

Approved 10/26/07



# NORFOLK PUBLIC SCHOOLS

**William H. Ruffner Academy**

## **SCHOOL ACCOUNTABILITY PLAN** **Year: 2007-2008**

***Dr. Stephen Jones, Superintendent of Schools***  
***Mrs. Kenyetta A. Goshen, Principal***  
***Mrs. Elizabeth Layton, Assistant Principal***

A Message from the Principal . . .

October, 2007

Dear Ruffner Academy 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 Ruffner Academy better.

Sincerely,

Kenyetta A. Goshen  
Principal

## SCHOOL ACCOUNTABILITY TEAM

### Committee Members/Representation

### Committee Meetings

| Individual         | Position | Date               | Time           | Location        |
|--------------------|----------|--------------------|----------------|-----------------|
| Kenyetta Goshen    | A        | August 1, 2007     | 9:00-3:00 p.m. | Ruffner Academy |
| Elizabeth Layton   | A        | September 17, 2007 | 3:00 p.m.      | Ruffner Academy |
| Audrey Avery       | T        | September 25, 2007 | 3:00 p.m.      | Ruffner Academy |
| Yolanda Brown      | T        | October 10, 2007   | 3:00 p.m.      | Ruffner Academy |
| Gail Englert       | T        | November 9, 2007   | 3:00 p.m.      | Ruffner Academy |
| Lesha Harold       | T        | January 7, 2008    | 3:00 p.m.      | Ruffner Academy |
| Patrice Jones      | P        | February 7, 2008   | 3:00 p.m.      | Ruffner Academy |
| Sylvia Nowling     | T        | March 13, 2008     | 1:00 p.m.      | Ruffner Academy |
| Marice Minor       | R        | April 17, 2008     | 1:00 p.m.      | Ruffner Academy |
| Kim Jackson-Dinall | T/P      | May 1, 2008        | 3:00 p.m.      | Ruffner Academy |
| David Boyd         | S        | June 3, 2008       | 1:00 p.m.      | Ruffner Academy |
| Mrs. Burke         | P        |                    |                | Ruffner Academy |
| Mr. D. Williams    | C        |                    |                |                 |
| Ronald Berry       | R        |                    |                |                 |

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.

| <b>Tier 1 Indicators</b> (shading indicates areas in which data must be collected at the school level) |  |
|--|--|
| X  | Continuous Growth of Student Academic Achievement  |
| *  | Standards of Learning Test Results (B9-12) <input type="checkbox"/> Graduation Rate (B1)   |
| *  | <i>Narrowing the Achievement Gap (B9-12)</i> <input type="checkbox"/> Completed Algebra by End of Eighth Grade (B3)                                  |
| <input type="checkbox"/>   | <i>SOL Science (B9)</i> <input type="checkbox"/> PSAT Participation and Achievement (B4)   |
| <input type="checkbox"/>   | <i>SOL History (B10)</i> <input type="checkbox"/> SAT/ACT Participation and Achievement (B6)   |
| *  | <i>SOL Math (B11)</i> <input type="checkbox"/> Foreign Language Enrollment   |
| *  | <i>SOL English (B12)</i> <input type="checkbox"/> Scholarships Earned  |
| <input type="checkbox"/>   | Reading on Grade Level (B8) <input type="checkbox"/> Teacher Retention (A1)  |
| <input type="checkbox"/>   | <i>STAR Test Results</i> <input type="checkbox"/> Highly Qualified Teachers (A2)   |
| <input type="checkbox"/>   | <i>Gates-MacGinitie Test Results</i> <input type="checkbox"/> <i>Classes Taught by Highly Qualified Teachers (A2)</i>                                |
| <input type="checkbox"/>   | <i>PALS Tests Results</i> <input type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement                    |
| <input type="checkbox"/>   | International Baccalaureate Program Enrollment, Results, Graduates (B7) <input type="checkbox"/> Attendance Data for Staff (A3)                      |
| <input type="checkbox"/>   | Advance Placement or Dual Enrollment Participation and Achievement ( B5) <input type="checkbox"/> Attendance Data for Students & NCLB Subgroups (C1) |
| <input type="checkbox"/>   | Certifications Earned, Received and CTE Diplomas (B2) <input type="checkbox"/> <i>Chronic Student Absenteeism (C3)</i>                               |
| *  | Promotion/Retention/Dropout (B13) <input type="checkbox"/> Governor's School Results and Enrollment  |
|  | <input type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement  |

| <b>Tier 1 Indicators</b> (shading indicates areas in which data must be collected at the school level) |   |                          |  |
|--|---|--------------------------|--|
| X  | Safe, Secure & Disciplined Learning Environment   | X                        | Active Engagement of Parents Business and Community in Educational Process                                 |
| <input type="checkbox"/>   | District Survey Data (C4,C5)  | <input type="checkbox"/> | Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency |
| <input type="checkbox"/>   | <i>Safe Schools (C4)</i>  | <input type="checkbox"/> | Total Volunteer Hours by Parents and Community Members in Schools  |
| *  | <i>School Environment (C5)</i>  | *                        | Direct Interactive Parent Contacts Involving Student Achievement   |
| <input type="checkbox"/>   | Incidents of Physical Violence (C2)   | <input type="checkbox"/> | Training Workshops Provided for Parents/Community  |
| <input type="checkbox"/>   | <i>Incidents of Possession of Firearms in School (C2)</i>                                       | <input type="checkbox"/> | Other  |
| <input type="checkbox"/>   | <i>Incidents of Possession of Weapons Other than Firearms in School (C2)</i>                    | <input type="checkbox"/> | Local Benchmarks/Standards of Excellence   |
| <input type="checkbox"/>   | <i>Students Without Incidents of Physical Violence in School (C2)</i>                           | <input type="checkbox"/> | State Benchmarks/Standards of Excellence   |
| <input type="checkbox"/>   | <i>Students Without Incidents of Possession of Firearms in School (C2)</i>                      | <input type="checkbox"/> | National Benchmarks/Standards of Excellence  |
| <input type="checkbox"/>   | <i>Students Without Incidents of Possession of Weapons Other than Firearms in School (C2)</i>   | <input type="checkbox"/> | International Benchmarks/Standards of Excellences  |
| <input type="checkbox"/>   | Professional Development Hours and Involvement Related to School Climate and Student Discipline | <input type="checkbox"/> | Volunteer Log  |
|  |   | <input type="checkbox"/> | Adequate Yearly Progress   |
|  |   | <input type="checkbox"/> | State Report Card  |
|  |   | <input type="checkbox"/> | Other ( <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 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> |       |                 |     |     |                 |     |     |                       |  |       |       |       |       |       |     |       |       |       |       |       |       |       |     |   |   |  |   |   |                         |  |         |     |         |     |         |     |
|--|---|--|---------------------------------|---|---|--|-------|-----------------|-----|-----|-----------------|-----|-----|-----------------------|--|-------|-------|-------|-------|-------|-----|-------|-------|-------|-------|-------|-------|-------|-----|---|---|--|---|---|-------------------------|--|---------|-----|---------|-----|---------|-----|
| <b>A.</b>                              | <p><b>I- MATH</b></p> <p>The need exists for more students to score at or above proficient on the Reading and Math SOL tests for grades 6, 7, and 8.</p> <table border="1" data-bbox="178 828 420 987"> <thead> <tr> <th colspan="3">Math SOL Pass Rates for grades 6 and 7</th> </tr> <tr> <th></th> <th>05-06</th> <th>06-07</th> </tr> </thead> <tbody> <tr> <td>6<sup>th</sup></td> <td>32%</td> <td>50%</td> </tr> <tr> <td>7<sup>th</sup></td> <td>33%</td> <td>36%</td> </tr> </tbody> </table><br><table border="1" data-bbox="178 1023 394 1307"> <thead> <tr> <th colspan="2">Math 8 SOL Pass Rates</th> </tr> </thead> <tbody> <tr> <td>00-01</td> <td>58.7%</td> </tr> <tr> <td>01-02</td> <td>61.2%</td> </tr> <tr> <td>02-03</td> <td>61%</td> </tr> <tr> <td>03-04</td> <td>66.4%</td> </tr> <tr> <td>04-05</td> <td>73.7%</td> </tr> <tr> <td>05-06</td> <td>69.5%</td> </tr> <tr> <td>06-07</td> <td>62%</td> </tr> </tbody> </table> <p><u>Specific Areas to address:</u><br/>51% of Grade 6 and 36% of Grade 7 students scored proficient or</p> | Math SOL Pass Rates for grades 6 and 7 |                                 |   |   | 05-06  | 06-07 | 6 <sup>th</sup> | 32% | 50% | 7 <sup>th</sup> | 33% | 36% | Math 8 SOL Pass Rates |  | 00-01 | 58.7% | 01-02 | 61.2% | 02-03 | 61% | 03-04 | 66.4% | 04-05 | 73.7% | 05-06 | 69.5% | 06-07 | 62% | <p>Increase the percentage of students who score proficient or higher on common bi-weekly, mid-quarter, and local quarterly math assessments in grades 6, 7, and 8.</p> | <p>Teachers will require that all students clarify and justify, orally and in writing, their steps for solving each problem. The strategy of error analysis will be used for understanding the basis for all correct and incorrect answers.</p> <p>Teachers and students will work with visual representations to stimulate math vocabulary development. Example: use of concept maps and other graphic organizers.</p> <p>All students will participate in problem solving for skill building in the areas of geometry, measurement, patterns, functions, and algebra based on common formative assessment data.</p> <p>Teachers will incorporate instructional technology programs into each unit lesson in order to allow the students to practice their math skills and monitor their own progress via computer. Examples include Orchard, ARDT, and Classzone.</p> | <p>▪Data Driven Decisions<br/>Connecting the data to our math goals.</p> <p>Quarterly Power Planning Sessions focused on research based strategies for improving achievement within each math strand.</p> <p>Monthly Faculty Focus and/or Vertical Team meetings</p> <ul style="list-style-type: none"> <li>- Building Academic (math) Vocabulary</li> <li>- Common Formative Assessments</li> </ul> <p>Math Manipulatives Training</p> <p>External and Internal Walk-throughs ( one elementary, middle, and high school) feedback and coaching.</p> <p>Instructional technology</p> | <p>Informal and formal classroom observations and the review of lesson plans and reflections by the administration, department chairpersons, and other instructional support personnel by utilizing a rubric for plan reviews.</p> <p>Peer sharing, common grade level planning, and peer observations.</p> <p>Student outcomes and review of student work.</p> <p>Student data analysis and action planning for all common assessments and testing (biweekly, mid-phase, and quarterly) will be conducted by the data team, department, and the grade level along with data book reviews.</p> <p>Internal and External walk through documents</p> <p>Professional Development attendance forms and</p> | <p>A graph that reflects a steady increase in students (grades 6, 7, 8) who score proficient or above in math on common biweekly, mid-phase, and quarterly assessments and testing administered throughout the school year.</p> <p>An increase in the percentage of students who score proficient or above on the Math 6, 7, and 8 grade SOL tests.</p> <table border="1" data-bbox="1627 1101 1843 1258"> <thead> <tr> <th colspan="2">Math SOL Goals for 2008</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>75%</td> </tr> <tr> <td>Grade 7</td> <td>75%</td> </tr> <tr> <td>Grade 8</td> <td>80%</td> </tr> </tbody> </table> <p>*-75% or more of grade 6, 7, and 8 students will score proficient or above in the categories of Measurement &amp;</p> | Math SOL Goals for 2008 |  | Grade 6 | 75% | Grade 7 | 75% | Grade 8 | 80% |
| Math SOL Pass Rates for grades 6 and 7 |   |  |                                 |   |   |  |       |                 |     |     |                 |     |     |                       |  |       |       |       |       |       |     |       |       |       |       |       |       |       |     |   |   |  |   |   |                         |  |         |     |         |     |         |     |
|  | 05-06   | 06-07                                  |                                 |   |   |  |       |                 |     |     |                 |     |     |                       |  |       |       |       |       |       |     |       |       |       |       |       |       |       |     |   |   |  |   |   |                         |  |         |     |         |     |         |     |
| 6 <sup>th</sup>                        | 32%   | 50%                                    |                                 |   |   |  |       |                 |     |     |                 |     |     |                       |  |       |       |       |       |       |     |       |       |       |       |       |       |       |     |   |   |  |   |   |                         |  |         |     |         |     |         |     |
| 7 <sup>th</sup>                        | 33%   | 36%                                    |                                 |   |   |  |       |                 |     |     |                 |     |     |                       |  |       |       |       |       |       |     |       |       |       |       |       |       |       |     |   |   |  |   |   |                         |  |         |     |         |     |         |     |
| Math 8 SOL Pass Rates                  |   |  |                                 |   |   |  |       |                 |     |     |                 |     |     |                       |  |       |       |       |       |       |     |       |       |       |       |       |       |       |     |   |   |  |   |   |                         |  |         |     |         |     |         |     |
| 00-01                                  | 58.7%   |  |                                 |   |   |  |       |                 |     |     |                 |     |     |                       |  |       |       |       |       |       |     |       |       |       |       |       |       |       |     |   |   |  |   |   |                         |  |         |     |         |     |         |     |
| 01-02                                  | 61.2%   |  |                                 |   |   |  |       |                 |     |     |                 |     |     |                       |  |       |       |       |       |       |     |       |       |       |       |       |       |       |     |   |   |  |   |   |                         |  |         |     |         |     |         |     |
| 02-03                                  | 61%   |  |                                 |   |   |  |       |                 |     |     |                 |     |     |                       |  |       |       |       |       |       |     |       |       |       |       |       |       |       |     |   |   |  |   |   |                         |  |         |     |         |     |         |     |
| 03-04                                  | 66.4%   |  |                                 |   |   |  |       |                 |     |     |                 |     |     |                       |  |       |       |       |       |       |     |       |       |       |       |       |       |       |     |   |   |  |   |   |                         |  |         |     |         |     |         |     |
| 04-05                                  | 73.7%   |  |                                 |   |   |  |       |                 |     |     |                 |     |     |                       |  |       |       |       |       |       |     |       |       |       |       |       |       |       |     |   |   |  |   |   |                         |  |         |     |         |     |         |     |
| 05-06                                  | 69.5%   |  |                                 |   |   |  |       |                 |     |     |                 |     |     |                       |  |       |       |       |       |       |     |       |       |       |       |       |       |       |     |   |   |  |   |   |                         |  |         |     |         |     |         |     |
| 06-07                                  | 62%   |  |                                 |   |   |  |       |                 |     |     |                 |     |     |                       |  |       |       |       |       |       |     |       |       |       |       |       |       |       |     |   |   |  |   |   |                         |  |         |     |         |     |         |     |
| Math SOL Goals for 2008                |   |  |                                 |   |   |  |       |                 |     |     |                 |     |     |                       |  |       |       |       |       |       |     |       |       |       |       |       |       |       |     |   |   |  |   |   |                         |  |         |     |         |     |         |     |
| Grade 6                                | 75%   |  |                                 |   |   |  |       |                 |     |     |                 |     |     |                       |  |       |       |       |       |       |     |       |       |       |       |       |       |       |     |   |   |  |   |   |                         |  |         |     |         |     |         |     |
| Grade 7                                | 75%   |  |                                 |   |   |  |       |                 |     |     |                 |     |     |                       |  |       |       |       |       |       |     |       |       |       |       |       |       |       |     |   |   |  |   |   |                         |  |         |     |         |     |         |     |
| Grade 8                                | 80%   |  |                                 |   |   |  |       |                 |     |     |                 |     |     |                       |  |       |       |       |       |       |     |       |       |       |       |       |       |       |     |   |   |  |   |   |                         |  |         |     |         |     |         |     |

better in the Measurement and geometry strand.

46% of grade 6 and 42% of grade 7 students scored proficient in the estimates and computation category.

## II- READING

| Reading SOL Pass Rates |       |       |
|------------------------|-------|-------|
|                        | 05-06 | 06-07 |
| 6 <sup>th</sup>        | 67%   | 73%   |
| 7 <sup>th</sup>        | 69%   | 70%   |

| Reading 8 SOL Pass Rates |       |
|--------------------------|-------|
| 00-01                    | 58.7% |
| 01-02                    | 62.3% |
| 02-03                    | 49.4% |
| 03-04                    | 61.5% |
| 04-05                    | 69.6% |
| 05-06                    | 65.6% |
| 06-07                    | 69%   |

Increase the percentage of students who score proficient or higher on common bi-weekly, mid-quarter, and local quarterly assessments in grades 6, 7, and 8 for reading.

Teachers will employ a variety of hands on manipulatives and connections to real life situations for skill building in the area of geometry, measurement, and patterns, functions and algebra. Examples: Geo-boards, Geo-shapes, Patterns Blocks, and Fraction Shapes and bars.

Students will use before, during, and after reading strategies for each guided reading lesson. Examples: Anticipation Guides, Think Alouds Re-reads, Reflection Reviews, and Guide Comprehension.

Teachers will employ effective questioning techniques for assisting students with making inferences and drawing conclusions from fiction, nonfiction, and narrative sources.

Teachers will require that all students justify all answers to any reading question.

Students will work with nonlinguistic representation in order to build literacy vocabulary. Example: use of concept maps and other graphic organizers.

All teachers across each discipline will incorporate into their daily

training for our math classrooms

▪Data Driven Decisions  
Connecting the data to our English/ Reading goals.

Quarterly Power Planning Sessions focused on research based strategies for literacy improvement.

Monthly Faculty Focus and/or Vertical Team meetings

- Building Academic Vocabulary
- Effective Questioning for the reading content
- Powerful Literacy

External and Internal Walkthrough ( one elementary, middle, and high school) feedback and coaching.

Instructional technology

evaluation.

Review of grade level and vertical team meeting agendas and minutes.

Informal and formal classroom observations and the review of lesson plans and reflections by the administration, department chairpersons, and other instructional support personnel.

Peer sharing, common grade level planning, and peer observations.

Student outcomes and review of student work and student self monitoring scales.

Monitoring of students' present level of performance based on assessment and testing data. Data analysis of all common assessments and testing (biweekly, mid-phase, and quarterly) will be conducted by the data team, department, and the

Geometry and Estimates and Computation.

A graph that reflects a steady increase in students (grades 6, 7, 8) who score proficient or above in reading on common biweekly, mid-phase, and quarterly assessments and testing administered throughout the school year.

An increase in the percentage of students who score proficient or above on the English: Reading, Literature, and Research SOL tests for grades 6, 7, and 8.

| English Reading, Literature, and Research SOL Goals for 2008 |     |
|--|-----|
| Grade 6  | 80% |
| Grade 7  | 80% |
| Grade 8  | 80% |

lesson plan a vocabulary building activity that focuses on the effective use of context clues or word within a word strategies.

Teachers will use quarterly 1:1 reading conferencing to identify and share students' strengths for strategic growth and remediation planning. Each student will participate in ongoing monitoring of his or her own progress.

training for our reading classroom. Read 180, STAR, and Reading Academy.

grade level.

Internal and External walk through documents

Professional Development attendance forms and evaluation.

Review of grade level and vertical team meeting agendas and minutes.

C

The need exists to increase the percentage of students who are promoted to the next grade level.

| Schoolwide Promotion Rate |        |
|---------------------------|--------|
| 06-07                     | 76.5%  |
| 05-06                     | 73.5 % |
| 04-05                     | 78.4 % |
| 03-04                     | 75%    |
| 02-03                     | 76%    |

| Promotion Rate by Grade for 2007 |     |
|----------------------------------|-----|
| Grade 6                          | 85% |
| Grade 7                          | 70% |
| Grade 8                          | 75% |

An increase of the students who pass six or more classes per grading quarter.

Creative and flexible scheduling will be used to extend the learning time for students in specific areas of concern.

Teachers will implement various differentiated instructional strategies in order to accommodate all learning styles.

Students will use the progress monitoring system to monitor their achievement on a weekly basis.

Teachers will provide students with multiple opportunities for success by using the Form A and B process for all assignments and tests.

Teachers will use effective questioning techniques and tasks that elicit, engage, and challenge each student's thinking for deeper understanding.

Teacher training focused on the effective strategies for decreasing student retention.

Differentiated Instruction Training

Student Leadership Training on Academic Responsibility, Reliability, and Resiliency.

Teacher training on authentic grading practices and the correlation to standardized testing performance.

Parent workshops on strategies for increasing the academic success for all students.

Informal and formal classroom observations

Monitoring of students' present level of performance based on assessment and testing data. Data analysis and action planning for all common assessments and testing (biweekly, mid-phase, and quarterly) will be conducted by the data team, department, and the grade level.

Data reviews of all interim progress reports and quarterly report cards.

A graph that reflects a steady increase in the number of students who pass six or more classes each grading period.

An increase of at least four percentage points in the school wide promotion rate for 2008 to 80%.

D.

The need exists to eliminate the achievement gap in the content area of math as it pertains to the subgroup of special education students.

| Math SOL Special and Regular Education Achievement Gap 2007 |     |
|---|-----|
| Grade 6   | 49% |

To decrease the special education-regular education achievement gap on all math common biweekly, mid-phase, and local

Teachers will employ a variety of differentiated instructional strategies based on the needs and learning styles of the students.

Monthly Faculty Focus and/or Vertical Team meetings

- Best Practices for reaching all students.
- VGLA Collection of Evidence Training

Monitoring of students' present level of performance based on assessment and testing data. Special education data analysis of all common assessments and testing (biweekly, mid-phase, and quarterly) will be conducted by the data team, department, and the grade level.

The special-regular education achievement gap will close by at least 15 percentage points for each grade level.

| Math SOL Achievement Gap Goals for 2008 |     |
|---|-----|
| Grade 6                                 | 30% |
| Grade 7                                 | 21% |
| Grade 8                                 | 25% |

|         |     |
|---------|-----|
| Grade 7 | 36% |
| Grade 8 | 42% |

quarterly assessments.

Monitoring of student progress and data analysis via monthly VGLA collection of evidence reviews based on rubrics designed the VGLA process.

The need exists to decrease the absenteeism rate for the sixth grade level.

37 % of the sixth grade students were chronically absent with 10 days or more during school years 2005-2006 and 2006-2007.

To decrease the absentee rate for sixth grade students for each quarter of the school year.

Implementation of the Ruffner Academy Attendance Success Program for sixth graders. To include close attendance monitoring, parent sessions, student motivation activities, rewards and incentive program for good attendance and improvement.  
Implementation of the Ruffner Academy Mentorship Program (RAMP) and the Adopt-a-Student Campaign.

Parent workshops on strategies for increasing the academic success for all students.

Faculty and Staff training on positive connections with students and how to motivate for success.

Truancy Prevention Training

Monthly monitoring of student attendance data for all sixth graders.

Review of parent and teacher workshop and training logs.

A graph that reflects a steady decrease in the absentee rate for the sixth grade level as evidenced by the monthly attendance reports.

A decrease of ten percentage points or more in the area of chronic absenteeism for the sixth grade level for 2007-2008 to 27% or less.

## 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. | The need exists to decrease the number of incidents of | To decrease the number of infraction referrals in the area of disruption as indicated on the monthly | Conduct quarterly grade level discipline and motivational assemblies. | Staff will participate in school-wide "Connecting with Kids" sessions | Monthly discipline data reviews and action planning. | A steady decrease in referrals for disruption as indicated by monthly SMART data reviews. |

disruption within the school environment.

discipline reports.

Teachers will implement the strategies of procedures and routines for managing behavior within the classroom.

Grade level and cluster meetings focused on reviewing discipline data and developing intervention plans for the students and teachers.

Formal and informal classroom management observations conducted by the administration and dean of students.

An end of year decrease in disruption referrals by 15 % in comparison to 2007. The 2008 goal is to have less than 450 referrals.

SMART Discipline Data

| Disruption Referrals |     |
|----------------------|-----|
| 04-05                | 506 |
| 05-06                | 704 |
| 06-07                | 527 |

Appropriate referrals will be made to the Safe Schools Program and outside youth agencies.

Select teachers (new and veteran) to participate in the BEST, COMP, or TESA program.

Attendance log and evaluations for all professional development related to classroom management.

Individual success meetings will be held with all students receiving 3 or more referrals. The student, administration, and parent will work to collaboratively develop a success plan for improvement.

Character education training and exposure for teachers and students.

Student feedback forms for the motivational sessions.

Parent workshops focused on enhancing the social success of their child.

Implementation of a school-wide character education program.

## 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

|    | <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. | The need exists to increase direct and interactive | To increase the number of parent/guardian contacts pertaining to the | Implementation of the Ruffner Academy weekly parent teacher | Parent/Guardian volunteer information sessions. | Parent/Guardian logs Meeting agendas and   | An increase in the number of interactive parent and/or guardian |

parent/guardian involvement that is centered on student achievement.

| Parent Contact and Conferences |      |
|--------------------------------|------|
| 04-05                          | 1071 |
| 05-06                          | 1128 |
| 07-08                          | 1397 |

academic achievement of the Ruffner Academy students as indicated by the weekly parent conference log.

conference afternoon (Thursday).

Our school will:  
 - conduct PTA, community, and parent/guardian information meetings.  
 -conduct parent workshops centered on increasing student achievement.  
 - conduct community or home visit sessions with parents.

Teacher training sessions on fostering stronger connections between the school and home.

Parent, Community, and Staff Technology Night

Parent SOL Night for grades 6, 7, and 8.

minutes.

Program evaluation logs

contacts and conferences held pertaining to student achievement.

|               |      |
|---------------|------|
| Goal for 2008 | 1680 |
|---------------|------|

### 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”.

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

The Ruffner Academy school accountability plan is an outgrowth of collaboration between various stakeholders. Recommendations were included from faculty, staff, students, parents, and the community. This was done via faculty meetings, parent sessions, student interviews, grade level meetings, and data review sessions.



**Methods Used to Communicate Our Plan**

Communicating our goals and objectives to all stakeholders is a vital component of our plan for success. Our goals and progress are made public to all stakeholders via newsletters, our website, meetings, and presentations. We also make our plan available to stakeholders by maintaining a hard copy in our media center. We openly invite individuals to review our plan, discuss our progress, and to provide input for growth.

**I 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</i> |

|  |   |   |  |
|--|---|---|--|
|  |   |   | <i>Logs, Agendas, etc.</i>   |
| <b>Data Analysis and Action Planning Training</b>  | August 2007- May 2008                               | All Ruffner Academy Teachers  | Data Team Review Minutes<br>Attendance Logs  |
| <b>Math Manipulative Training</b>  | August 2007 and January 2008                        | Math Department   | Professional Development Logs  |
| <b>Connecting with Kids and Character Education</b>  | August 2007 - May 2008<br>(Quarterly)               | Select Teachers (Based on SMART Data)   | Certificates of Participation<br>Attendance Logs   |
| <b>Instructional Technology Training for all content areas</b>   | 2007- Sept. Oct. Nov.<br>2008- January, Feb., March | All Teachers and Paraprofessionals  | TSIP Logs, Feedback Forms, Handouts<br>Attendance Documents                                  |
| <b>Common Formative Assessment Training</b>  | September 21, 2007                                  | Data Team Members<br>Select Teachers ( Algebra, Math 8,<br>Special Education, Administration) | Certificate of attendance<br>Training Materials  |
| <b>Unwrapping the Standards</b>  | September – November 2007                           | Math Department   | Attendance Documents<br>Training Handouts and feedback forms                                 |
| <b>Three Minute Walkthrough Training</b>   | September 2007                                      | Department Chairpersons<br>Administration   | Professional Development Logs  |
| <b>Quarterly Power Planning Sessions</b>   | August and November 2007<br>January and April 2008  | All Core Content and Electives Teachers<br>Administration                                     | Accountability Plan Reviews<br>Session Minutes and Action Plan Notes<br>Attendance Documents |
| <b>Faculty Focus Sessions</b> (Academic Vocabulary, Powerful Literacy, Effective Questioning Strategies, Authentic Grading , Best Practices, Truancy Prevention, Differentiated Instruction) | Monthly for school year 2007-2008                   | Entire Faculty and staff  | Sign In Sheets and Feedback Forms<br>Professional Development Certificates                   |
| <b>Vertical Team Meetings</b>  | Monthly for school year 2007-2008                   | All teachers meet with their department   | Vertical Team Minutes with attendance  |
| <b>Common Planning Opportunities</b>   | Biweekly for school year 2007-2008                  | All teachers meet with their grade levels   | Grade level team meeting minutes with attendance logs. Lesson Plan reviews.                  |

10-16-07

