



NORFOLK PUBLIC SCHOOLS

Suburban Park Elementary School

SCHOOL ACCOUNTABILITY PLAN Year: 2007-2008

Dr. Stephen Jones, Superintendent of Schools
Mrs. Bernette D. Brock, Principal

October 15, 2007

Dear Suburban Park 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 Suburban Park Elementary School better.

Sincerely,

Mrs. Bernette D. Brock

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Bernette Brock	Administrator
Lisa Brown	Administrator
Donna Weaver (Math/Science)	T
Tracy Chapman (Reading)	T
Pam Varn (Reading)	T
Liz Cummings (Reading)	T
Denise Luc (IT)	T
Teresa Lawrence (Designee)	T
Joan Price-Bayer (Grade Chair)	T
Teresa Clay (PTA President)	R
Claudette Dalmida (Parent Liaison)	P
Mary Taggart (ISS)	R
Gloria Rountree (Grade Chair)	T
Frances Mizelle (Grade Chair)	T
Karen Maute (Grade Chair)	T
Joi Brown (Grade Chair)	T
Patricia Walsh (Grade Chair)	T
Kathy Donovan (Grade Chair)	T
Brandi Ryan (Counselor)	T

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 (Pre-Service)	2:00 p.m.	Media Center
September 27, 2007	2:30 p.m.	Principal's Office
October 2, 2007	8:00 a.m.	Media Center
October 9, 2007	8:00 a.m.	Media Center
<u>Vertical Team Meetings</u>		
November	8:00 a.m.	Media Center
December		
January		
February		
March		
April		
May		
June		
<u>Leadership Team</u>	2:15 p.m.	Principal's Office
Every Third Friday		

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 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 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"/> 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"/> 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 type="checkbox"/> Local Benchmarks/Standards of Excellence
<input checked="" type="checkbox"/> Students Without Incidents of Physical Violence in School (C2)	<input type="checkbox"/> State Benchmarks/Standards of Excellence
<input checked="" type="checkbox"/> Students Without Incidents of Possession of Firearms in School (C2)	<input 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 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

	Tier 2 Indicator	Instructional Strategies	Related Professional Development	How Will We Assess Implementation?	What Will We Look for as Student Results?																																																
<p>A) Reading SOL % Pass:</p> <table border="1"> <thead> <tr> <th></th> <th>3rd</th> <th>4th</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>04-</td> <td>59.7</td> <td>n/a</td> <td>75.8</td> </tr> <tr> <td>05-</td> <td>63.2</td> <td>n/a</td> <td>74.0</td> </tr> <tr> <td>06-</td> <td>68.9</td> <td>88.2</td> <td>87.0</td> </tr> <tr> <td>07-</td> <td>77.6</td> <td>83.6</td> <td>89.1</td> </tr> </tbody> </table> <p>Taggart Area: Demonstrate Comprehension of printed material:</p> <p>Grade 3-</p> <ul style="list-style-type: none"> > 61% -Draw Conclusion from a story / paragraph- > 32% - compare and contrast characters > 65% - summarize an informational text <p>Grade 4-</p> <ul style="list-style-type: none"> > 60% - Make inferences based on information in text > 55% - Determine cause and effect > 51% - Locate information in a passage to support conclusions <p>Grade 5-</p> <ul style="list-style-type: none"> > 49% - Evaluate plot development > 75% - Make inferences based on information in text <p>Ach. Gap: African Am./White</p> <table border="1"> <thead> <tr> <th></th> <th>3rd</th> <th>4th</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>5.0%</td> <td>---</td> <td>10.4%</td> </tr> <tr> <td>06</td> <td>2.1%</td> <td>5.5%</td> <td>11.7%</td> </tr> <tr> <td>07</td> <td>25%</td> <td>12.8%</td> <td>13%</td> </tr> </tbody> </table> <p>(100% of white students in grades 3-5 scored proficient or higher on English SOL test.)</p> <p>Ach. Gap: Special Ed / Non. Special Ed.</p> <table border="1"> <thead> <tr> <th></th> <th>3rd</th> <th>4th</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>17%</td> <td>5.5%</td> <td>0.6%</td> </tr> <tr> <td>07</td> <td>23.1%</td> <td>4.0%</td> <td>37.6%</td> </tr> </tbody> </table> <p>(100% special education students passed in grade 3; 80% in grade 4; 55.6% in grade 5)</p>		3 rd	4 th	5 th	04-	59.7	n/a	75.8	05-	63.2	n/a	74.0	06-	68.9	88.2	87.0	07-	77.6	83.6	89.1		3 rd	4 th	5 th	05	5.0%	---	10.4%	06	2.1%	5.5%	11.7%	07	25%	12.8%	13%		3 rd	4 th	5 th	06	17%	5.5%	0.6%	07	23.1%	4.0%	37.6%	<p>Increase the percentage of students scoring proficient or better on the grade level monthly common reading assessment.</p> <p>Increase the number of fifth grade special education students scoring proficient or better on monthly and quarterly assessments.</p> <p>Increase the number of African American students scoring proficient or better on grade level monthly and quarterly reading assessments</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> - model comprehension reading strategies during shared and guided reading (making connections, inferencing, drawing conclusion, questioning, determining importance in text, summarizing) - teach SR3 reading strategies during guided-reading weekly using fiction and non-fiction text - teach developmental word study strategies during the communication skills block. <p>Students will:</p> <ul style="list-style-type: none"> - use the strategies of visualizing and synthesize before, during and after each guide-reading lesson. -use graphic organizers to compare and contrast different reading genres, character attributes of a story and cross curriculum - apply SR3 reading strategies to assigned reading activities. - apply reading comprehension strategies to text. 	<ul style="list-style-type: none"> - Deep analysis of data to identify trends and patterns - Continue with - Developmental word study - Implementation / teaching of comprehension reading strategies of: <ul style="list-style-type: none"> a) making connection b) asking questions c) determine the importance in text d) making inferences e) visualizing f) synthesizing (more focus on student application of strategies) -Use of technology for comprehension/vocabulary development-Study Island, Starfall, and Manatee site 	<ul style="list-style-type: none"> - Vertical Team Notebooks and data graphs - Formal and informal focus observations and walkthroughs - Review of monthly and quarterly assessments to re-group and re-teach missed concepts. - Lesson plan review - Review of grade level agendas and notebooks 	<p>A) Third grade reading SOL scores will continue to meet or exceed state benchmark of 75%.</p> <p>B) 85% or more grade four students will score proficient or better on the reading SOL test.</p> <p>C) 95% or more grade five students will score proficient or better on the reading SOL test.</p> <p>D) 70% of special education students in grade five will score proficient or higher on the English SOL.</p> <p>E) The achievement gap will close by 10 points in grades 3-5.</p>
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B	<p><u>Grade 5 Writing SOL Pass Rates:</u></p> <p>03 - 89.6% 04 - 92.9% 05 - 92.2% 06 - 85%</p> <p><u>Target areas:</u></p> <ul style="list-style-type: none"> ➤ 58% Repetition within a sentence ➤ 69% - Identify correct verb tenses ➤ 63% - Use apostrophes properly with possessive noun <p><u>Ach Gap: African Am./ White</u> 82% if African American students scored proficient or better compared to 100% of white students on the writing SOL test.</p> <p><u>Ach. Gap: Special Ed / Non-Special Ed.</u> 55.5 % of special education students scored proficient or better on the writing SOL test</p>	<p><i>Increase the percentage of students scoring proficient or better in the areas of composing, revising and usage and mechanics monthly and quarterly writing assessments.</i></p>	<p><u>Teachers will:</u></p> <ul style="list-style-type: none"> -model the various types graphic organizers used to plan different types of writing - increase time spent teaching directed writing - intergrate writing across the curriculum - provide daily language review activities for practice of correct use of language (verb tenses) - collaboratively score sample writings with students to model and demonstrate - use student writings to provide direct instruction in usage and mechanics, composing, revising and planning - provide timely feedback conferences on student writings 	<ul style="list-style-type: none"> -Collaborative scoring - Review of 4 Square Writing - Best practice workshops in creating and using differentiating practice materials and activities to improve writing techniques 	<ul style="list-style-type: none"> - Review of writing samples and lesson during planning - Review of monthly and quarterly assessment data - Walkthroughs - Lesson plan review of writing block 	<p>A) 90% of students will score proficient or better on the fifth grade writing SOL test.</p> <p>B) 70% of special education students will score proficient or higher on the writing SOL test.</p> <p>C) The achievement gap will close by 10 points.</p>

	<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>																																																				
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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.	<p>Discipline Referrals</p> <p>Increased number of infraction referrals</p> <table border="1"> <thead> <tr> <th>Year</th> <th># of referrals</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>257</td> </tr> <tr> <td>05</td> <td>353</td> </tr> <tr> <td>06</td> <td>380</td> </tr> <tr> <td>07</td> <td>301</td> </tr> </tbody> </table> <p>Target Areas: 04 05 06 07</p> <table border="1"> <thead> <tr> <th>Disruption</th> <th>62</th> <th>69</th> <th>98</th> <th>76</th> </tr> </thead> <tbody> <tr> <td>Harassment</td> <td>83</td> <td>120</td> <td>116</td> <td>115</td> </tr> <tr> <td>Insubordination</td> <td>26</td> <td>70</td> <td>73</td> <td>44</td> </tr> </tbody> </table> <p>Increase in infractions occurring between the hours of 9:30 – 2:00.</p> <table border="1"> <tbody> <tr> <td>04</td> <td>131 infractions (50%)</td> </tr> <tr> <td>05</td> <td>158 infractions (45%)</td> </tr> <tr> <td>06</td> <td>228 infractions (60%)</td> </tr> <tr> <td>07</td> <td>160 infractions (53%)</td> </tr> </tbody> </table>	Year	# of referrals	04	257	05	353	06	380	07	301	Disruption	62	69	98	76	Harassment	83	120	116	115	Insubordination	26	70	73	44	04	131 infractions (50%)	05	158 infractions (45%)	06	228 infractions (60%)	07	160 infractions (53%)	<p><i>Decrease the number of incident referrals.</i></p>	<p>Increase the number of Student Mentors for student will multiple referrals.</p> <p>Provide leadership opportunities by re-instituting the Student Council Association (SCA).</p> <p>Refocus of Character Education Program by the School Guidance Counselor</p> <p>Refocus of Discipline Assemblies with the Guidance Counselor.</p> <p>“Character Quote of the Day” via announcements.</p> <p>Caught Being Kind program refocused to CIA (Character in Action) to focus on student modeling of a monthly/weekly character trait.</p>	<p>- Book Talk: Black Students, Middle Class Teachers</p> <p>- Discipline snapshots during faculty and/or grade level planning</p> <p>- Student and Staff Awareness Training</p>	<p>- frequent check of lesson plans for differentiated and tiered lessons</p> <p>- classroom management focus observations</p> <p>- frequent discipline team meetings and evaluating of discipline reports</p> <p>-monitoring of students being referred</p>	<p>A) Continued decrease the number of infraction referrals per SMART report</p> <p>B) Decrease the percentage of incidents occurring during instructional time.</p>
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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># of hours within school/ # of hours for student achievement</p> <p>Total number of Volunteer hours within the school</p> <p>2003 – 1658 hr. 2004 - 1588 hr. 2005 - 1586 hr. 2006 - 1245 hr.</p> <p>Total hours dedicated to student achievement:</p> <p>2003 – 558 2004 – 660 2005 – 675 2006 - 783</p>	<p><i>Increase the number parent volunteers hours dedicated to student achievement.</i></p>	<p>-Continue with ‘make it, take it’ activities to support math and reading.</p> <p>- Recruit additional partners and mentors from local civic league and area universities</p> <p>- Utilize parent link to communicate activities related to student achievement.</p> <p>- Recognize parent volunteers for assistance within the classroom.</p>	<p>- Provide volunteer and mentor training</p> <p>- Parent training sessions in targeted content areas during nightly functions (ie; Family Learning Night, Math / Science Night)</p>	<p>- Volunteer sign-in book.</p> <p>- Attendance logs</p> <p>- Parent Liaison calendar</p>	<p>Increase in students meeting standards on monthly, quarterly and state assessments.</p>

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

Data analysis began during the summer using preliminary SOL data. The leadership team met to analyze the data and patterns based on the data provided at that time. The Accountability Plan was then provided to each teacher during grade level planning for feedback and discussion. One teacher represented their grade level presented their grade level's revisions to their assigned vertical team. Together each vertical team discussed additions and revisions to the plan.

Methods Used to Communicate Our Plan

The final plan was shared with the staff during our staff meeting. The plan was also shared with our PTA board and mentors in order to seek their assistance in meeting our goals. Parents will also be able to access our plan via our school web page.

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>
Data Analysis "Delving Deeper Into the Data"	Pre-Service Week	All Staff	Agenda
Math Expressions Lesson Planning	Pre- Service Week (on-going during weekly planning)	3-5	Agenda / Sign In Sheet
Monthly Reading Comprehension Strategies	On going throughout the year	Teachers PK - 5	Agenda / Sign In Sheet
Writing Common Assessments Richard Strauss	September Early Release	Teachers K-5	Agenda / Sign In Sheet
Running Records (Literacy Team)	September 25, 2007	All Teachers K-5	Agenda / Sign In Sheet
Collaborative Scoring w/ Sonya McCann	October 3, 2007 (on-going)	All Teachers K-5	Agenda / Sign In Sheet
Best Practices of Guided Reading	October 2 & 9, 2007	Teachers 1-5	Agenda / Sign In Sheet
Reading Institute	October 4, 2007; November 2, 2007 & January 11, 2008	Grade Chairs (1-5); Special Ed Co teachers 3-5 and Literacy Team	Conference Registration
Writing Functional IEP Goals and Embedding Learning Opportunities	October 26, 2007	Special Ed. Co teachers (3-5)	Conference Registration
Data Driven Decision Making	November, February, March, May (grade level planning) January & April (1/2 day sessions)	All Teachers K-5	Agenda / Sign In Sheet
Monthly Reading Comprehension Strategies	Monthly on Tuesdays	Classroom Teachers	Agendas / Sign-In