



NORFOLK PUBLIC SCHOOLS

Larchmont Elementary School

SCHOOL ACCOUNTABILITY PLAN
Year: 2007-2008

Dr. Stephen Jones, Superintendent of Schools
Patricia J. Melise, Principal

October 15, 2007

Dear Larchmont 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 Larchmont School better.

Sincerely,

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Dianne Russell	: T
Kammie Haberlin	: T
Nancy Stava	: T
Beth McOsker	: T
Sandy Mitchell	: T
Stephanie Mackey	: T
Patricia Melise	: A
June Lightfoot	: A
Karren Mayer	: T
Cordelia Ossi	: T & P
Nina Garris	: T
Kirstin New	: 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.

Committee Meetings

Date	Time	Location
August 7, 2007	: 11:30–2:30	: Conference Room
Sept. 6, 2007	: 7:30-8:30	: Room 200
Sept. 12, 2007	: 12:30-2:30	: Conference Room
Sept. 17, 2007	: 12:30-2:30	: Conference Room
Sept. 24, 2007	: 12:30-2:30	: Conference Room
Oct. 1, 2007	: 12:30-2:30	: Conference Room
Oct. 4, 2007	: 7:30-8:30	: Room 200
Oct. 8, 2007	: 1:00-2:30	: Conference Room
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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 checked="" type="checkbox"/> Students Without Incidents of Physical Violence in School (C2)	<input checked="" type="checkbox"/> State Benchmarks/Standards of Excellence
<input checked="" type="checkbox"/> Students Without Incidents of Possession of Firearms in School (C2)	<input checked="" type="checkbox"/> National Benchmarks/Standards of Excellence
<input checked="" 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.	11 students in each of grades K, 1, & 2 did not meet the Spring PALS benchmark for 2006-2007	Increase the number of K, 1, & 2 students who achieve proficiency or better on common mini assessments in K and common monthly assessments in 1 & 2	Word study Technology integration in word study Leopard stretcher club in K & 1 I can charts with focus on word study	Literacy Station In-service Peer observations PAWS Modeled lessons PALS training	Breakthrough Anecdotal Records Teacher Observation Planning time minutes Grade-level sweeps Walk-throughs	95% of K, 1, & 2 students will achieve or surpass the Spring 2008 PALS benchmark

B.	88% of grade 5 students scored proficient or better on the Writing SOL - Use apostrophes properly with possessive nouns – 67% - Identify correct use of adverb comparison form – 71% - Identify repetition within a sentence – 71%	Increase the number of grade 5 students who score at least 70% on writing common monthly assessments and writing quarterly tests	All tests in SOL format Daily Editing Daily writing review (DLR) 4 square writing Mini lessons	Code Switching 6+1 Traits Collaborative scoring of writing PAWS Modeled lessons	Monthly common assessments Quarterly tests Class work Observations Lesson Plans Monthly graphs	100% of grade 5 students will score proficient or better on the 2007-2008 writing SOL
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C.	83% of grade 3 students scored proficient or better on the Word Analysis section of the 2006-2007 Reading SOL -Use apostrophes properly with possessive nouns – 44% -Use an index to locate information – 56% -Use context clues to identify the meaning of a word – 77%	Increase the number of grade 3 students who score 70% or above on the word analysis portion of common monthly assessments and quarterly tests	Active word walls Compare & contrast Word study DLR Reference resources Technology integration Work stations for word analysis Month by month phonics	Word Wall Survey/Refresher PAWS Spelling survey/refresher Technology integration	Monthly common assessments Quarterly tests Class work Observations Lesson Plans	90% of grade 3 students will score proficient or better on the Word Analysis section of the 2007-2008 Reading SOL
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D.	86% of grade 4 students scored proficient or better on the comprehension portion of the 2006-2007 Reading SOL -Locate information in a passage to support conclusions – 62% -Identify an appropriate heading for a given paragraph – 67% -Make inferences based on information contained in a text – 68%	Increase the number of grade 4 students who score 70% or better on the comprehension portions of Reading common monthly assessments and quarterly tests	Word Masters Junior Great Books Literature Circles Summarize Take notes Quick draw Testing in SOL formats Work stations Non-linguistic representations Interactive notebooks Highlighting	Shared Reading peer observations Guided reading peer observations PAWS Content area reading in-service Interactive notebook refresher	Monthly common assessments Quarterly tests Class work Observations Lesson Plans	95% of grade 4 students will score proficient or better on the comprehension portion of the 2007-2008 Reading SOL
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E.	86% of grade 4 students and 85% of grade 5 students scored proficient or better on the Patterns, Functions, and Algebra portion of the 2006-2007 Math SOL -Grade 4- Evaluate and extend a simple graphic pattern – 71% -Evaluate and extend a numeric pattern – 78% - Determine and apply the rule used by a number machine – 78%	Increase the number of grade 4 & 5 students who score proficient or better on Math common monthly assessments and quarterly tests	Daily Math Review Calendar Math Interactive Notebooks Math Journals Exemplars Hands-on equations CML Technology integration	Quarterly in-service by math resource teacher PAWS Peer observations Modeled lessons Grade level planning Pre-assessment in-service	Monthly common assessments Quarterly tests Class work Observations Lesson Plans Teacher-made weekly tests	95% of grade 4 & 5 students will score proficient or better on the Patterns, Functions, and Algebra portion of the 2007-2008 Math SOL
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Grade 5- -Identify the symbolic form of a quantitative relationship given in words – 76% -Identify a table with the same relationship between values as a given input/output table -76% -Identify the rule for a pattern of geometric figures – 76%				
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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.	22 students received out-of-school suspensions for disruption in the 2006-2007 school year	Referrals for disruption will decrease by 50% monthly	Principal Presence Discipline Talks Norfolk Police Talk Differentiated Instruction Alternative teaching methods Mentors After-school detention Tutors	Classroom management in-service Peer teaching observations for alternative teaching strategies Staff development discussions of alternative teaching strategies Movement activities Treasure chest journey Chrysalis	Monthly monitoring of discipline data Daily observations	The number of students receiving out-of-school suspensions for disruptions will decrease by 50%

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.	Larchmont School is lacking a major corporate sponsor	Contact made with at least three corporate sponsors	Search for contacts within the community Publicize the need Web page Marquee	Talk to other schools who have been successful in securing sponsors	Discuss progress monthly at PTA board meetings	Acquire at least one corporate sponsor for the 2007-2008 school year

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

Many individuals beyond the members of the planning team were involved in the development of Larchmont's School Accountability Plan. The goals and expectations of the community were generated through PTA meetings, PTA board meeting, Civic League meetings, and parent-teacher conferences. Meetings of the staff, grade level teams, committees, the school Data Team, the school Leadership Team, and the school Instructional Team were used to communicate and generate internal goals and expectations.

Methods Used to Communicate Our Plan

PTA Board Meetings

PTA Meetings

Faculty Meetings

Leadership Meetings

Grade Level Team 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.

Staff Development			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Discipline with Head and Heart	August 27, 2007	All Professional Staff	Agenda Attendance Logs
School Center Training	September 11, 2007	All Professional Staff	Attendance Logs
Common Formative Assessments	September 20, 2007	All Staff	Attendance Logs
Teacher Strategy Sharing	September 25, 2007	K-5 teachers	Attendance Logs
Literacy Station Workshop	September 26, 2007	K-5 teachers	Attendance Logs
Data Analysis	October 2, 2007	K-5 teachers	Attendance Logs
Math In-service	October 9, 2007	K-5 teachers	Attendance Logs
Writing In-service	October 16, 2007	K-5 teachers	Attendance Logs
Using Pre-assessment for Differentiation	October 23, 2007	K-5 teachers	Attendance Logs
Peer Teacher Observations	October 30, 2007	K-5 teachers	Summary Report
Treasure Chest Journey	October 18, 2007	All staff	Attendance Logs
Teacher Strategy Sharing	November 13, 2007	K-5 teachers	Attendance Logs
Code Switching	November 20, 2007	K-5 teachers	Attendance Logs