

**NORFOLK PUBLIC SCHOOLS
ELEMENTARY SCHOOL
School Accountability Plan
2007-2008**

*Dr. Stephen C. Jones, Superintendent of Schools
Maritsa Alger, Principal
Rohan Cumberbatch-Smith, Assistant Principal*

A Message from the Principal...

September 26, 2007

Dear **Willard Model 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

Committee Members/Representatives

Individual	Position
Maritsa Alger	A
Rohan Cumberbatch-Smith	A
Mike McGarity	T
Cassandra Humphrey	T
Maria Lopez	T
Melissa Ruble	T
Emily Phillips	T
Kelly Gamez	T
Rogene Mason	T
Sherrie Bailey	T
Pam Buchardt	P/R
Lisa Nash	R
Rhonda White	R
Dr. Jack Robinson	O (University Partner)
Dr. Steve Myran	O (University Partner)

Committee Meetings

Date	Time	Location
September 26, 2007	7:15 for all meetings	PALS center
October 18, 2007		
November 16, 2007		
December 14, 2007		
January 3, 2008		
February 14, 2008		
March 14, 2008		
April, 25, 2008		
May 22, 2008		

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.

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.

PROCESS INFORMATION

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 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.**

	<u>Continuous Growth of Student Academic Achievement</u>	X	Promotion/Retention Data	Students without Incidents of Possession of Weapons Other than Firearms in School
X	Standards of Learning Test Results		PSAT Participation	
	SAT Participation and Test Results		Teachers Meeting State Licensure	<u>Active Engagement of Parents, Business, And Community in Educational Process</u>
	ACT Participation and Test Results	X	Classes Taught by Certified Teachers	Hours that Parents and Community Members to Assist Improving Reading and Mathematics Proficiency
	Advanced Placement Exam Results and Enrollment	X	Professional Development Hours and Related to Academic Achievement	Total Volunteer hours by Parents and Community Members in Schools
	Dual Enrollment Class Results and Enrollment	X	<u>Safe, Secure, and Disciplined Learning Environment</u>	Direct Interactive Parent Contacts Involving Student Achievement
	International Baccalaureate Results and Enrollment		District Stakeholder	Training Workshops Provided for Parents/Community
	Governor's School Results and Enrollment		Professional Development Hours and Involvement Related to School Climate And Student Discipline	<u>Other</u> Volunteer Log
	STAR Test Results		Incidents of Physical Violence	Adequate Yearly Progress (AYP)
X	Gates-MacGinitie Test Results	X	Incidents of Possession of Firearms in School	State Report Card * (also gives demographic information)
X	PALS Test Results		Incidents of Possession of Weapons Other than Firearms in School	Completing Algebra I by the End of 8 th Grade
X	Narrowing of Achievement Gap		Students without Incidents of Physical Violence in School	Other (please specify)
X	Attendance Data for Students and Staff		Students without Incidents of Possession of Firearms in School	
X	Dropout Statistics			
	Graduation Rates			
	Reading on Grade Level			
X	Foreign Language			
	Scholarship Earned			

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**

A	<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>
(PL)	<p>69.4 Grade 3 students scored proficient or better in the area of English on the Summative SOL assessment</p> <p><u>Proficiency rates in stated categories.</u> -72% Comprehension of printed material. -69% Word analysis strategies</p> <p><u>Reporting Subgroup</u> White 75% Black-68.9% SPED-56%</p> <p><u>Achievement Gap</u> B-W=6.1%</p>	<p>* Increase the percentage of ALL Grade 3 students scoring proficient or better on Common weekly grade level assessments monthly, and quarterly assessments.</p>	<p>Word Study</p> <ul style="list-style-type: none"> □ Integrate word study in daily reading instruction and work stations <p>Comprehension Strategies</p> <ul style="list-style-type: none"> □ Comprehension focused guided and shared reading lessons based on practices such as: Strategies That Work and Making Meaning □ Use Compare and contrast, note taking and justifying response to reinforce metacognition in reading concepts and skills □ Non fiction writing <p>Assessment for Learning</p> <ul style="list-style-type: none"> □ Goal setting and formative feedback □ Asking questions □ Utilizing visual strategies □ increase practice with SOL formatted Assessments 	<p>Word Study</p> <ul style="list-style-type: none"> □ improving word walls on a consistent basis <p>Comprehension Strategies</p> <ul style="list-style-type: none"> □ readers’ checklist and rubrics □ Professional Development on the making meaning model <p>Assessment for Learning</p> <ul style="list-style-type: none"> □ Workshop on formative feedback for supporting learning goals □ Professional Development on unwrapping the standards □ Identifying and Power Standards □ Providing forward feedback from formative assessments 	<ul style="list-style-type: none"> □ Workshop agendas and attendance logs □ Narrow lens walk through □ Monthly review of data and intervention tracking sheet □ periodic review of lesson plans □ observations & instructional conferences □ review of weekly, monthly and quarterly assessment data □ Walk-through & Forward Feedback from University partnership 	<ul style="list-style-type: none"> □ At least 85% or better of ALL Grade 3 students will score proficient or better on Common Weekly Assessments, Quarterly Assessments and the English Standard of Learning Test □ At least 80% African American students scoring proficient or better on Common Weekly Assessment, Quarterly Assessments and the English SOL while raising achievement for all students

	<p>84.1 % of Grade 4 students scored proficient or better on the Virginia English SOL</p> <p><u>Proficiency rates in stated categories</u> -85.4% <i>Comprehension</i> -87.8% <i>Word Analysis</i></p> <p><u>Reporting Subgroup</u> <i>White-87.5%</i> <i>Black-81.6.2</i> <i>SPED-66.7%</i></p> <p><u>Achievement Gaps</u> <i>B-W= 5.9%</i></p>	<p>*Increase the percentage of <u>ALL</u> Grade 4 students scoring proficient or better on weekly, monthly, quarterly assessments.</p>	<p>Word Study</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrate word study in daily reading and writing instruction and practice <p>Comprehension Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comprehension focused guided and shared reading lessons based on strategies that work and making meaning <input type="checkbox"/> Use Compare and contrast, note taking and justifying response to reinforce metacognition in reading concepts and skills <p>Assessment for Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goal setting and formative feedback <input type="checkbox"/> Think aloud <input type="checkbox"/> making connections <input type="checkbox"/> Summarizing and paraphrasing <input type="checkbox"/> Providing forward feedback from formative assessments <input type="checkbox"/> Increase practice with SOL formatted assessments 	<p>Word Study</p> <ul style="list-style-type: none"> <input type="checkbox"/> improving word walls on a consistent basis <input type="checkbox"/> Using literacy/word study workstations <p>Comprehension Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> readers' checklist and rubrics <input type="checkbox"/> Professional Development using Justify Response <input type="checkbox"/> Professional Development on Strategies that Work <p>Assessment for Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Workshop on formative feedback for supporting learning goals <input type="checkbox"/> Professional Development on unwrapping the standards <input type="checkbox"/> Professional Development on Goal setting with and for students <input type="checkbox"/> Providing forward feedback from formative assessments 	<ul style="list-style-type: none"> <input type="checkbox"/> Workshop agendas and attendance logs <input type="checkbox"/> Narrow lens Internal/External Walkthrough to assess depth of implementation <input type="checkbox"/> Monthly review of data and intervention tracking sheet <input type="checkbox"/> periodic review of lesson plans <input type="checkbox"/> observations & instructional conferences <input type="checkbox"/> review of weekly, monthly and quarterly assessment data <input type="checkbox"/> Walk-through & Forward Feedback from University partnership 	<p>* At least 95% of all Grade 4 students scoring proficient or better on Common Weekly Assessment, Quarterly assessments and English SOL while raising achievement for all students</p>
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B	<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>
(G)	<p>89.6% of Grade 5 students scored proficient or better on the English SOL</p> <p><u>Proficiency rates in stated categories</u> -Comprehension- 85.7% - Word Analysis 93.5%</p> <p><u>Reporting Subgroup</u> White-100% Black-85.4% SPED- 75 %</p> <p><u>Achievement Gaps</u> B-W=14.5%</p>	<p>* Increase the percentage of ALL Grade 5 students scoring proficient or better</p> <p>Common weekly assessments, monthly, and quarterly assessments</p> <p>Close the achievement gap between White and Black students by at least 5 percentage point</p>	<p>Comprehension Strategies</p> <ul style="list-style-type: none"> □ Comprehension focused guided and shared reading lessons based on strategies that work and making meaning □ Use Compare and contrast, note taking and justifying response to reinforce metacognition in reading concepts and skills <p>Assessment for Learning</p> <ul style="list-style-type: none"> □ Goal setting and formative feedback □ Think aloud □ making connections □ Summarizing and paraphrasing □ Providing forward feedback from formative assessments □ Increase practice with SOL formatted assessments 	<p>Comprehension Strategies</p> <ul style="list-style-type: none"> □ readers’ checklist and rubrics □ Professional Development on Strategies that work <p>Assessment for Learning</p> <ul style="list-style-type: none"> □ Workshop on formative feedback for supporting learning goals □ Professional Development on unwrapping the standards and identifying Power Standards □ Professional Development on Goal setting with and for students □ Providing forward feedback from formative assessments 	<ul style="list-style-type: none"> □ Professional Development Map □ Attendance logs □ Narrow lens Internal Walkthrough □ Anecdotal notes of professional discussions □ Collaborative Scoring of writing samples using the writing rubric □ review of weekly, monthly and quarterly assessment □ Walk-through & Forward Feedback from University partnership 	<p>At least 95% of <u>African American</u> Grade 5 students scoring proficient or better on the Common grade level assessment, English Standard of Learning Test and Quarterly Assessment while raising achievement for all students.</p>

C	Identified Need	Tier 2 Indicator	Instructional Strategies	Related Professional Development	How will we Assess Implementation?	What Will We Look for as Student Results?
(SO)	<p>81% of Grade 3 students scored proficient or better on the Math SOL</p> <p>Proficiency rates in stated categories. <i>77.8% Computation and estimation</i> <i>76.2% Measurement and Geometry</i> <i>82.5% Number and Number sense</i> <i>77.8% Patterns, Functions and Algebra</i></p> <p><i>84.1% Probability Reporting Subgroup</i> <i>White- 88.9%</i> <i>Black-78.3%</i> <i>Sped-71.4%</i></p> <p>Achievement Gaps <i>10.6%</i></p>	<p>* Increase the % of ALL Grade 3 students who score proficient or better on common grade level assessments, monthly and quarterly math assessments.</p>	<p>Instructional Approach</p> <ul style="list-style-type: none"> □ Increase student construction of concepts through problem based learning especially in Geometry using student friendly examples □ Integrating literature and writing with math (summarizing and note taking) □ Math Talk with emphasis on using estimation to check for reasonable processes and answers □ Mental math/ quick practice to improve accurate and fluent computation □ Everyday Counts Calendar math with emphasis on daily measurement component □ Daily Review with heavy focus on: fractions, patterns □ Increase use of multiple representations to model problems (manipulatives, pictorial representations – for example – proof drawings, foldable graphic organizers, etc.) <p>Assessment For Learning</p> <ul style="list-style-type: none"> □ Formative assessment & 	<ul style="list-style-type: none"> □ Setting up and managing math work stations □ Creating performance assessments for improved student practice and □ Data Driven Decision Process □ Unwrapping the standards □ Questioning □ Teacher/Student led Math Talk □ Providing forward feedback from formative assessments □ Focused modeling/coaching by math department on: Measurement and Geometry 	<ul style="list-style-type: none"> □ Professional development map □ Formal and informal observations □ Performance Assessments □ Review of weekly, monthly and quarterly assessment □ Narrow lens walk through to assess depth of implementation □ Walk-through & Forward Feedback from University partnership 	<p>At least 90% of Grade 3 students will score proficient or better on weekly, monthly , quarterly and Math SOL test</p>

			summative assessments with Forward Feedback <ul style="list-style-type: none"> <input type="checkbox"/> Goal setting/Identifying Learning targets <input type="checkbox"/> Questioning <input type="checkbox"/> Providing forward feedback from formative assessments <input type="checkbox"/> Use Compare and contrast /justifying response <input type="checkbox"/> Peer tutors 			
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D	<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>
(SO)	85.3% Grade 4 students scored proficient or better on the Math SOL <u>Proficiency rates in stated categories.</u> 83.1% <i>Computation and Estimation</i> 88.3% <i>Measurement and Geometry</i> 74% <i>Number and Number Sense</i> 88.3% <i>Patterns, Functions and Algebra</i> 68.8% <i>Probability</i>	Increase the % of <u>ALL</u> Grade 4 students who score proficient or better on Common grade level assessments, monthly assessment, and quarterly assessment	<i>Instructional Approach</i> <ul style="list-style-type: none"> <input type="checkbox"/> Increase student construction of concepts through problem based learning especially in Probability <input type="checkbox"/> Increased usage of student friendly data to manipulate for statistics and number and number sense instruction <input type="checkbox"/> Integrating literature and writing with math <input type="checkbox"/> Math Talk with emphasis on justification of process <input type="checkbox"/> Mental math/ quick practice to improve number sense <input type="checkbox"/> Daily Review with heavy focus on algebraic thinking 	<ul style="list-style-type: none"> <input type="checkbox"/> Math groups: instructional activity development, organization and management <input type="checkbox"/> Math Talk/Increase mathematical discussions <input type="checkbox"/> Quick Practice Strategies <input type="checkbox"/> Unwrapping the standards <input type="checkbox"/> Using Power Standards <input type="checkbox"/> Providing forward feedback from formative assessments 	Professional development map -Formal and informal observations -Performance Assessments -Periodic review of lesson plans -Collaborative review of math performance assessments - Walk-through & Forward Feedback from University partnership -Narrow lens walkthrough to	At least 90% of Grade 4 students will score proficient or better on the Math SOL test and Quarterly Assessment

	<p><i>and Statistics</i> <u>Reporting Subgroup</u> White-91% Black-80% SPED-71.4%</p> <p><u>Achievement Gaps</u> 11%</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Increase use of multiple representations to model problems (manipulatives, pictorial representations – for example using coins, spinners, counters, cards, Menus, etc. to explore Probability or Hands on Equations to explore Algebra) <p>Assessment For Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formative assessment <input type="checkbox"/> Forward Feedback <input type="checkbox"/> Goal setting/Identifying Learning targets <input type="checkbox"/> Questioning <input type="checkbox"/> Providing forward feedback from formative assessments <input type="checkbox"/> Use Compare and contrast/justifying response 	<ul style="list-style-type: none"> <input type="checkbox"/> Focused modeling/coaching by math department on: Number and Number Sense and Probability and Statistics 	<p>assess depth of implementation</p>	
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D	<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>
(SO)	<p>81.9% of Grade 5 students scored proficient or better on the History SOL <u>Proficiency rates in stated categories</u> 80% Civics 84.6% Economics 88.5% Geography</p>	<p>Increase the % of ALL Grade 5 students who scored proficient or better on common grade level assessments, monthly</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Increase use of non-fiction literature <input type="checkbox"/> Integration of content standards <input type="checkbox"/> Use of drama, debates and reenactments to support historical studies <input type="checkbox"/> Re-teach Beginning of Civil War and Colonial Virginia in 	<ul style="list-style-type: none"> <input type="checkbox"/> United Streaming/integrating technology <input type="checkbox"/> Interactive Note book <p>Assessment for Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goal 	<p>-Workshop agenda -Attendance logs -Quarterly review of standard group comparison report -monthly review of performance results</p>	<p>At least 90% of ALL Grade 5 students will score proficient or better on the History SOL test and Quarterly Assessment</p>

	<p>76.9% History Reporting Subgroup White- 94.4% Black-70.3% SPED-30.7% Achievement gap 24%</p>	<p>assessment, and quarterly History assessment</p> <p>- Decreasing the Achievement gap between African-American and White students</p>	<p>5th Grade</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use nonfiction writing to enhance understanding and metacognition. <input type="checkbox"/> Interactive Notebooks with study guides, graphic organizers and nonlinguistic representations <p>Assessment For Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formative assessment <input type="checkbox"/> Forward Feedback <input type="checkbox"/> Goal setting/Identifying Learning targets <input type="checkbox"/> Questioning <input type="checkbox"/> Providing forward feedback from formative assessments <input type="checkbox"/> Use Compare and contrast/justifying response to reinforce metacognition and reading concepts and skills 	<p>setting/learning targets</p> <ul style="list-style-type: none"> <input type="checkbox"/> creating balanced assessments <input type="checkbox"/> Providing forward feedback from formative assessments 	<p>- review of quarterly assessment</p> <p>- Walk-through & Forward Feedback from University partnership</p>	<p>The achievement gap will close by 10% points while raising achievement for all students.</p>
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B	Identified Need	Tier 2 Indicator	Instructional Strategies	Related Professional Development	How will we Assess Implementation?	What Will We Look for as Student Results?
(G)	<p>67.1% Grade 3 students scored proficient or better on the Science SOL.</p>	<p>Increase the % of ALL Grade 3 students who scored</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Content area word wall and vocabulary building exercises <input type="checkbox"/> increase use of non-fiction literature and writing <input type="checkbox"/> Increase audio/visual support 	<ul style="list-style-type: none"> <input type="checkbox"/> United Streaming/integrating technology <input type="checkbox"/> Interactive Note book 	<p>-Workshop agendas</p> <p>-Attendance logs</p> <p>-Formal/informal observations</p>	<p>At least 90% of ALL Grade 3 students will score proficient or</p>

	<p><u>Proficiency rates in stated categories</u> 62.9% Earth /space systems and cycles 64.3% Force, Motion, Energy and matter 71.4% Life Processes and Living Systems 64% Scientific Investigation <u>Reporting Subgroup</u> White-84.2% Black-72% SPED-50% <u>Achievement gap</u> 12.2%</p>	<p>proficient or better on common grade level assessments, monthly assessments, and quarterly assessments</p>	<p>such as United Streaming</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase use of charts and graphs on teacher made tests <input type="checkbox"/> Teachers will set and manage scientific investigations on a frequent basis <input type="checkbox"/> Interactive Notebooks with study guides, graphic organizers and nonlinguistic representations <input type="checkbox"/> Use of strategies that work (compare and contrast, note taking, summarizing and paraphrasing) to improve metacognition <p><i>Assessment For Learning</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Formative assessment/ Forward Feedback <input type="checkbox"/> Goal setting/Identifying Learning targets <input type="checkbox"/> Questioning <input type="checkbox"/> Providing forward feedback from formative assessments <input type="checkbox"/> Use Compare and contrast//justifying response to reinforce metacognition and reading concepts <input type="checkbox"/> Performance based mini projects 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional Development Map <input type="checkbox"/> Peer coaching <input type="checkbox"/> Increasing effectiveness of scientific investigations <input type="checkbox"/> implementing content enhancement techniques <input type="checkbox"/> Vocabulary studies <p><i>Assessment for Learning</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Goal setting/learning targets <input type="checkbox"/> creating balanced assessments <input type="checkbox"/> Providing forward feedback from formative assessments 	<p>-Periodic review of lesson plans -Collaborative review of scientific performance assessments -review of quarterly assessment</p> <p>- Walk-through & Forward Feedback from University partnership</p>	<p>better on the Science SOL test and Quarterly Assessment.</p>
E	<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>
(G) (O)	<p>84.4% of Grade 5 students scored proficient or better on the Science SOL. <u>Proficiency rates in stated categories</u></p>	<p>Increase the percentage of <u>ALL</u> Grade 5 students who scored proficient or better on</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Increase use of the scientific process <input type="checkbox"/> Non-fiction writing <input type="checkbox"/> Content area word wall and vocabulary <input type="checkbox"/> Increase use of non-fiction literature <input type="checkbox"/> Integration of content standards 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional Development Map <input type="checkbox"/> Peer coaching <input type="checkbox"/> Increasing effectiveness of scientific investigations 	<p>-Workshop agendas -Attendance logs -Formal/informal observations -Periodic review of lesson plans</p>	<p>The achievement gap will close by 10 percentage points while raising</p>

	<p>88.3% Earth /space systems and cycles 72.7% Force, Motion, Energy and matter 76.6% Life Processes and Living Systems 81.8% Scientific Investigation <u>Reporting Subgroup</u> White-94.4% Black-79.6% SPED-53.8% <u>Achievement gap</u> 14.8%</p>	<p>common grade level assessments, monthly assessments, and quarterly assessments by; <input type="checkbox"/> Decreasing Achievement gap between African-American and White students.</p>	<p><input type="checkbox"/> Content enhancement techniques <input type="checkbox"/> Increase audio/visual support such as United Streaming <input type="checkbox"/> Increase use of charts and graphs on teacher made tests <input type="checkbox"/> Teachers will set and manage scientific investigations on a frequent basis <input type="checkbox"/> On – going review of 4th grade objectives in Life Processes and Living systems and Force, Motion and Energy <input type="checkbox"/> Interactive Notebooks for topics of special need (may be used as re-teaching tool) Assessment For Learning <input type="checkbox"/> Formative assessment <input type="checkbox"/> Forward Feedback <input type="checkbox"/> Goal setting/Identifying Learning targets <input type="checkbox"/> Questioning <input type="checkbox"/> Providing forward feedback from formative assessments</p>	<p><input type="checkbox"/> Workshop on implementing content enhancement techniques <input type="checkbox"/> Vocabulary studies</p> <p>Assessment for Learning <input type="checkbox"/> Goal setting/learning targets <input type="checkbox"/> creating balanced assessments <input type="checkbox"/> Providing forward feedback from formative assessments</p>	<p>-Collaborative review of scientific performance assessments -review of quarterly assessment</p>	<p>achievement for all students</p> <p>At least 82% of students will score proficient or better on the Science SOL test and Quarterly Assessment.</p>
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E	<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>
	Grades K not meet benchmarks on	Increase the percentage of	<input type="checkbox"/> Appropriate use of Think Alouds during literacy instruction	<input type="checkbox"/> Vocabulary studies	-Workshop agendas	At least 90%

	PALS <u>Proficiency rates in stated categories</u> <i>Grade K-26 students</i>	<u>ALL</u> Grades K and 1	<input type="checkbox"/> Increase reader engagement through consistent read aloud and shared reading <input type="checkbox"/> Explicit strategies use where teacher and student model using authentic literature and decoding text <input type="checkbox"/> increase knowledge of text through guided reading, writing practice to develop concept of word	Assessment for Learning <input type="checkbox"/> Goal setting/learning targets <input type="checkbox"/> creating balanced assessments <input type="checkbox"/> Providing forward feedback from formative assessments	-Attendance logs -Formal/informal observations -Periodic review of lesson plans -Collaborative review of scientific performance assessments -review of Monthly BTL reports	of students will meet benchmarks on PALS assessments
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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</i>	<i>Instructional Strategies</i>	<i>Related</i>	<i>How will we</i>	<i>What Will We</i>
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A		Indicator		Professional Development	Assess Implementation?	Look for as Student Results?
(S)	SMART REPORT 06-07 <u>Out of School Suspension:</u> 03-04--- 43 04-05---56 05-06....68 (42 students) 06-07---63 (47 students) <u>Rule Violations</u> Disruption-38 Disrespect-7 Insubordination-7 Fighting- 4 Harrassment-30 Theft-8 Assault on Staff-1 Profanity-7	To decrease the number of out of school suspension	<input type="checkbox"/> Improve utilization of PATHS behavioral intervention program <input type="checkbox"/> Setting objectives and providing immediate feedback to students and teachers for improved behaviors <input type="checkbox"/> classroom behavior plans <input type="checkbox"/> Project Ride <input type="checkbox"/> Peer Mediation <input type="checkbox"/> Part time ISTO <input type="checkbox"/> Eagles club and Project esteem program to build self esteem and mentor <input type="checkbox"/> Teacher/Student Mentorship Program <input type="checkbox"/> Personal Educational Plan for Overage students	<input type="checkbox"/> Mini-workshops will be implemented during faculty meetings addressing positive applied behavioral strategies for improving student behaviors <input type="checkbox"/> Increase the use of functional behavioral assessments <input type="checkbox"/> creating and managing a behavior plan	-Safe and Secure team will review reports on a monthly basis and provide feedback to the staff -Parent conference forms will be reviewed for target students -review of referrals and discipline reports	Decrease the number of out of school suspension by at least 25% Decrease the percentage of Conflict Indicators and disruption by at least 20%

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 # 3: Active Engagement of Parents, Business, and Community in the Educational Process

	Identified Need	Tier 2 Indicator	Instructional	Related	How will we Assess	What Will
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A			<i>Strategies</i>	<i>Professional Development</i>	<i>Implementation?</i>	<i>We Look for as Student Results?</i>
	75% of the classes reporting at least 80% participation in Home Reading Program	- Increase the percentage of students reading at home	<input type="checkbox"/> Reading celebrations <input type="checkbox"/> Continuous monitoring and feedback to students <input type="checkbox"/> Incentives and collaboration with local library <input type="checkbox"/> Book talks on morning news show by students <input type="checkbox"/> Increase partnership between local library and school <input type="checkbox"/> class based reading program <input type="checkbox"/> celebration of AR high achievers <input type="checkbox"/> Vertical Grade level reading families	<input type="checkbox"/> Workshops on developing motivation of students <input type="checkbox"/> Goal setting and feedback <input type="checkbox"/> Workshop on leisure reading.	-Reading logs -Book talks -Library circulation of books -AR participation data -Grade Level and Class Data Chart	80% of students reading at home as indicated by reading logs and AR participation

IV. Plan Development and Dissemination Process

How Individuals Beyond School Improvement Team Members Were Involved in Developing Our Plan

The administration along with the faculty reviewed the accountability plan from the previous year during pre-service week to celebrate the goals that were met. It was noted that most of the objectives were met as indicated by the 2006-07 School Accountability Plan. The following weeks were followed by discussions of the Spring 2007 Standards of Learning results and the district's four world class targets. The discussions took place during grade level planning and with the school improvement team. Objectives were mapped out along with recommendations of strategies for improved student performance. A plan was drafted and shared with the grade level teams for discussion, revision and final approval.

Methods Used to Communicate Our Plan

The Accountability Plan will be finalized during the October staff meeting. The plan will be shared with our parents during a PTA Board meeting and via the PTA newsletter.

V. 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.

<u>Staff Development</u>			
Topic	Timeline	Participants	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Curriculum Mapping/Alignment Quarterly Planning	Quarterly	Math and Reading Teams/ Grade level Teams	Agendas Curriculum Maps
Unwrapping the standards	September - May	All Teaching Staff	Attendance Logs Journal Notebooks Study guides and notes Professional Development Map
Performance Assessments for content areas	November 2007	All Teaching Staff	Attendance Logs Professional Development Map
Formative feedback	November - January	All Teaching Staff	Attendance Log Professional Development Map
Data Driven Decision Making	September - May	All Teaching Staff	Attendance Log Professional Development Map
Strengthening Behavioral Interventions	A minimum of 5 faculty meetings From October to April	All Staff	Attendance Log. Faculty Agenda