



NORFOLK PUBLIC SCHOOLS

Tarrallton Elementary School

SCHOOL ACCOUNTABILITY PLAN

Year: 2007 - 2008

Dr. Stephen Jones, Superintendent of Schools

Mrs. Diane E.B. Gibson, Principal

October 15, 2007

Dear Tarrallton 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 Tarrallton 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 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 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 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
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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 (<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 Achievement for All

	<i>Identified Needs</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>2007 SOL Reading Pass % (All Students)</p> <p>Grade 3 - 83 Grade 4 - 94 Grade 5 - 95</p> <p>Gap Difference</p> <table border="1"> <tr> <td></td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>D/ND</td> <td>9.4</td> <td>7</td> <td>-8.6</td> </tr> <tr> <td>M/NM</td> <td>5.7</td> <td>10</td> <td>-8.4</td> </tr> <tr> <td>B/G</td> <td>11.1</td> <td>-6.1</td> <td>6.0</td> </tr> </table> <p>83% of students scored proficient or better on the Third Grade Reading SOL</p> <p>2007 SOL Writing Pass %</p> <p>Grade 5 - 89</p> <p>Gap Difference</p> <table border="1"> <tr> <td>D/ND</td> <td>29</td> </tr> <tr> <td>M/NM</td> <td>7</td> </tr> <tr> <td>B/G</td> <td>12</td> </tr> </table> <p>89% of students scored proficient or better on the Fifth Grade Writing SOL</p>		3	4	5	D/ND	9.4	7	-8.6	M/NM	5.7	10	-8.4	B/G	11.1	-6.1	6.0	D/ND	29	M/NM	7	B/G	12	<p>Increase the percentage of students scoring proficient or better on monthly and quarterly Reading assessments in grades 3, 4, & 5</p> <p>Increase the percentage of disabled students scoring proficient or better on monthly and quarterly Reading assessments in grades 3, 4, & 5</p>	<p>Students will use before, during, and after reading strategies for each guided reading lesson. (PL 1)</p> <p>Students will read a variety of science and history non-fiction books for both enjoyment and information. (PL 1)</p> <p>K-5 students will practice justifying their answers using content specific vocabulary daily in all subject areas. (PL 4)</p> <p>K-5 students will write across the curriculum. (PL 4)</p> <p>Students will use graphic organizers to identify similarities or differences in all subject areas. (PL 4)</p>	<p>Data driven decision making</p> <p>Effective instructional strategies using Marzano's <i>Classroom Instruction That Works</i> during weekly staff development</p> <p>SQ3R strategies</p> <p>Code Switching</p> <p>Powerful literacy</p> <p>School-wide training in collaborative scoring in writing</p>	<p>Collaboratively analyze monthly, quarterly, and state assessment data</p> <p>Workshop agendas and attendance logs</p> <p>Formal and informal observations</p> <p>Periodic review of lesson plans</p> <p>Team planning logs</p> <p>Walkthroughs -- Internal and external</p>	<p>85% of third grade students will score proficient or better on the Third Grade 2008 Reading SOL.</p> <p>92% of fifth grade students will score proficient or better on the Fifth Grade 2008 Writing SOL</p>
	3	4	5																									
D/ND	9.4	7	-8.6																									
M/NM	5.7	10	-8.4																									
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	<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>																
B.	<p>2007 SOL Math Pass % (All Students)</p> <p>Grade 3 - 96 Grade 4 - 84 Grade 5 - 95</p> <p>Gap Difference</p> <table border="1"> <tr> <td></td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>D/ND</td> <td>21.9</td> <td>34.5</td> <td>21.4</td> </tr> <tr> <td>M/NM</td> <td>1.9</td> <td>13.1</td> <td>2.1</td> </tr> <tr> <td>B/G</td> <td>0</td> <td>.5</td> <td>-10.7</td> </tr> </table> <p>84% of students scored proficient or better on the Fourth Grade Math SOL</p>		3	4	5	D/ND	21.9	34.5	21.4	M/NM	1.9	13.1	2.1	B/G	0	.5	-10.7	<p>Increase the percentage of students scoring proficient or better on common monthly formative and quarterly Math assessment in grades 2, 3, 4, & 5</p> <p>Increase the percentage of disabled students scoring proficient or better on common monthly formative and quarterly Math assessment in grades 2, 3, 4, & 5</p>	<p>Students will clarify and justify answers while completing daily math reviews.</p> <p>Students will use non-linguistic representations to make connections between concrete symbols and abstract math concepts. (PL 4)</p> <p>Students will use flow charts, vocabulary maps, foldables, interactive notebooks, and/or Exemplars to justify and explain math vocabulary.</p>	<p>Data driven decision making</p> <p>Training during weekly professional development on using non-linguistic representations and graphic organizers (Marzano).</p> <p>Inservice teachers on implementation of <i>Math Expressions</i> and curriculum resources.</p> <p>Inservice teachers on how to use problem solving in the classroom to promote powerful literacy.</p>	<p>Collaboratively analyze monthly, quarterly, and state assessment data</p> <p>Workshop agendas and attendance logs</p> <p>Formal and informal observations</p> <p>Periodic review of lesson plans</p> <p>Team planning logs</p> <p>Walkthroughs -- Internal and external</p>	<p>88% of fourth grade students will score proficient or better on the 2008 Fourth Grade Math SOL</p>
	3	4	5																			
D/ND	21.9	34.5	21.4																			
M/NM	1.9	13.1	2.1																			
B/G	0	.5	-10.7																			

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>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>To decrease the number of discipline infractions in the school</p> <p><u>2006-2007</u> 55 infractions 19 disruptive infractions</p> <p><u>2005-2006</u> 71 infractions 26 disruptive infractions</p>	Decrease the amount of discipline infractions	<p>Students will participate in one school wide Bully Prevention week during the school year.</p> <p>Students will have their names posted on the positive recognition bulletin board.</p> <p>Students will participate in small group and classroom guidance lessons offered by the school guidance counselors.</p> <p>Students will participate in the new cafeteria behavior plan.</p> <p>Teachers will continue to implement Project Ride strategies for repeated disruptive behaviors.</p>	<p>Project RIDE</p> <p>Cafeteria behavior plan</p> <p>Discipline and the Law</p> <p>Brain gym</p>	<p>Monthly discipline report from Tarrallton tracking system</p> <p>Number of fish and drops on the positive recognition board in the cafeteria</p> <p>Workshop agendas and attendance logs</p> <p>Formal and informal observations</p>	Decrease the number of disruptive infractions during the 2007-2008 school year.

	<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>
B.	Continue the implementation of safety procedures	Decrease the likelihood of a crisis caused by outside intruders	<p>School crisis team will revise safety procedures.</p> <p>Teachers and staff will post safety procedures.</p> <p>Teachers and students will practice safety procedures to ensure all students and staff are prepared.</p> <p>Principal will continue to meet with the parent and community advisory board to address their safety concerns.</p>	<p>SWAT team</p> <p>Lockdown and crisis procedures</p>	<p>Number of parents and business partners that attend advisory board meetings.</p> <p>Workshop agendas and attendance logs.</p>	No crisis due to outside intruders.

II. Objectives Linked to Needs and Tier 2 Indicators

For each 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>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>Continue to increase the number of volunteer and mentor hours to build strong character and academic proficiency for all students.</p> <p><u>2006-2007</u> 2703 volunteer hours 82 volunteers</p> <p>916 mentor hours 60 mentors</p> <p><u>2005-2006</u> 2076 volunteer hours 128 volunteers</p> <p>480 mentor hours 12 mentors</p>	Increase the number of volunteers and mentors	<p>Identify students in need of support/desiring a mentor.</p> <p>Use surveys, information pamphlets, flyers, phone calls, Parent Link, e-mails, and website to communicate with parents.</p> <p>Implement the "Student Mentorship" program using faculty and staff, parents, and military volunteers.</p> <p>Utilization of budget funds for rewards.</p> <p>Maintain Partners In Education and recruit additional new partners.</p> <p>Principal will create parent and community advisory board to increase mentors, volunteers, and businesses.</p>	<p>Orientation workshop</p> <p>Mentor/Mentee packet for each participant</p> <p>Parent liaison training</p>	<p>Mentor log included in packet</p> <p>Mentor responses of parent/teacher communication</p>	<p>Increase academic proficiency and strength of character in our students.</p> <p>Increase the number of volunteers and mentors in the building.</p> <p>Increase the number of community partnerships.</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

Staff development meetings for the entire faculty and staff. Teams identified needs for each objective using 2006-2007 data and created new goals and instructional strategies.

Methods Used to Communicate Our Plan

PTA Board/newsletter, PTA meetings, notice of location in the Media Center, website

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 Driven Decision Making/Vertical Teams	August 2007-June 2008	Faculty, principal	Agendas, attendance logs, data, observations, committee meetings, feedback
English: Guided Reading, Powerful Literacy, Code Switching, NPS Reading Plan	August 2007-June 2008	Faculty, principal	Agendas, attendance logs, observations, lesson plans, feedback, data
Math: Problem Solving, Powerful Literacy, NPS Math Plan	August 2007-June 2008	Faculty, principal	Agendas, attendance logs, observations, lesson plans, feedback, data
Lockdown/Crisis Procedures	August 2007-June 2008	Faculty, principal	Agendas, attendance logs, data
FISH	August 2007-June 2008	Faculty, principal	Agendas, data