



# NORFOLK PUBLIC SCHOOLS

Norview Elementary School

## SCHOOL ACCOUNTABILITY PLAN Year: 2007-2008

*Dr. Stephen Jones, Superintendent of Schools*  
*Sandra C. Cox, Principal*

October 5, 2007

Dear Norview 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 Norview 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<sup>th</sup> 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)

<b><u>Continuous Growth of Student Academic Achievement</u></b>	
<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"/> <b>Professional Development Hours and Involvement Related to Academic Achievement</b>

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

<u>Safe, Secure &amp; 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"/> <b><u>Other</u></b>
<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><u>SOL Pass% Rate</u> <u>English</u></p> <table border="1"> <tr> <td>Gr.</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>03</td> <td>39%</td> <td></td> <td>74%</td> </tr> <tr> <td>04</td> <td>48%</td> <td></td> <td>73%</td> </tr> <tr> <td>05</td> <td>74%</td> <td></td> <td>74%</td> </tr> <tr> <td>06</td> <td>75%</td> <td>82%</td> <td>72%</td> </tr> <tr> <td>07</td> <td>68%</td> <td>81%</td> <td>90%</td> </tr> </table> <p><u>Special Education Achievement Gap</u></p> <table border="1"> <tr> <td>Gr.</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>05</td> <td>53%</td> <td></td> <td></td> </tr> <tr> <td>06</td> <td>31%</td> <td>12%</td> <td>4%</td> </tr> <tr> <td>07</td> <td>49%</td> <td>44%</td> <td>28%</td> </tr> </table> <p><u>Areas to Address</u></p> <p>54% of Gr. 3 students were proficient on drawing conclusions</p> <p>54% of Gr. 4 students were proficient on author's purpose</p> <p>71% of Gr. 5 students were proficient on editing on the multiple choice writing test</p>	Gr.	3	4	5	03	39%		74%	04	48%		73%	05	74%		74%	06	75%	82%	72%	07	68%	81%	90%	Gr.	3	4	5	05	53%			06	31%	12%	4%	07	49%	44%	28%	<p>Increase the percentage of students scoring proficient or better (80%) on monthly formative reading assessments in grades 3-5.</p> <p>Decrease the achievement gap between regular education and special education students on common monthly reading formative assessments</p> <p>Increase the number of students in grades K-2 who are reading at or above grade level as evidenced by DRA.</p>	<p>Teachers will use the "Go Chart" in grades K-5 to demonstrate and practice retelling (summarizing, predicting and inferring) included).</p>	<p>*Provide quarterly planning for data analysis.</p> <p>*Meet bi-weekly with literacy team for planning and to discuss instructional strategies</p> <p>*Introduce and/or review non-fiction reading strategies</p> <p>*Institute a Teachers as Readers Group for grades K-5: <i>The Power of Retelling</i></p> <p>Writing process and production in second through fifth grades, focusing on revising and editing.</p>	<p>Review curriculum maps, common assessments, and monthly assessments by administrators</p> <p>Review lesson plans: administrators</p> <p>Review of staff development calendar and agendas</p> <p>Inclusion of strategies during narrow lens and classroom observations by administrators using a rubric to measure implementation</p> <p>Walkthrough feedback</p>	<p>Graphs of monthly assessment data will show increasing results on monthly formative reading assessments</p> <p>80% of third grade students and 90% of students in grades 4 and 5 will be proficient on the English SOL test.</p> <p>The achievement gap on the SOL English test will decrease by 50% in grades 3 – 5.</p>
Gr.	3	4	5																																											
03	39%		74%																																											
04	48%		73%																																											
05	74%		74%																																											
06	75%	82%	72%																																											
07	68%	81%	90%																																											
Gr.	3	4	5																																											
05	53%																																													
06	31%	12%	4%																																											
07	49%	44%	28%																																											

<p>B.</p>	<p><u>SOL Pass% Rate</u> <u>Math</u></p> <table border="1"> <thead> <tr> <th>Gr.</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>65%</td> <td></td> <td>50%</td> </tr> <tr> <td>04</td> <td>75%</td> <td></td> <td>66%</td> </tr> <tr> <td>05</td> <td>83%</td> <td></td> <td>64%</td> </tr> <tr> <td>06</td> <td>75%</td> <td>69%</td> <td>75%</td> </tr> <tr> <td>07</td> <td>75%</td> <td>65%</td> <td>87%</td> </tr> </tbody> </table> <p><u>Special Education</u> <u>Achievement Gap</u></p> <table border="1"> <thead> <tr> <th></th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>03</td> <td></td> <td></td> <td></td> </tr> <tr> <td>04</td> <td></td> <td></td> <td></td> </tr> <tr> <td>05</td> <td></td> <td></td> <td></td> </tr> <tr> <td>06</td> <td></td> <td></td> <td></td> </tr> <tr> <td>07</td> <td>51%</td> <td>27%</td> <td>29%</td> </tr> </tbody> </table> <p><u>Areas to Address</u> 66% of Gr. 3 and 58% of Gr. 4 students were proficient on measurement and geometry</p> <p>66% of Gr. 3 and 67% of Gr. 5 students were proficient on number and number sense (fractions and decimals)</p>	Gr.	3	4	5	03	65%		50%	04	75%		66%	05	83%		64%	06	75%	69%	75%	07	75%	65%	87%		3	4	5	03				04				05				06				07	51%	27%	29%	<p>Increase the percentage of students scoring proficient or better (80%) on unit math assessments in grades 3-5.</p> <p>Decrease the achievement gap on monthly assessments between regular education and special education students in grades 3-5</p> <p>Decrease the achievement gap between regular education and special education students on common formative math assessments</p> <p>Increase the number of students in grades K-2 who score proficient on monthly math exemplars.</p>	<p>Use nonlinguistic representations to explain and clarify thinking in math.</p> <p>Use math exemplars a minimum of three times a month.</p>	<p>*Calendar math (2-5) with emphasis on measurement</p> <p>*Collaborative scoring of Exemplars – LCD</p>	<p>Review curriculum maps, common assessments, and monthly assessments by administrators</p> <p>Review lesson plans: administrators</p> <p>Classroom observations by administrators</p> <p>Review of staff development calendar and agendas</p> <p>Walkthrough feedback</p>	<p>assessment data will show increasing results</p> <p>80% of third and fourth grade students and 90% of fifth grade students will be proficient on the Math SOL test.</p> <p>The achievement gap on the SOL English test will decrease by 50% in grades 3 – 5.</p>
Gr.	3	4	5																																																			
03	65%		50%																																																			
04	75%		66%																																																			
05	83%		64%																																																			
06	75%	69%	75%																																																			
07	75%	65%	87%																																																			
	3	4	5																																																			
03																																																						
04																																																						
05																																																						
06																																																						
07	51%	27%	29%																																																			
<p>C.</p>	<p><u>Science</u></p> <table border="1"> <thead> <tr> <th>Gr.</th> <th>3</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>65%</td> <td>54%</td> </tr> <tr> <td>04</td> <td>72%</td> <td>82%</td> </tr> <tr> <td>05</td> <td>89%</td> <td>72%</td> </tr> <tr> <td>06</td> <td>77%</td> <td>78%</td> </tr> <tr> <td>07</td> <td>82%</td> <td>86%</td> </tr> </tbody> </table> <p><u>Special Education</u> <u>Achievement Gap</u></p> <table border="1"> <thead> <tr> <th>Gr.</th> <th>3</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>07</td> <td></td> <td>24%</td> </tr> </tbody> </table> <p><u>Areas to Address</u> 52% of Gr. 3 students were proficient in the area of scientific investigation: (identifying variables)</p>	Gr.	3	5	03	65%	54%	04	72%	82%	05	89%	72%	06	77%	78%	07	82%	86%	Gr.	3	5	07		24%	<p>Increase the number of students who score proficient or better (80%) on common formative unit assessments in science, grades 3-5.</p>	<p>Refine interactive note taking practices using the Smart Board in grades 3-5</p>	<p>Interactive Note taking</p>	<p>Review curriculum maps, common assessments, and monthly assessments by administrators</p> <p>Review lesson plans: administrators</p> <p>Review of staff development calendar and agendas</p>																									
Gr.	3	5																																																				
03	65%	54%																																																				
04	72%	82%																																																				
05	89%	72%																																																				
06	77%	78%																																																				
07	82%	86%																																																				
Gr.	3	5																																																				
07		24%																																																				

D.	<u>Students identified as Gifted</u> 04-05 11 05-06 10 06-07 11	Increase the number of students identified as gifted	Provide weekly in-class support for gifted cluster class teachers  Hold monthly planning and information meetings with the GRT and gifted cluster teachers	Identification procedures  Characteristics of gifted students	Sign-in Logs, agendas  Number of students identified as gifted  GRT teaching/contact log	Additional students in all grades will be identified as gifted
----	--	--	--	---	--	--

## 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.	<p><b>Infraction Referrals</b> 3 year comparison # referrals; # distinct students (DS)</p> <table border="1"> <thead> <tr> <th></th> <th>#</th> <th>DS</th> </tr> </thead> <tbody> <tr> <td>04-05</td> <td>234</td> <td>256</td> </tr> <tr> <td>05-06</td> <td>199</td> <td>94</td> </tr> <tr> <td>06-07</td> <td>458</td> <td>112</td> </tr> </tbody> </table> <p><b>Out of School Suspensions</b></p> <table border="1"> <thead> <tr> <th></th> <th>#</th> <th>DS</th> </tr> </thead> <tbody> <tr> <td>04-05</td> <td>108</td> <td>51</td> </tr> <tr> <td>05-06</td> <td>46</td> <td>30</td> </tr> <tr> <td>06-07</td> <td>82</td> <td>42</td> </tr> </tbody> </table>		#	DS	04-05	234	256	05-06	199	94	06-07	458	112		#	DS	04-05	108	51	05-06	46	30	06-07	82	42	<p>Decrease the number of incident referrals</p> <p>Decrease the number of out of school suspensions'</p> <p>Decrease the number of individual students who are suspended</p>	<p>Institute a school wide pillars of character program</p> <p>Keep an ABC Log (Antecedent, Behavior, Consequence)</p> <p>Provide monthly incentives for students exhibiting specific character traits</p> <p>Increase the in-school mentoring program with teachers and NHS students</p> <p>Develop individual behavior improvement plans for students with multiple referrals</p> <p>Provide a more structured environment for in-school time-out setting</p> <p>Develop Functional Behavior Assessment for students with multiple referrals</p> <p>Institute a multi-tiered referral process for SST, i.e. grade level and TAT</p>	<p>Provide additional training for entering Star_Base discipline data correctly (ISS monitor)</p> <p>Data collection/observation materials for teachers</p>	<p>Analysis of monthly discipline reports from Star_Base related to areas of concern, and students with three or more referrals.</p> <p>Review of ABC Log by administrators</p>	<p>Decrease in incident referrals</p> <p>Decrease in out of school suspensions</p> <p>Decrease in distinct students who are suspended</p> <p>Increase in school-wide positive behavior</p>
	#	DS																												
04-05	234	256																												
05-06	199	94																												
06-07	458	112																												
	#	DS																												
04-05	108	51																												
05-06	46	30																												
06-07	82	42																												

## 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.	We had five community partners in 05-06, 06-07	Increase the number of community partnerships	Use Parent Link on a monthly basis  Make written, phone, and personal contact with previous and potential partners in the community.	Monthly Parent Liaison meetings with Title I specialists	Sign-in Logs  Contact Log of Parent Liaison  Feedback from Mentors	Improved student achievement and/or behavior

## 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**

Input was sought from literacy team members, gifted resource teacher, and parent technician to analyze data. The administrative team met with grade level groups to review data and discuss needs, instructional strategies, and related professional development.

### **Methods Used to Communicate Our Plan**

Components of the Accountability Plan were shared during professional development, instructional team meetings, staff meetings, PTA meetings, and parent/community newsletters. A letter will be sent to parents when the document is in its final form.

#### 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.

<b>Staff Development</b>			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Discipline Strategies	August, 2007	All Staff	Attendance Logs, Agendas
Interactive Notetaking	August, 2007	All Staff	Attendance Logs, Agendas
Update on Guide to Reading and Writing Assessment	Sept. 20 <sup>th</sup>	K-2	Attendance Logs, Agendas
Calendar Math, Daily Math Review, and Scoring Exemplars	Oct. 16 <sup>th</sup> , October 18 <sup>th</sup> , Nov. 13 <sup>th</sup> , Nov. 20 <sup>th</sup> , Dec. 18 <sup>th</sup> , Jan 22 <sup>nd</sup> , Feb. 19 <sup>th</sup> , March 11 <sup>th</sup> , April 8 <sup>th</sup>	Teachers Gr 2 - 5	Attendance Logs, Agendas
Behavior Data Collection	Oct. 23 <sup>rd</sup>	PK-5	Attendance Logs, Agendas
The Power of Retelling	October 18 <sup>th</sup> , Nov. 27 <sup>th</sup> , Jan. 15 <sup>th</sup> , Feb. 5 <sup>th</sup> , April 1 <sup>st</sup> ,	PK-5	Attendance Logs, Agendas
Breakthrough to Literacy Data Review	Oct. 16 <sup>th</sup> , Nov. 13 <sup>th</sup> , Dec. 18 <sup>th</sup> , Jan. 22 <sup>nd</sup> , Feb. 26 <sup>th</sup> , March 11 <sup>th</sup> , April 29 <sup>th</sup>	Pk, K, 1 Teachers	Attendance Logs, Agendas
Item Analysis of Quarterly Assessments	Jan 8 <sup>th</sup> .	Gr. 2	Attendance Logs, Agendas
Non-Fiction reading strategies (text features/text structure, building vocabulary, graphic organizers, summarizing, main idea/details, making inferences)	Monthly Staff Meetings Oct. 17 <sup>th</sup> , Nov. 20 <sup>th</sup> , Jan. 23 <sup>rd</sup> , Feb. 20 <sup>th</sup> , March 19 <sup>th</sup> , April 23 <sup>rd</sup> , May 14 <sup>th</sup>	Gr. PK-5	Attendance Logs, Agendas