|---|--|--|---|---|--|--|---|---|--|---|---|---|--------------------------------------|
| B | <u>SOL Pass % - Eng.</u> | | | | | | | | | | | | | |
| | Gr.3 Gr.5 | | | | | | | | | | | | | |
| | 00 – 35.6 34.0 | Increase the percentage of students who score proficient or better on the SOL, quarterly TfHS, and monthly reading and writing tests.(S) | Provide explicit instruction in the 5 components of reading: phonemic awareness, phonics, vocabulary, fluency and text comprehension. (PL 1,2) | Com. Skills Vertical Team meetings that focus on student data analysis and strategies for improving student performance | Periodic review of lesson plans | At least 70% of special education students will score proficient on the English SOL assessment | | | | | | | | |
| | 01 – 37.6 67.6 | | | | | | | | | | | | | |
| | 02 – 26.4 65.1 | | | | | | | | | | | | | |
| | 03 – 62.1 74.0 | | | | | | | | | | | | | |
| | 04 – 26.0 56.2 | | | | | | | | | | | | | |
| | 05 – 74.8 72.2 | | | | | | | | | | | | | |
| | 06 - 82.7 72.9 | | | | | | | | | | | | | |
| | 07 - 77.1 78.0 | | | | | | | | | | | | | |
| Grade 4: 06-90.1 07-86.0 | Narrow the achievement gap between special education and regular education students.(G) | Continued implementation of Marzano strategy of non-linguistic representations (i.e.; comparative analysis of appropriate vs. non-appropriate language in writing. (PL1,2,7) | Provide Four Square Writing workshops | Formal and informal observations | At least 90% of 3rd and 4th grade students will score proficient or better on the English SOL | | | | | | | | | |
| 73.1% of 3 rd Grade students scored proficient or better in Word Analysis Strategies | | | | | | | | | | | | | | |
| 75.7 of 4 th grade students scored proficient or better in Word Analysis on the English SOL. | | | | | | | | | | | | | | |
| 79.8 of 5 th grade students scored proficient or better in Demonstrate comprehension of printed material and Word Analysis on the English SOL | | | | | | | | | | | | | | |
| | | | | | | Assist grade levels with design of quarterly road maps | Student interviews to determine understanding of assignments | Monitor literacy folders, e-portfolio's, and reading and writing portfolios | At least 90% of 5th grade students will score proficient or better on the English SOL | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | Collaborative scoring of student writing using the composition evaluation rubric | Observation checklists and walkthroughs | The achievement gap between special Ed and regular Ed students will decrease by at least 10% points | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | Demonstration lessons by communication skills specialist and other Literacy specialists and Reading First Coach on setting up and managing literacy work stations | Workshop agendas and attendance logs |
| | | | | | | | | | | | | | | |
| | Guided reading and shared reading groups | Minutes of meetings | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | Marzano's strategies workshops | Data team review of monthly data | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | Review and Reflect on Feedback based on the Reading First Program and BTL Program. | | | | | | | | | |
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| <p>Gap between Special Ed and Regular Ed: Gr 3-27% Gr 4:41.0% Gr 5: 28.2%</p> <p>PALS (K-3)</p> <p>Number of students Not meeting Benchmark</p> <p>05-06 75 06-07 27</p> | | <p>Use the Four Square Writing Method. (PL1,2,6-8)</p> <p>Students will use before, during and after reading strategies during all guided reading groups. (PL1,2,3,9)</p> <p>Daily use of Breakthrough to Literacy Program (PreK-1)</p> <p>Daily implementation of the Reading First Program strategies. (K-3)</p> <p>Students will use technology programs to practice and reinforce English Skills (Compass Learning)</p> | | | |
|--|--|---|--|--|--|

| C | <p><u>History</u> SOL Pass %</p> <table border="1"> <thead> <tr> <th></th> <th>Gr. 3</th> <th>Gr. 5</th> </tr> </thead> <tbody> <tr> <td>00 –</td> <td>41.7</td> <td>11.5</td> </tr> <tr> <td>01-</td> <td>48.5</td> <td>49.4</td> </tr> <tr> <td>02-</td> <td>58.5</td> <td>37.4</td> </tr> <tr> <td>03-</td> <td>71.6</td> <td>51.0</td> </tr> <tr> <td>04-</td> <td>67.4</td> <td>63.8</td> </tr> <tr> <td>05-</td> <td>89.4</td> <td>81.5</td> </tr> <tr> <td>06-</td> <td>93.7</td> <td>78.1</td> </tr> <tr> <td>07-</td> <td>96.0</td> <td>70.9</td> </tr> </tbody> </table> | | Gr. 3 | Gr. 5 | 00 – | 41.7 | 11.5 | 01- | 48.5 | 49.4 | 02- | 58.5 | 37.4 | 03- | 71.6 | 51.0 | 04- | 67.4 | 63.8 | 05- | 89.4 | 81.5 | 06- | 93.7 | 78.1 | 07- | 96.0 | 70.9 | <p>Increase the percentage of students who score proficient or better on monthly and quarterly history and social science assessments.(S)</p> | <p>Use a variety of methods (games, workstations, non-linguistic representations, student-created learning products, interactive word wall activities) to review concepts and vocabulary taught in current and in previous grades. (PL 4, 7)</p> | <p>Vertical Team meetings that focus on student data analysis and Develop strategies for improving performance</p> | <p>Periodic review of lesson plans</p> | <p>At least 85% of students will score proficient or better on monthly and quarterly History & Social Science assessments</p> |
|---|--|---|---|---|--|------|------|-----|------|------|-----|------|------|-----|------|------|-----|------|------|-----|------|------|-----|------|------|-----|------|------|---|---|--|--|---|
| | | Gr. 3 | Gr. 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 00 – | 41.7 | 11.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 01- | 48.5 | 49.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 02- | 58.5 | 37.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 03- | 71.6 | 51.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 04- | 67.4 | 63.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05- | 89.4 | 81.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06- | 93.7 | 78.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07- | 96.0 | 70.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>87.7% of third graders scored proficient or better on the Geography strand of the History & Social Science SOL test.</p> <p>63.9% of fifth graders scored proficient or better on the economics strand of the History & Social Science SOL test.</p> | <p>Decrease the achievement gap between special education and regular education students.(G)</p> | <p>Use literature to present and discuss Geography and economics concepts. (PL 1,2)</p> <p>Provide students with quarterly projects and Design Briefs that require the analysis of historical events. This analysis should include the geography, economics and civics objectives related to the time period being studied. (PL 4,7,G,S,O)</p> <p>Provide daily experiences with maps and/or globes. (PL 2, 10,G)</p> | <p>Use of specialists to assist grade levels with design of quarterly thematic units</p> <p>Modeling of lessons and training on the creation and effective implementation of hands-on activities by Instructional Specialist</p> <p>Training on the effective use of interactive notebooks</p> <p>Training on Kagan cooperative learning strategies</p> | <p>Review of quarterly thematic units and roadmaps</p> <p>Formal and informal observations of teachers</p> <p>Student interviews to determine understanding of assignments</p> <p>Monitoring/charting of monthly and quarterly assessment data</p> <p>Examination of student generated interactive notebooks</p> <p>Use of observation checklist in walk-throughs</p> <p>Workshop agendas and attendance logs</p> <p>Periodic review of student data notebooks maintained by teachers</p> | <p>At least 95% of third grade students and 85% of fifth grade students will score proficient or better on the History & Social Science SOL test.</p> <p>At least 70% of special education students will score proficient or better on the History & Social Science SOL test.</p> <p>The achievement gap between special education and regular education students will continue to decrease.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p><u>Special Ed./Regular Ed. Achievement Gap</u></p> <p>Gap between Regular and Special Ed in Geography is 9.8%</p> <p>Gap between Regular Ed and Special Ed in economics is 4%</p> | | <p>Have students complete social studies study guides, interactive notebooks, (Grades 1-5) content-related writing assignments and projects across all content areas. (PL 2,6, 7,G)</p> <p>Group students for instruction according to data, IEP goals and Kagan cooperative learning strategies(PL 5,G)</p> | | | |
|--|--|--|---|--|--|--|

| D | <p>SOL Pass % - Science</p> <table border="1"> <thead> <tr> <th>Yr.</th> <th>Gr.3</th> <th>Gr.5</th> </tr> </thead> <tbody> <tr><td>00</td><td>51.0</td><td>21.9</td></tr> <tr><td>01</td><td>43.3</td><td>67.5</td></tr> <tr><td>02</td><td>40.8</td><td>50.5</td></tr> <tr><td>03</td><td>58.4</td><td>52.5</td></tr> <tr><td>03</td><td>57.0</td><td>43.6</td></tr> <tr><td>05</td><td>82.3</td><td>72.5</td></tr> <tr><td>06</td><td>81.3</td><td>75.0</td></tr> <tr><td>07</td><td>78.7</td><td>80.0</td></tr> </tbody> </table> <p>Regular Ed./Special Ed. Achievement Gap: (G)</p> <table border="1"> <thead> <tr> <th>Yr.</th> <th>Gr.3</th> <th>Gr.5</th> </tr> </thead> <tbody> <tr><td>00</td><td>41.2</td><td>12.2</td></tr> <tr><td>01</td><td>0.2 +</td><td>32.4 +</td></tr> <tr><td>02</td><td>34.9</td><td>32.6</td></tr> <tr><td>03</td><td>43.5</td><td>36.8</td></tr> <tr><td>03</td><td>10.3</td><td>32.9</td></tr> <tr><td>05</td><td>4.6</td><td>55.6</td></tr> <tr><td>06</td><td>13.5</td><td>42.5</td></tr> </tbody> </table> | Yr. | Gr.3 | Gr.5 | 00 | 51.0 | 21.9 | 01 | 43.3 | 67.5 | 02 | 40.8 | 50.5 | 03 | 58.4 | 52.5 | 03 | 57.0 | 43.6 | 05 | 82.3 | 72.5 | 06 | 81.3 | 75.0 | 07 | 78.7 | 80.0 | Yr. | Gr.3 | Gr.5 | 00 | 41.2 | 12.2 | 01 | 0.2 + | 32.4 + | 02 | 34.9 | 32.6 | 03 | 43.5 | 36.8 | 03 | 10.3 | 32.9 | 05 | 4.6 | 55.6 | 06 | 13.5 | 42.5 | <p>Increase the percentage of students scoring advanced or better on monthly, quarterly, and state science assessments in grades 3, 4, and 5. (G)</p> <p>Decrease the gap between regular and special education students.</p> | <p>Teachers and students will use prescribed special education accommodations noted in Individual Education Plans on monthly and quarterly assessments as well as on state science assessments.(G)</p> <p>Students will read, research, and conduct scientific investigations, using NASA resources and inquiry-based lessons to increase interest, knowledge and participation in STEM-G subjects and careers (science, technology, engineering, mathematics and geography). (P1,4,G)</p> <p>Teachers and students will use advanced technology/ multimedia tools to investigate curriculum related problems, issues and information and to develop</p> | <p>In-services on special education issues, procedures and data – based decisions</p> <p>In-services on inquiry-based learning, the scientific design model and NASA resources</p> <p>In-services on Smart Boards, Digital Learning Network, other multimedia</p> <p>Implement Literature boxes through Design Technology</p> <p>Math/science integration</p> <p>Vertical teams and grade level planning</p> <p>Assists with roadmaps, lesson plans, projects and fair.</p> <p>Content area taught on a weekly basis with a review of SS and reverse for Social Studies.</p> | <p>Agendas, Certificates of Participation</p> <p>NASA E-portfolio Calendar of events</p> <p>NASA E-portfolio Calendar of events Telecommunications</p> <p>Quarterly Units/maps Lesson plans, projects, fairs</p> <p>Scheduled events</p> | <p>Increase to 90% the number of students scoring Pass on science SOL Assessments in grades 3 – 5.</p> <p>Increase by 15% the number of students scoring proficient on monthly and quarterly science assessments;</p> <p>Decrease by 10% in grade 3 and 30% in grade 5 the gap that exist between disabled and non-disabled students.</p> <p>Increase by 5% the number of students who score pass advanced on monthly, quarterly and state assessments.</p> <p>Increased participation in our science fair and home work</p> |
|-----|--|--------|------|------|----|------|------|----|------|------|----|------|------|----|------|------|----|------|------|----|------|------|----|------|------|----|------|------|-----|------|------|----|------|------|----|-------|--------|----|------|------|----|------|------|----|------|------|----|-----|------|----|------|------|---|--|--|--|--|
| Yr. | Gr.3 | Gr.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 00 | 51.0 | 21.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 01 | 43.3 | 67.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 02 | 40.8 | 50.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 03 | 58.4 | 52.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 03 | 57.0 | 43.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 82.3 | 72.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 81.3 | 75.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 78.7 | 80.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yr. | Gr.3 | Gr.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 00 | 41.2 | 12.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 01 | 0.2 + | 32.4 + | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 02 | 34.9 | 32.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 03 | 43.5 | 36.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 03 | 10.3 | 32.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 4.6 | 55.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 13.5 | 42.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|--|--|--|--|--|
| | | <p>solutions or products for audiences inside and outside the classroom. (PL2,8,G)</p> <p>Teachers will provide opportunities for students to engineer and design products related to prior learning in literature, math, social studies or science content. (PL 3,O)</p> <p>Students will support scientific investigations, using data from units, tools and processes of measurement. (PL 4,G)</p> <p>Students will demonstrate and model their learning inside and outside the classroom during scheduled events such as Family Nights, teleconferences or fairs.(PL 2)</p> <p>Students will write in journals methods, process of investigations (weekly/daily)</p> | | | <p>Increased student ability to apply STEMS_G concepts</p> |
|--|--|--|--|--|--|

II. Objectives Linked to Needs and Tier 2 Indicators

For this objective, we identified needs and formulated at least one corresponding Tier 2 Indicator and accompanying strategies.

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

| | <i>Identified Need</i> | <i>Tier 2 Indicator</i> | <i>Strategies</i> | <i>Related Professional Development</i> | <i>How Will We Assess Implementation?</i> | <i>What Will We Look for as Student Results?</i> |
|---|---|---|---|--|---|--|
| A | Continue to create a kind, caring, supportive and disciplined school culture. | <p>Percentage of positive responses on NQSI teacher, student and parent survey</p> <p>Number of discipline referrals</p> <p>Excessive Absenteeism</p> | <p>Implement increased teacher usage of clear and consistent application of their discipline plan and log</p> <p>Determine whether professional development is needed for teachers referring a significant amount of students per month</p> <p>Provide positive recognition for the following school rules—<i>Student Community of Caring</i> Character Assessment; Student of the Month; Citizenship Award; <i>Bear Bucks</i></p> <p>Continue participation in the <i>Community of Caring</i> Program</p> <p>Increase use of <i>Project Ride</i></p> <p>Continue <i>Partners-In-Education</i> Student Mentor Program</p> | <p><i>Community of Caring</i> In-service for all faculty and staff members</p> <p>Classroom Management In-service using Kagans’s <i>Win-Win</i> model</p> <p>Discipline In-service for all faculty and staff members</p> <p><i>Project Ride</i></p> <p><i>Truancy</i> In-service for all faculty and staff members</p> | <p>Formal and informal observations</p> <p>Peer observations and mentoring</p> <p>Walk-about observations by Discipline and <i>Community of Caring</i> Coordinator</p> <p>Student <i>Community of Caring</i> Character Assessment</p> <p>Monthly discipline reports</p> <p>Quarterly parental and student surveys in regards to school climate</p> <p>Data Wall</p> <p>Amount of <i>Bear Bucks</i> awarded and the Truancy Report</p> | <p>Increased percentage of positive responses on NQSI teacher, student and parent surveys</p> <p>Discipline data reflecting decreased number of discipline referrals</p> <p>Regular school attendance of every child</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> |
|---|--|---|--|--|---|--|
| A | <p>Involve parents in meeting local benchmark goals.</p> <p>35.7 % of our parents participate on a monthly basis in parent workshops, inservices and parent/teacher conferences.</p> | <p>Increase number of parents who participate in parent-teacher conferences</p> <p>Increase number of parent activities offered at school (Monthly SOL Family Fun Nights, Family Literacy Training, Parent Workshops, School Health Fair)</p> <p>Increase number of interactive conferences made by school personnel and caring adults.</p> | <p>Develop partnerships with businesses to provide incentives for parent participation in conferences and activities offered at school. (O, P)</p> <p>Hold at least 2 parent meetings per month including: Principal Chit Chats, Grade Level meetings and parent workshops (P, O)</p> <p>Teachers will Contact the parent of every student during the first week of the school year and each month thereafter.(P, O)</p> <p>Conduct home visits of those parents who teachers have been unable to contact.</p> <p>Send parents “Good News” postcards when students display appropriate behavior (P, O)</p> | <p>Open House (9/13/06) and Parent First Week of School Activities</p> <p>PTA/NASA Night (10/17/06)</p> <p>See attached Comprehensive Parent Involvement Plan</p> <p>“</p> <p>“</p> <p>“</p> | <p>Agendas</p> <p>Training evaluations</p> <p>Sign-in logs for meetings and workshops</p> <p>Parent/teacher conference logs</p> <p>Parent Report Cards and awards during Honor Assembly for Parents</p> | <p>Increase the number of parents participating in parent meetings and school activities.</p> <p>Increase the number of parents and concerned adults participating in interactive conferences.</p> <p>Increased student achievement for Tier 1 indicators.</p> |

III. Plan Development and Dissemination Process

We used a multi-stage 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

Campostella's Accountability Plan creates a model for intense focus on district and school level goals. Initial drafts of the plan were reviewed and adjusted by all members of the Instructional Team faculty and staff, as well as parents and partners in the education of children. Beyond the school, strong stakeholders in supporting the attainment of goals of this plan are the Ford Motor Company, the Metro Machine, local community leaders, local universities, sororities and organizations located in close proximity to the school. Meetings have been held with these external organizations and a plan of support is in place.

Methods Used to Communicate Our Plan

Internal partners will review the progress of the plan during faculty/staff meetings, as well as at least one a month, during a grade level planning session. Monthly graphs (October-June) will create visuals that communicate the monthly progress in attaining the goals of this plan. Also, student individual profile sheets will indicate more specifically individual strengths and weaknesses.

The school's plan and performance will be communicated to external partners through PTA meetings, newsletters, visuals throughout the school, discussion groups, advisory council meetings, parent workshops, family literacy training and general meetings.

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.

| DATE | PROFESSIONAL DEVELOPMENT TOPIC | ATTENDANCE |
|--|---|---|
| August 9 th – 10 th | Year Planning Accountability Plan Coaching Model | Instructional Team Grade Chair |
| August 15 th – 17 th | Title One Leadership Academy | Title 1 Teachers/Staff Members |
| August 20 th – 21 st | Assessment to Classroom Instruction Data Analyze (Student/Teacher) | Instructional Team Grade Chair |
| September 20 th | Monitoring Notebook Classroom Management Compass Learning | Staff |
| October 18 th | Reading and Writing in the Content Areas | Vertical Teams/Administrators Donna Savage (Reading First) |
| October 29 th | District Wide Inservice | All Staff Members |
| November 21 st | Data Driven Instruction Accountability Plan Review | Staff |
| April 17 th | Faculty Data Fair Classroom Data | Staff |
| Monthly Faculty Meeting | Content Areas of Need | Vertical Teams |