



# NORFOLK PUBLIC SCHOOLS

005 Lake Taylor High School

## SCHOOL ACCOUNTABILITY PLAN Year: 2007-2008

*Dr. Stephen Jones, Superintendent of Schools*  
*Mr. Clifton Harrison, Principal*

October 31, 2007

Dear Lake Taylor High 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 LTHS School better.

Sincerely,

Mr. Clifton Harrison,  
Principal

## SCHOOL ACCOUNTABILITY TEAM

### Committee Members/Representation

Individual	Position
Mr. Clifton Harrison	A
Dr. Reuthenia Clark	A
Ms. Monica Robinson	A
Ms. Melanie Van Liere	A
Mr. Nathaniel Jones	A
Ms. Karen Berg	A
Ms. Katherine Arrant	T
Ms. Tamara Dunn	T
Ms. Lisa Brooks	T
Ms. Debra Farrell	T
Ms. Katherine Saunders	T
Ms. Mary Brown	T
Ms. Ruthi Kroskin	T
Mr. Ed Smith	T
Ms. Nannie Bogger	T
Ms. Carrie Pierce	T
Ms. Kim Barnes	T
Dr. Tanya Faulk	T
Captain Gene Garrett	T
Major Rachel Hill	P
Mr. Thomas Brinkley	P
Mr. Allen Bailey	P
Chris Butler	S
Aukayla Williams	S
April Winston	S
Ryan Webb	S
Ethan Kahne	S
Chris Jenkins	S
Ian Beneman	S
Barbara Whitehurst	S

### Committee Meetings

Date	Time	Location
September 20, 07	12:30 - 3pm	LTHS
September 21, 07	12:30 - 3pm	LTHS
September 27, 07	12:30 - 3pm	LTHS
October 11, 2007	12:30 - 3pm	LTHS
October 26, 2007	12:30 - 2pm	LTHS
October 30, 2007	12:30 - 2pm	LTHS

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.

## 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>		
x	Standards of Learning Test Results (B9-12)	x Graduation Rate (B1)
x	<i>Narrowing the Achievement Gap (B9-12)</i>	<input type="checkbox"/> Completed Algebra by End of Eighth Grade (B3)
x	<i>SOL Science (B9)</i>	x PSAT Participation and Achievement (B4)
x	<i>SOL History (B10)</i>	x SAT/ACT Participation and Achievement (B6)
x	<i>SOL Math (B11)</i>	x Foreign Language Enrollment
x	<i>SOL English (B12)</i>	x Scholarships Earned
<input type="checkbox"/>	Reading on Grade Level (B8)	x Teacher Retention (A1)
<input type="checkbox"/>	<i>STAR Test Results</i>	x Highly Qualified Teachers (A2)
x	<i>Gates-MacGinitie Test Results</i>	x <i>Classes Taught by Highly Qualified Teachers (A2)</i>
<input type="checkbox"/>	<i>PALS Tests Results</i>	x Professional Development Hours and Involvement Related to Academic Achievement
<input type="checkbox"/>	International Baccalaureate Program Enrollment, Results, Graduates (B7)	x Attendance Data for Staff (A3)
x	Advance Placement or Dual Enrollment Participation and Achievement ( B5)	x Attendance Data for Students & NCLB Subgroups (C1)
x	Certifications Earned, Received and CTE Diplomas (B2)	x <i>Chronic Student Absenteeism (C3)</i>
x	Promotion/Retention/Dropout (B13)	x Governor's School Results and Enrollment
		x <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)

<b><u>Safe, Secure &amp; Disciplined Learning Environment</u></b>		<b><u>Active Engagement of Parents Business and Community in Educational Process</u></b>	
x	District Survey Data (C4,C5)	x	Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
x	<i>Safe Schools (C4)</i>	x	Total Volunteer Hours by Parents and Community Members in Schools
x	<i>School Environment (C5)</i>	x	Direct Interactive Parent Contacts Involving Student Achievement
x	Incidents of Physical Violence (C2)	x	Training Workshops Provided for Parents/Community
x	<i>Incidents of Possession of Firearms in School (C2)</i>	<input type="checkbox"/>	<b><u>Other</u></b>
x	<i>Incidents of Possession of Weapons Other than Firearms in School (C2)</i>	x	Local Benchmarks/Standards of Excellence
x	<i>Students Without Incidents of Physical Violence in School (C2)</i>	x	State Benchmarks/Standards of Excellence
x	<i>Students Without Incidents of Possession of Firearms in School (C2)</i>	x	National Benchmarks/Standards of Excellence
x	<i>Students Without Incidents of Possession of Weapons Other than Firearms in School (C2)</i>	x	International Benchmarks/Standards of Excellences
x	Professional Development Hours and Involvement Related to School Climate and Student Discipline	x	Volunteer Log
		x	Adequate Yearly Progress
		x	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>Performance gap in major ethnic groups (African American/White)</p> <p>World I SOL</p> <p>02-03 - 4.5%</p> <p>03-04 - 14.2%</p> <p>04-05 - 9.6%</p> <p>05-06 - 14.9%</p> <p>06-07 - 15.6%</p> <p>Earth Science SOL</p> <p>02-03 - 25.5%</p> <p>03-04 - 35.6%</p> <p>04-05 - 31.4%</p> <p>05-06 - 21.8%</p> <p>06-07 - 26.3%</p> <p>Geometry SOL</p> <p>02-03 - 18.9%</p> <p>03-04 - 28.9%</p> <p>04-05 - 33.0%</p> <p>05-06 - 28.8%</p> <p>06-07 - 20.6%</p> <p>Students with Disabilities: Gap Difference between SWD and Regular ED students</p> <p>Algebra -19.4%</p> <p>Geometry -7.7%</p> <p>English RLR - 22%</p>	<p>Narrow the performance gap on common assessments by 5% in the identified areas:</p> <p>White/African-American</p> <p>SWD/Non-SWD</p>	<p>Teachers will implement:</p> <p>Marzano's Essential Nine</p> <ul style="list-style-type: none"> <li>▪ Similarities &amp; Differences</li> <li>▪ Summarizing &amp; Notetaking</li> </ul> <p>AVID Strategies (SLC)</p> <ul style="list-style-type: none"> <li>• WICR</li> <li>• Cornell Notetaking</li> </ul> <p>Various test-taking strategies</p> <p>Interactive word walls</p> <p>Active reading strategies</p> <p>Differentiation of instruction</p> <p>Students will take advantage of multiple opportunities for success</p> <p>Tutoring – on line tutorials</p> <p>Mentoring</p> <p>ALC equipped with online computers, SOL tutorial software, and content-related materials</p>	<p>D2SC Data Disaggregator</p> <p>Departmental In-service on instructional strategies (ongoing)</p> <ul style="list-style-type: none"> <li>- Powerful literacy</li> <li>- Classroom management and discipline</li> <li>- Word walls</li> <li>- Writing rubric</li> <li>- Rubric development</li> <li>- Questioning strategies</li> <li>- Instructional technology</li> <li>- United Streaming</li> <li>- Marzano's Essential 9</li> <li>- Marzano's vocabulary building</li> </ul> <p>Leadership Capacity and Development Inservice: Data Driven Decision Making</p> <p>Focus School support from Leadership Capacity and Development</p>	<p>Disaggregated Data - NPS Quarterly Assessments</p> <p>SOL Mock Assessments and data team common assessments</p> <p>Review Lesson Plans by Administrators/ Department Chair</p> <p>Common assessment disaggregated data monitoring by data team leaders, department chair, and administrators</p> <p>Informal and formal teacher observations (minimum of 2 weekly)</p> <p>Data Team notebooks</p> <p>Data Team planning</p> <p>Website Review</p>	<p>Improve passing rate based on NPS Quarterly Assessment data</p> <p>Narrow gap on quarterly assessments among identified areas</p> <p>Increase the percentage of students scoring at or above proficient level on collaboratively scored common assessments by 5% per discipline</p> <p>Increase the percentage of students scoring at or above proficient level on End of Course / Standards of Learning Assessments by 5% per discipline</p> <p>Increase the number of minority students graduating from high school within 4 years</p>

<p><b>B.</b></p>	<p>Literacy rate of incoming ninth graders scoring at or below grade 6 in reading comprehension (Gates-McGinitie)</p> <p>2005: 22% 2006: 43% 2007: 27%</p>	<p>Increase reading comprehension level of incoming ninth graders who are below grade level according to a quarterly assessment</p>	<p>Implement school-wide reading/writing initiative</p> <p>Use reading diagnostics to monitor student improvement</p> <p>Additional reading instruction for identified readers (5<sup>th</sup> – 6<sup>th</sup> grade reading level)</p> <p>Use of reading rubrics followed by questions for comprehension</p> <p>Implement Powerful Literacy Strategies</p> <p>Implement Sustained Silent Reading in reading improvement classes</p>	<p>Departmental In-services on Powerful Literacy Strategies (Ongoing)</p> <p>Professional Development for faculty on reading across the content areas</p> <p>Training for CORE and Collaborative Teams, Content Enhancement Routine/Make Sense Process Writing (Ongoing)</p>	<p>Data Team common assessments (Quarterly)</p> <p>Gates-McGinitie Tests</p> <p>Sample rubrics and data assessments from data teams Department Chair/Administrators (Quarterly)</p> <p>Agendas/Lesson Plans/Observations Department Chair/Administrators</p>	<p>Increase the percentage of students who pass the reading assessment given to all ninth graders in English classes by 3%</p> <p>Decrease the number of students who score 6 or below grade level by 3%</p> <p>Students in Reading Improvement will score one grade level higher on the post Gates-McGinitie test.</p>
<p><b>C.</b></p>	<p>Number of students scoring 3 or higher on AP courses</p> <p>2002-2003 – 18.4% 2003-2004 – 36.0% 2004-2005 – 22.6% 2005-2006 – 12.2% 2006-2007 – 27.4%</p>	<p>Increase student performance on each unit assessment using AP format</p>	<p>Utilize AP Potential software to identify and schedule students for AP classes</p> <p>Align unit tests with College Board format</p> <p>Parent AP night in the spring with potential AP candidates</p> <p>AP support</p>	<p>City-wide Teacher In-service</p> <p>College Board Teacher Training</p> <p>AP District Coordinator will conduct professional development</p> <p>Participate in AP Audit</p> <p>City-wide AP Collaboration meetings (monthly)</p>	<p>Feedback from AP coordinator</p> <p>Disaggregate results from AP formatted unit assessments using D2SC</p> <p>School-wide and District-wide Mock AP tests</p>	<p>Increase the percentage of students scoring 3 or higher on AP test</p>
<p><b>D.</b></p>	<p>Number of students scoring 1800 or higher on the SAT (verbal/math)</p>	<p>Increase student participation in SAT workshop and PSAT testing</p>	<p>Incentives for PSAT participation</p>	<p>In-service for SAT Prep teachers</p>	<p>Monitor SAT/PSAT scores</p>	<p>Increase the percentage of students scoring 1800 or higher on Verbal/Math</p>

E.	Number of students passing Industry Certification Tests Lake Taylor HS – 31 students	Increase number of students passing Industry Certification Tests by 3%	Require students in business, marketing, and technology classes to take the Industry Certification Test	Technology and other workshops and conferences for related teachers	More students will register for industry certification testing	More students graduating with work readiness skills
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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>Number of disorderly conduct infractions (law violations)</p> <p>2004-05: 1</p> <p>2005-06: 43</p> <p>2006-07: 18</p> <p>Number of students causing disruption infractions</p> <p>2004-05: 287</p> <p>2005-06: 366</p> <p>2006-07: 456</p>	<p>Decrease the number of students cited for disorderly conduct and disruption by 3% each month as compared to previous year</p>	<p>Discipline Team meets monthly</p> <p>Teachers assigned to hall duty in strategic locations</p> <p>Restricted stairwell access</p> <p>Increase parental contact</p> <p>Student Assistance Counselor (SAC) meets with transitioning students returning from long-term suspension</p> <p>Assign mentors to those returning transition students</p> <p>Security officers strategically placed where most effective</p> <p>School-wide tardy &amp; class cutting policies</p> <p>Administrative detention</p>	<p>Discipline In-service (fall)</p> <p>Professional Development on classroom management provided</p> <p>New Teacher Mentorship Program</p> <p>Use of strategies learned at district-wide inservices</p>	<p>Assistant Principal reports to Principal (Bi-Monthly)</p> <p>Discipline Team reports</p> <p>Observations by Administration and Department Chair</p> <p>Daily Discipline report</p>	<p>Decreased number of disruption and disorderly conduct infractions</p>
B.						

## 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>Parent, community and business involvement in the achievement of Lake Taylor High students</p> <p>Volunteer involvement in 2005-06, approximately 125 persons</p> <p>Volunteer involvement in 2006-07, approximately 70 persons</p>	<p>Increase involvement in the achievement of Lake Taylor High students by</p> <ul style="list-style-type: none"> <li>• parents</li> <li>• business</li> <li>• community</li> </ul>	<p>Periodic PTSA meetings</p> <p>Speakers from career institutes, colleges, and universities</p> <p>Parent volunteers chaperone school-sponsored field trips</p> <p>Students participate in community service activities through clubs, organizations and SLC</p> <p>Meet with Band Parent Boosters Association</p> <p>Meet with ROTC Booster Club</p> <p>Continue to award scholarships from the Athletic Booster Association</p> <p>Continue to host fall, winter &amp; spring Athletic Banquet</p>	<p>Parent University (City-wide)</p> <p>Town Meetings highlighting parental involvement (Principal)</p> <p>Weekly and semester parent-teacher conferences</p> <p>Membership in ROTC booster club provided by ROTC commander</p>	<p>Agendas for meetings (Principal and Assistant Principal)</p> <p>Tally of the number of Parent-Teacher Conferences (October &amp; March)</p> <p>Sign-in visitor logs</p> <p>Submissions of news articles for publication in <i>Your Week</i></p> <p>Membership of band parents provided by band director (Fall)</p> <p>Amount of scholarships awarded from the Athletic Booster Association (Spring)</p> <p>Program for fall, winter &amp; spring Athletic Banquet (Spring)</p> <p>Monitor the number of students who participate in Cooperative Education work program</p>	<p>Increase percentage of students at 2.0 GPA or above</p> <p>Decrease percentage of discipline infractions</p> <p>Increase student involvement in community and school projects</p> <p>Decrease in failure rate</p> <p>Decrease in ninth grade retention</p> <p>Increase students' options and opportunities upon graduation</p>

Staff attend community civic league meetings

New Student & SLC Orientation (August 21)

Parent-Teacher Conference Day (October & March)

“Partners in Education” with local businesses

Community support through Cooperative Education Work Program  
**departmental staff**

Increase parental contact

Open House September 13

Mailings:  
(Interim and report cards, SOL letters, failure letters, attendance letters)

Increase positive visibility of LTHS contributions to community causes

- Food Baskets
- Blood Drives
- Angel Tree
- Disaster Relief

Review Program of Work for clubs and organizations

Department Meeting Agendas (Monthly)

Programs for Honor Roll Assemblies

Teacher/Parent contact log

Partnership Agreement

Parent Newsletter (Monthly)

Number of Parental Contacts (phone logs, mailings, email logs, parent/teacher conference logs both weekly and city-wide)

Teacher On-line contact form (Number of e-mails received/sent)

Teacher Web Page (Number of hits)

Use materials and resources provided by NEA Tools To Support Priority Schools in school-wide and departmental staff development session

Honor Roll Assemblies/Incentives (Quarterly)

Town Meetings

Partnership with TCC

Increase PTA participation

Encourage parents to take advantage of weekly parent conferences with teacher

School-wide electronic bulletin board

School marquee

School web page

Teacher web page

Teacher On-line contact form and other parent contact methods

Access to eSembler for both parents and students

### **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**

The instructional team held meetings during the summer that gave us the opportunity to compile the data that would drive the direction of our accountability plan. Once this data was analyzed and the plan was drafted, we presented this draft to the data team leaders and other faculty and staff members, by department, giving them the opportunity to make suggestions/changes. Additionally, several parents and community members were given the opportunity to make suggestions and recommendations to the plan. Several students, known to be student leaders at Lake Taylor, were asked to review and make suggestions and/or recommendations as well.

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

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The plan will be shared with the entire faculty at an upcoming faculty meeting. It will also be presented to the officers and members at an upcoming PTSA meeting. Selected members of the student body (SCA) will also have an opportunity to read the plan in the near future. Furthermore, the administrative team will disclose the plan to the community through civic league meetings, the school web site, etc. The letter that is found at the beginning of this document will be made available on the school web site and will be mailed home to parents.

**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>
LTHS Vision	July 18, 2007	Instructional Team	Certificates
The Journey	July 18, 2007	Instructional Team	Certificates
Extensions and Connections	July 18, 2007	Instructional Team	Certificates
Leading with our Heads, Hearts, and Hands	July 18, 2007	Instructional Team	Certificates
Accountability Plan Planning	July 18, 2007	Instructional Team	Certificates
Discipline	July 19, 2007	Instructional Team	Certificates
Driving Instruction with Data	July 19, 2007	Instructional Team	Certificates
Introduction to the SLC Format	July 19, 2007	Instructional Team	Certificates
Leadership on the Line	July 19, 2007	Instructional Team	Certificates
Trust Matters – An Introduction	July 19, 2007	Instructional Team	Certificates
Smaller Learning Communities	August 27, 2007	Faculty	Sign In
Setting the Tone	August 27, 2007	Faculty	Sign In
Evaluation Procedures	August 28, 2007	Faculty as needed	Sign In

Meeting with the Mentors	August 28, 2007	Faculty as needed	Sign In
Lesson Planning	August 28, 2007	Faculty	Sign In
Keeping Parents Informed	August 28, 2007	Faculty	Sign In
Departmental Meetings	Monthly	Departments	Sign In
Data Team Meetings	Weekly	Data Team Members	Sign In
Discipline Team Meetings	Monthly	Discipline Team Members/Admin.	Sign In
SLC Strategies and Interventions	Ongoing	SLC Team Members and others	Sign In
AP Strategies	September	AP Teachers	Certificates
Marzano's Essentials (Applied Strategies)	September 20, 2007	Faculty	Sign In
Content Area Strategies for Effective Instruction	October 29, 2007	Faculty	Certificates