



NORFOLK PUBLIC SCHOOLS

Jacox Elementary School

**SCHOOL ACCOUNTABILITY PLAN
Year: 2007-2008**

Dr. Stephen Jones, Superintendent of Schools
Kimberly Gray, Principal

October 15, 2007

Dear Jacox 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 Jacox Elementary School better.

Sincerely,

Principal

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 8 th 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
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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)

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"/> <input type="checkbox"/>	Standards of Learning Test Results (B9-12)	<input type="checkbox"/> Graduation Rate (B1)
<input checked="" type="checkbox"/> <input 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"/> <input type="checkbox"/>	<i>SOL Science (B9)</i>	<input type="checkbox"/> PSAT Participation and Achievement (B4)
<input checked="" type="checkbox"/> <input type="checkbox"/>	<i>SOL History (B10)</i>	<input type="checkbox"/> SAT/ACT Participation and Achievement (B6)
<input checked="" type="checkbox"/> <input type="checkbox"/>	<i>SOL Math (B11)</i>	<input type="checkbox"/> Foreign Language Enrollment
<input checked="" type="checkbox"/> <input type="checkbox"/>	<i>SOL English (B12)</i>	<input type="checkbox"/> Scholarships Earned
<input checked="" type="checkbox"/> <input type="checkbox"/>	Reading on Grade Level (B8)	<input checked="" type="checkbox"/> Teacher Retention (A1)
<input checked="" type="checkbox"/> <input type="checkbox"/>	<i>STAR Test Results</i>	<input checked="" type="checkbox"/> Highly Qualified Teachers (A2)
<input checked="" type="checkbox"/> <input type="checkbox"/>	<i>Gates-MacGinitie Test Results</i>	<input checked="" type="checkbox"/> <i>Classes Taught by Highly Qualified Teachers (A2)</i>
<input 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 checked="" 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 checked="" type="checkbox"/> <input type="checkbox"/>	Promotion/Retention/Dropout (B13)	<input type="checkbox"/> Governor's School Results and Enrollment
		<input checked="" 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"/> <i>Safe Schools (C4)</i>	<input checked="" type="checkbox"/> Total Volunteer Hours by Parents and Community Members in Schools
<input checked="" type="checkbox"/> <i>School Environment (C5)</i>	<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 type="checkbox"/> <i>Incidents of Possession of Firearms in School (C2)</i>	<input type="checkbox"/> <u>Other</u>
<input type="checkbox"/> <i>Incidents of Possession of Weapons Other than Firearms in School (C2)</i>	<input checked="" type="checkbox"/> Local Benchmarks/Standards of Excellence
<input checked="" type="checkbox"/> <i>Students Without Incidents of Physical Violence in School (C2)</i>	<input checked="" type="checkbox"/> State Benchmarks/Standards of Excellence
<input type="checkbox"/> <i>Students Without Incidents of Possession of Firearms in School (C2)</i>	<input type="checkbox"/> National Benchmarks/Standards of Excellence
<input type="checkbox"/> <i>Students Without Incidents of Possession of Weapons Other than Firearms in School (C2)</i>	<input type="checkbox"/> International Benchmarks/Standards of Excellences
<input 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 (<i>please specify</i>):

II. Objectives Linked to Needs and Tier 2 Indicators

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

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

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Identified Need	Tier 2 Indicators	Instructional Strategies	Related Professional Development	How will we assess implementation	What will we look for as student results																																																				
<p>SOL Pass% Math</p> <table border="1"> <thead> <tr> <th></th> <th>Gr.3</th> <th>Gr.4</th> <th>Gr.5</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>45</td> <td></td> <td>17.9</td> </tr> <tr> <td>01</td> <td>46</td> <td></td> <td>27.5</td> </tr> <tr> <td>02</td> <td>65.4</td> <td></td> <td>55.3</td> </tr> <tr> <td>03</td> <td>90.6</td> <td></td> <td>68.1</td> </tr> <tr> <td>04</td> <td>65.8</td> <td></td> <td>70.5</td> </tr> <tr> <td>05</td> <td>82.9</td> <td></td> <td>76.9</td> </tr> <tr> <td>06</td> <td>81.3</td> <td>61.2</td> <td>76.4</td> </tr> <tr> <td>07</td> <td>90.5</td> <td>65.6</td> <td>76.7</td> </tr> </tbody> </table> <p>Reg.ed/ Sp.ed (G) (check) Achievement Gap:</p> <table border="1"> <thead> <tr> <th></th> <th>Gr. 3</th> <th>Gr. 4</th> <th>Gr. 5</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>37.4</td> <td>-</td> <td>18.0</td> </tr> <tr> <td>06</td> <td>20.8</td> <td>51.5</td> <td>11.1</td> </tr> <tr> <td>07</td> <td>18.5</td> <td>40.6</td> <td>24.2</td> </tr> </tbody> </table> <p>86 % of Gr. 3 students (who are now 4th grade students) scored proficient or better on the Number and Number sense strand Specific Areas to address: based on SBQR</p> <p>65 % of Gr. 4 students (who are now 5th grade students) scored proficient or better on the Computation and Estimation strand Specific Areas to address: based on SBQR</p>		Gr.3	Gr.4	Gr.5	00	45		17.9	01	46		27.5	02	65.4		55.3	03	90.6		68.1	04	65.8		70.5	05	82.9		76.9	06	81.3	61.2	76.4	07	90.5	65.6	76.7		Gr. 3	Gr. 4	Gr. 5	05	37.4	-	18.0	06	20.8	51.5	11.1	07	18.5	40.6	24.2	<p>Increase the % of students scoring proficient or better on math common assessments in grades K-5</p> <p>Increase the overall % of students scoring proficient after intervention as measured by tutors / signaling activities or instructional team members (3-5)</p>	<p>Students will support and defend answers on all assessments (benchmarks, and common)</p> <p>Students will receive immediate feedback during test review times (same day or next day including the test repair activity)</p> <p>Students will summarize and take notes in interactive notebooks and daily journals</p> <p>Students will engage in interactive activities involving content vocabulary</p> <p>Based upon benchmark data students scoring below 70% will participate in small groups sessions with the counselor to practice test taking strategies and academic planning sessions</p> <p>K-5 students will participate in bi-monthly math exemplars and look at commonly scoring work during planning times and staff meetings</p> <p>2-5 students will review basic math facts through mad minute, First in Math and mental math on a daily basis</p>	<p>Interactive vocabulary activities</p> <p>Summarizing and note taking</p> <p>Panda Sessions (optional monthly after school sessions based upon best practices)</p> <p>(presented by various classroom teachers usually a review of a practice we need to review)</p> <p>Exemplars</p> <p>Calendar Math</p> <p>Defending Answers</p> <p>Monthly vertical team meetings</p>	<p>Review of data in weekly data team meetings</p> <p>Review of plan during monthly Leadership team meetings with work samples</p> <p>Informal and formal observations</p> <p>Grade level sweeps (using look for sheets based on accountability plan)</p> <p>Internal / External walkthroughs</p> <p>Accountability gap exercise (semester) and tracking chart (ongoing)</p>	<p>90% or more of Gr.4 students will be proficient in the Number and Number sense strand of the Math SOL</p> <p>80% or more of Gr. 5 students will be proficient in the Computation and Estimation strand of the Math SOL</p> <p>Gr.4 students will increase their overall math score from 65.6 % to 80% and Gr. 5 students will increase their overall math score from 76.7% to 90%</p> <p>Reg.ed/ Sp.ed Achievement Gap will narrow in Gr 5 from 24.2% to 10%, in Gr.4 from 40.6% to 25% and in Gr 3 from 18.5% to 7%</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

Identified Need	Tier 2 Indicators	Instructional Strategies	Related Professional Development	How will we assess implementation	What will we look for as student results
<p>To increase favorable responses from students in the area of respect from classmates including several unsupervised periods of the day.</p>	<p>Review Quarterly student surveys that reflect questions involving teambuilding and respect questions pulled directly from the end of year NPS district student survey</p>	<p>On-going small group counseling sessions by the full and part-time counselors.</p> <p>Building wide focus on teambuilding and respect</p> <p>Teamwork tokens and graph representing tokens collected to individual classes</p>	<p>Teambuilding activities through resource classes</p> <p>Start each Hour of Power session with a teambuilding activity for students</p>	<p>Morning announcements of classes or cooperative learning groups announced live via announcements</p> <p>Visible Graphs displayed in each class " Caught Having Great Teamwork/Respect Qualities"</p>	<p>Increased favorable results by students on NQSI survey</p> <p>Completed Graphs showing favorable percentages</p> <p>Gap: (see data)</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

Identified Need	Tier 2 Indicators	Instructional Strategies	Related Professional Development	How will we assess implementation	What will we look for as student results
To improve the quality of customer service to all students from all adults (bus drivers, cafeteria employees, teachers, office staff, etc)	Monthly feedback from randomly selected students regarding interaction with all adults throughout the building	Building-wide focus on character education embedded in instruction IST	Dean of the school of education from Regent to present character education in-service Panda sessions offered in January, February and March pertaining to discipline	Student surveys given on a quarterly basis Observations End of year NPS student survey Follow-up survey to evaluate from attendees	Decreased student and parent complaints regarding bus drivers and cafeteria employees We will look for a decrease by month being that we have not previously measured this indicator and do not have 04-05 data to compare
Identified Need	Tier 2 Indicators	Instructional Strategies	Related Professional Development	How will we assess implementation	What will we look for as student results
Increased involvement from all stakeholders during academic events, such as AR nights SOL nights, Honor roll assemblies and special classroom activities related to specific instructional objectives	Review monthly sign in sheets from any event held with in the month Work samples from partners Pictures and displays portraying participation of stakeholders	Students will create hand made invitations during a writing center for upcoming events. Specific partners will be assigned to certain classes	Parent liaison and teacher training with partners regarding instructional strategies from the accountability plan Training staff and parents on the Better Parents Foundation	Sign in sheets Feedback forms	Increased student achievement as identified in the academic section of this plan

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

 Ideas were shared through conversations during FAST, PTA open house, survey to staff, team planning during pre-service week

Methods Used to Communicate Our Plan

 Monthly PTA Meetings
 Data board sharing the plan and the updates
 Notes home to parents
 Focus messages on the marquee

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>
Test taking Strategies	October Early Release	All Staff	Sign in certificates
Classroom Management	October Panda Session	All new staff , optional for veterans	Sign in certificates
Exemplars Implementation	Second Quarter weekly planning	All teaching staff	Sign in certificates
Rubrics	Second Quarter weekly planning	All teaching staff	Sign in certificates
Performance Assessments	November Panda Sessions Second Quarter weekly planning	All teaching staff	Sign in certificates
Review of QBQ Book	Staff Meetings	All staff	Sign in certificates
Graph Organizers	December Panda Sessions Second Quarter weekly planning	All staff	Sign in certificates