



NORFOLK PUBLIC SCHOOLS

GRANBY School

SCHOOL ACCOUNTABILITY PLAN

Year: 2007-2008

Dr. Stephen Jones, Superintendent of Schools

Kristen M. Nichols, Assistant Principal

Vincent M. Darby, Sr., Principal

October 20, 2007

Dear Granby 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 Granby School better.

Sincerely,

Vincent Darby
Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Vincent Darby	Principal
Kristen Nichols	Assistant Principal
Renee Dolder	Communication Skill Spec.
Laura Gray	Math Specialist
Linda Johnson	Literacy Teacher
Regina Smith	Literacy Teacher
Charles Hinsch	IT
Delphine Tucker	Special Ed. Teacher
Dawn Adams	Media Specialist
Janet Lopez	PTA President
Vickie Hoffman	Guidance

Position codes are noted as follows: **A** = building administration; **B** = business partner; **C** = community member; **O** = other; **P** = parent; **PT** = parent of identified Title I service; **R** = related services and/or support staff; **S** = student; **T** = teacher.

Committee Meetings

Date	Time	Location
September 26, 2007	2:30	Office
October 15, 2007	9:30	Media
October 24, 2007		
October 31, 2007		
December 12, 2007		
February 13, 2008		
April 16, 2008		

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 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>																																														
<p>A <u>English SOL PASS RATES for Spring 2007</u></p> <table border="1" data-bbox="94 544 359 699"> <thead> <tr> <th></th> <th>Granby</th> </tr> </thead> <tbody> <tr> <td>English 3</td> <td>74.34</td> </tr> <tr> <td>English 4</td> <td>85.26</td> </tr> <tr> <td>English 5</td> <td>82.24</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="94 699 430 911"> <thead> <tr> <th></th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>English 3</td> <td>70.77</td> <td>79.17</td> </tr> <tr> <td>English 4</td> <td>82.98</td> <td>87.50</td> </tr> <tr> <td>English 5</td> <td>77.59</td> <td>87.76</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <th></th> <th>Black</th> <th>White</th> </tr> <tr> <td>English 3</td> <td>62.5</td> <td>90.91</td> </tr> <tr> <td>English 4</td> <td>88.68</td> <td>80.77</td> </tr> <tr> <td>English 5</td> <td>75.41</td> <td>91.18</td> </tr> </tbody> </table> <p>74.34% of third grade students scored proficient or better on the English SOL test.</p> <p>62.5% of third grade black students scored proficient or better on English SOL test.</p> <p>90.91% of third grade white students scored proficient or better on the English SOL test.</p> <p>The achievement gap between black and white students is 28.41</p> <p>The achievement gap between male and female students is 8.40</p> <p>49% of third grade students scored proficient or better in drawing conclusions from a story on the English SOL test.</p> <p>54% of third grade students scored proficient or better in the area of Identify the setting of a story</p>		Granby	English 3	74.34	English 4	85.26	English 5	82.24				Boys	Girls	English 3	70.77	79.17	English 4	82.98	87.50	English 5	77.59	87.76					Black	White	English 3	62.5	90.91	English 4	88.68	80.77	English 5	75.41	91.18	<p>Increase the number of students who can read at or above grade level as measured by the DRA, STAR, and quarterly assessments.</p> <p>Decrease the achievement gap between male and female students on tri-weekly and quarterly assessments.</p> <p>Increase the number of students who take and pass AR reading tests.</p> <p>Increase the number of students who score proficient or better in the area of drawing conclusions from a story on the quarterly and tri-weekly assessments.</p> <p>Increase the number of students who score proficient or better in the area of identifying the setting of a story on the quarterly and tri-weekly assessments.</p>	<p>Teachers will focus on the use of higher level questioning techniques.</p> <p>Teachers will continue to use non-fiction books, stories, and passages which are correlated with content SOL.</p> <p>Teachers will use interactive Word Walls.</p> <p>Students will use non-linguistic representation to reinforce and review comprehension from reading text, passages, stories, poems and other literature.</p> <p>Teachers will utilize a variety of materials to teach test taking strategies.</p> <p>Increase the use of technology</p> <p>Teachers will utilize retelling as a strategy.</p>	<p>Training in non-fiction reading strategies.</p> <p>Training on effective literacy work stations.</p> <p>Training on the implementation of Harcourt Trophies.</p> <p>Training on how to incorporate the Connecting the Pieces instrument in planning and teaching.</p> <p>Training on effective use of non-linguistic representation.</p> <p>SR3 strategies</p> <p>Training on the use of higher level questioning techniques.</p> <p>SQ3R strategies</p> <p>Training on guided reading</p>	<p>The administrative team will monitor weekly strategies through formal and informal observations.</p> <p>Periodic review of lesson plans.</p> <p>Tri-weekly and quarterly assessments on English strands.</p> <p>STAR results of reading.</p> <p>Re-teaching concepts in non-mastered areas identified from triweekly assessments and retest non-mastered strands.</p> <p>Staff will monitor the level of AR books read and tests taken.</p> <p>Follow-up monitoring on strategies taught in staff developments.</p> <p>Walkthroughs (External / Internal)</p>	<p>2007- 2008</p> <table border="1" data-bbox="1675 544 2028 670"> <thead> <tr> <th>Benchmarks</th> <th>Black</th> <th>White</th> </tr> </thead> <tbody> <tr> <td>English 3</td> <td>88.0</td> <td>94.3</td> </tr> <tr> <td>English 5</td> <td>93.0</td> <td>95.9</td> </tr> </tbody> </table> <p>Students will meet the established benchmarks.</p> <p>Increase scores on tri-weekly, quarterly and SOL assessments.</p> <p>The achievement gap closed by 10 & 5 percent for race and sex respectively.</p> <p>At least 90 % of students will score proficient or better on the English SOL test.</p> <p>At least 90 % of students will score proficient or better in the areas of drawing conclusions and identifying settings on the English SOL test.</p>	Benchmarks	Black	White	English 3	88.0	94.3	English 5	93.0	95.9
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<p>B</p> <p><u>Writing Results –Grade 5</u></p> <p>110 students tested</p> <table border="1"> <thead> <tr> <th>Area</th> <th>Consistent control</th> <th>Reasonable control</th> <th>Inconsistent control</th> </tr> </thead> <tbody> <tr> <td>Composing</td> <td>6%</td> <td>67%</td> <td>26%</td> </tr> <tr> <td>Written Expression</td> <td>9%</td> <td>63%</td> <td>27%</td> </tr> <tr> <td>Usage – Mechanics</td> <td>46%</td> <td>44%</td> <td>8%</td> </tr> </tbody> </table> <p>Less than 10% of fifth grade students demonstrated consistent control in composing and written expression as measured by the writing SOL test.</p>	Area	Consistent control	Reasonable control	Inconsistent control	Composing	6%	67%	26%	Written Expression	9%	63%	27%	Usage – Mechanics	46%	44%	8%	<p>Increase the percentage of students writing with consistent control in composing and written expression as measured by quarterly writing test.</p> <p>Write across the curriculum</p> <p>Teachers will include vocabulary lessons across the curriculum.</p> <p>The teachers will utilize interactive vocabulary notebooks</p> <p>Collaborative scoring of writing samples</p> <p>All teachers will conduct daily writers workshops</p>	<p>Grade level meeting with the instructional team to identify students’ needs and plan collaborative instruction.</p> <p>Utilize gifted teacher for Staff Development on vocabulary.</p> <p>Training on writers workshop</p>	<p>Lesson Plans</p> <p>Writing scores.</p> <p>Walkthroughs</p> <p>Portfolios</p>	<p>At least 70 % of students will show consistent control in composing and written expression on the Writing SOL test</p> <p>Higher achievement will be gained in all other subject areas based on quarterly assessments.</p>
Area	Consistent control	Reasonable control	Inconsistent control																	
Composing	6%	67%	26%																	
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<p>C</p> <p><u>Breakthrough to Literacy</u></p> <p>79% of kindergarten students met the time requirement for BTL.</p> <p>45% of kindergarten students met the explore words requirement.</p>	<p>Increase the percentage of time students spend on the computers as measured by thebi-weekly BTL reports.</p> <p>Hold quarterly meetings to review BTL reports.</p> <p>Teachers will utilize BTL as a workstation.</p>	<p>Utilize the Instructional Technology teacher to assist teachers in monitoring monthly reports and analyzing the data.</p> <p>Training on the use of BTL</p>	<p>BTL reports</p> <p>Lesson Plans</p> <p>Monitor monthly BTL reports.</p>	<p>All kindergarten classes will meet the time requirement and the explore words requirement</p>																
<p>D</p> <p><u>Virginia Studies</u></p> <table border="1"> <thead> <tr> <th></th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Va. Studies</td> <td>77.59</td> <td>81.63</td> </tr> <tr> <td></td> <th>Black</th> <th>White</th> </tr> <tr> <td></td> <td>73.77</td> <td>88.24</td> </tr> </tbody> </table> <p>79.44% of fifth grade students scored proficient or better on the Virginia Studies SOL test.</p> <p>For the 2006 -2007 school year there was a 14.47 point gap between black and white students</p> <p>Geography was the lowest reporting category.</p>		Boys	Girls	Va. Studies	77.59	81.63		Black	White		73.77	88.24	<p>Increase the percentage of students scoring proficient or better on tri-weekly and quarterly assessments.</p> <p>Word Wall / content vocabulary activities</p> <p>Use of Net Trekker</p> <p>Hands on map skills</p> <p>The use of interactive bulletin boards / notebooks during social studies lessons</p> <p>Geography will be included during guided reading lessons</p>	<p>Training on Net Trekker</p> <p>Training from the Social Studies department to give teachers strategies for teaching geography .</p>	<p>Formal / informal observations</p> <p>Lesson plans.</p> <p>Walkthroughs</p>	<p>90 % of students will score proficient or better on the Geography strand of the Va. Studies SOL test.</p> <p>The benchmarks for the 2007-2008 school year are blacks 84.9% and whites 91.2%.</p>				
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II. Objectives Linked to Needs and Tier 2 Indicators

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

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

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>
A.	<ul style="list-style-type: none"> - 72 suspensions were recorded by Granby Elementary for the 2006 -2007 school year. - Only 75% of parents surveyed believed student discipline was enforced fairly and consistently. - Only 89% of parents surveyed believed their child was safe at school. 	<ul style="list-style-type: none"> - Decrease the number of incidents involving suspensions on the monthly discipline report. - Increase the percent of parents who believe student discipline is enforced fairly and consistently as measured by surveys conducted on Parent Link. - Increase the percent of parents who believe their child is safe at school. - Increase the number of teachers who will make positive contact with parents as measured by the comments on the weekly progress reports. 	<ul style="list-style-type: none"> - Identify students with at least three referrals for conflicts and develop behavior intervention plans. - Students will use conflict mediation strategies to solve problems. - Teachers will utelize bullying prevetions programs. - Teachers will focus on character traits. 	<ul style="list-style-type: none"> - The guidance counselor will provide strategies on conflict mediation. - Classroom management workshops - Parent workshops 	<ul style="list-style-type: none"> - Quarterly discipline reports. - Monitoring of classroom discipline plans - Utelization of Parent Link to conduct surveys. 	<ul style="list-style-type: none"> - Fewer students involved in incidents causing suspensions.
B.	<ul style="list-style-type: none"> - Parental concerns suggest a need to increase building security. 	<ul style="list-style-type: none"> - Reduce the concerns of parent's fear that the building is not secured with fewer complaints from parents to the administrator. 	<ul style="list-style-type: none"> - Increase parent and staff awareness of the need for passes for all visitors. - Enforce the wearing of badges by all staff members. - Request for installation of a buzzer system for front door entrance. - Require all visitors to sign in and wear badges. 	<ul style="list-style-type: none"> - Review Crisis Plan 	<ul style="list-style-type: none"> - Monitor access to building. 	<ul style="list-style-type: none"> - More secure environment for students' safety.

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.	67% of parents surveyed supported the elimination of the achievement gap.	Increase the percent of parents who believe in the benefits of closing the achievement gap.as measured by surveys conducted on Parent Link.	Institute a chew and chat with the administrative team for monthly sharings with parents and discuss the benefits of closing the achievement gap. Solicit more parent volunteers	Parent Liaison training Workshop for parents on how to use esemler	Volunteer sign-in logs Parent Link response log	Increase number of methods used to improve the communication of information given to parents regarding the school and the education of their children.

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
Staff members reviewed and discussed the preliminary draft during faculty meetings for additional suggestions. Each grade level was given the opportunity to read and give additional input. A copy of the plan was given to the PTA president to share at the local meeting for additional input.

Methods Used to Communicate Our Plan

We will share this information via the school's web site. We will discuss the success and need to revise our plan during our PTA meetings and faculty meetings. The School Marquee will also be utilized to share important information outlined in our plan.

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>
Reading – Guided reading	September Early Release Day	K-5	Faculty meetings
Data Notebooks	October	3-5	Grade level agendas
QBQ – Book talk	October	School wide	
Closing the Achievement Gap	November Staff Meeting	Pre-K – 5	Faculty meetings
Connecting the Pieces	December	K-5	Grade level agendas
Revisit the non-negotiables	December	K-5	Faculty meetings
Word Walls and Word Study	January	K-5	Faculty meetings
Book Talk	Ongoing	K-5	Faculty meetings
Parent Workshops	Ongoing	Parents and Community	
SQ3R – Training	February	K-5	Faculty meetings
SR3 - Training	February	K-5	Faculty meetings
Students Behavior / Bullying	January - March	Students	Lesson Plans