



NORFOLK PUBLIC SCHOOLS

Berkley/Campostella Early Childhood Education Center
School

SCHOOL ACCOUNTABILITY PLAN

Year: 2007/2008

Dr. Stephen Jones, Superintendent of Schools
Cheryl C. Bunch, Principal

October 19, 2007

Dear Berkley/Campostella Early Childhood Education Center 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 Berkley/Campostella Early Childhood Education Center School better.

Sincerely,

Cheryl C. Bunch

Principal

World Class Performance Measures

To support the achievement of the four targets of a World Class School District, the following Performance Measures have been identified:

A: Teacher Quality

- Performance Measure A1: Teacher Retention
- Performance Measure A2: Highly Qualified Teachers
- Performance Measure A3: Teacher Attendance
- Performance Measure A4: Teacher Evaluation

B: Student Achievement

- Performance Measure B1: Graduation Rate
- Performance Measure B2: Certifications earned, received and CTE diplomas
- Performance Measure B3: Completion of Algebra I by the end of 8th grade
- Performance Measure B4: PSAT participation and achievement
- Performance Measure B5: AP or Dual Enrollment participation and achievement
- Performance Measure B6: SAT/ACT participation and achievement
- Performance Measure B7: IB Program Graduates
- Performance Measure B8: Reading on Grade Level
- Performance Measure B9: SOL Science
- Performance Measure B10: SOL History
- Performance Measure B11: SOL Math
- Performance Measure B12: SOL English
- Performance Measure B13: Promotion

C: Quality Learning Environment

- Performance Measure C1: Percent of Attendance by level & NCLB subgroups
- Performance Measure C2: Student Discipline & Infractions
- Performance Measure C3: Chronic Absenteeism
- Performance Measure C4: Safe Schools
- Performance Measure C5: School Environment

D: Leadership and Organizational Quality

- Performance Indicator D1: School-based Leadership

I. Needs Assessment

Data for Tier 1 Indicators (division and state expectations) were compiled, reviewed and analyzed as part of our needs assessment process. This analysis included division and school level results. The Tier 1 Indicators noted below with an “X” were reviewed as part of our needs assessment process. Please note that an asterisk (*) indicates information we viewed as most important in our needs assessment process. As a result of the team’s review of the data, analyses, and discussions, and keeping in mind Norfolk Public Schools’ long range plans, we were able to identify needs and to develop corresponding Tier 2 Indicators (selected by each school) and instructional strategies tied to each of our identified needs. The letter/number notation indicated for Tier I indicators corresponds to the Strategic Plan Performance Measure.

The Tier 2, school-based indicators, represent classroom and building-level data that can be tracked on a monthly basis. Each school in our division **selects seven (7) Tier 2 Indicators** to focus on during the year. **Of these seven (7) Tier 2 Indicators, at least three (3) must support continuous growth of student academic achievement, at least one (1) must support a disciplined learning environment, and at least one (1) must support the active engagement of parents, business, and the community in the educational process. The other two indicators can support any of the three School Board objectives.**

Tier 1 Indicators (shading indicates areas in which data must be collected at the school level)

<u>Continuous Growth of Student Academic Achievement</u>	
<input type="checkbox"/> Standards of Learning Test Results (B9-12)	<input type="checkbox"/> Graduation Rate (B1)
<input type="checkbox"/> <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)
<input type="checkbox"/> <i>SOL Math (B11)</i>	<input type="checkbox"/> Foreign Language Enrollment
<input type="checkbox"/> <i>SOL English (B12)</i>	<input type="checkbox"/> 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)
<input type="checkbox"/> <i>Gates-MacGinitie Test Results</i>	<input type="checkbox"/> <i>Classes Taught by Highly Qualified Teachers (A2)</i>
X <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)
<input type="checkbox"/> Advance Placement or Dual Enrollment Participation and Achievement (B5)	X 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>
<input type="checkbox"/> Promotion/Retention/Dropout (B13)	<input type="checkbox"/> Governor's School Results and Enrollment
	X Professional Development Hours and Involvement Related to Academic Achievement

Tier 1 Indicators (shading indicates areas in which data must be collected at the school level)

<u>Safe, Secure & Disciplined Learning Environment</u>		<u>Active Engagement of Parents Business and Community in Educational Process</u>
<input type="checkbox"/> District Survey Data (C4,C5)	X	Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
X Safe Schools (C4)	X	Total Volunteer Hours by Parents and Community Members in Schools
X School Environment (C5)	X	Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/> Incidents of Physical Violence (C2)	X	Training Workshops Provided for Parents/Community
<input type="checkbox"/> Incidents of Possession of Firearms in School (C2)	<input type="checkbox"/>	Other
<input type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School (C2)	X	Local Benchmarks/Standards of Excellence
<input type="checkbox"/> Students Without Incidents of Physical Violence in School (C2)	<input type="checkbox"/>	State Benchmarks/Standards of Excellence
<input type="checkbox"/> Students Without Incidents of Possession of Firearms in School (C2)	<input type="checkbox"/>	National Benchmarks/Standards of Excellence
<input type="checkbox"/> Students Without Incidents of Possession of Weapons Other than Firearms in School (C2)	<input type="checkbox"/>	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
	<input type="checkbox"/>	State Report Card
	<input type="checkbox"/>	Other (please specify):

II. Objectives Linked to Needs and Tier 2 Indicators

For this objective, we identified needs and formulated at least three corresponding Tier 2 Indicators and instructional strategies.

Objective # 1: Continuous Growth of Student Academic Achievement for ALL

	<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.	Pre-K PALS Pass % (Beginning Word Sounds) <u>04 – 05</u> Pre-K 4 77.2 Pre-K 4-2 85.4 <u>05 – 06</u> Pre-K 4 87.3 Pre-K 4-2 92.3 <u>06- 07</u> Pre-K 4 90.4 Pre-K 4-2 91.3	Increase the percentage of students scoring proficient or better on monthly assessment sheets in beginning word sounds.	Beginning Sounds Students will: Use picture games to match beginning sounds Use alliteration through songs, poems and fingerplays to identify beginning sounds	Smartboard Training Raising a Reader Inservice Breakthrough To Literacy Workshop	Classroom Observation Lesson Plans Formal and Informal observations Staff Development calendars and agendas	All students taking the PALS assessment will show a 3% increase in scores for all areas assessed.
B.	Pre-K PALS Pass % (Letter Sounds) <u>04-05</u> Pre-K 4 77.2 Pre-K 4-2 91.0 <u>05-06</u> Pre-K 4 76.8 Pre-K 4-2 83.6 <u>06-07</u> Pre-K 4 78.2 Pre-K 4-2 80.3	Increase the percentage of students scoring proficient or better on monthly assessment sheets in letter sounds.	Letter Sounds Students will: Use letter sound charts to become familiar with the letter sounds Match letters and letter sounds through the use of various games			

C.	<p>Pre-K PALS Pass% (Nursery Rhyme Awareness)</p> <p><u>04-05</u> Pre-K 4 68.1 Pre-K 4-2 72.4</p> <p><u>05-06</u> Pre-K 4 71.6 Pre-K 4-2 74.5</p> <p><u>06-07</u> Pre-K 4 73.2 Pre-K 4-2 79.5</p>	<p>Increase the percentage of students scoring proficient or better on monthly assessment sheets in nursery rhyme awareness.</p>	<p>Nursery Rhyme Awareness Students will:</p> <p>Become aware of the concept of rhyme through shared reading</p> <p>Recall rhymes through interactive activities</p> <p>Recall nursery rhymes through sequencing and role play</p> <p>Use the concept of onset and to rime demonstrate awareness of rhyming sounds</p>			
D.	<p>Pre-K PALS Pass % (Print or Word Awareness)</p> <p><u>04-05</u> Pre-K 4 77.2 Pre-K 4-2 91.0</p> <p><u>05-06</u> Pre-K 4 76.8 Pre-K 4-2 83.6</p> <p><u>06-07</u> Pre-K 4 80.4 Pre-K 4-2 83.5</p>	<p>Increase the percentage of students scoring proficient or better on monthly assessment sheets in print or word awareness.</p>	<p>Print and Word Awareness Students will:</p> <p>Recognize words through environmental print</p> <p>Utilize the smartboard to demonstrate knowledge of print awareness (words, letters, pictures, numbers)</p>			

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>
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A.	<p>Accidents/ Injuries</p> <p>05-06</p> <p>1) 160 Students 2) 7 Staff 3) 3 Visitors</p> <p>06-07</p> <p>1) 131 Students 2) 3 Staff 3) 2 Visitors</p>	<p>Decrease the number of student accidents and injuries during school hours by gathering monthly data from injury/accident reports.</p>	<p>The teachers and assistants will closely supervise students during all activities.</p> <p>Custodial staff will perform a daily inspection of play areas to ensure they are free from debris.</p> <p>Custodial staff will conduct a daily inspection of internal, (i.e. doors, windows, etc.) and external school parameters by removing trash, branches, broken glass, and other hazardous materials. (S)</p> <p>Teachers and assistants will record and maintain a daily log of all student accidents & injuries that occur.</p> <p>The principal and custodial staff will ensure all play-ground equipment meet or exceed safety standards. (S)</p>	<p>Staff development pertaining to policies and procedures for safety</p> <p>Classroom Management Training</p> <p>Flexible preventive accident training sessions to accommodate custodial and cafeteria staff</p>	<p>Analysis of classroom accident and injury logs</p> <p>Analysis of accident and injury reports</p> <p>Monitor clinic logs</p> <p>Workshop agendas and attendance logs</p> <p>Examine custodial safety checklists</p>	
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II. Objectives Linked to Needs and Tier 2 Indicators

For each this objective, we identified needs and formulated at least one corresponding Tier 2 Indicator and accompanying strategies.

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

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Monitor Implementation?</i>	<i>What Will We Look for as Student Results?</i>
A.	<p>Continue to increase the number of volunteer hours that promote active participation which generate student academic achievement.</p> <p>Total number of volunteer hours</p> <p><u>04 – 05</u> 1305</p> <p><u>05 – 06</u> 1540</p> <p><u>06 – 07</u> 1790</p>	<p>Increase by 3% the number of parents/volunteers participating in school wide activities as documented by monthly parent reports.</p>	<p>*Continue to recognize volunteers through use of bulletin boards, luncheon or ceremony, name on marquee.</p> <p>*Broadcast special volunteer recognition on NPS channel 47.</p> <p>*Maintain “Partners in Education and acquire new partnerships.</p> <p>*Sponsor parent-to-parent workshop to demonstrate career opportunities and how to effectively work with their children at home related to academic achievement</p>	<p>*Parent Handouts on helpful hints for homework and other instructional activities.</p> <p>*Parent Liaison training on how to plan and institute workshops.</p> <p>*Promote Parent University</p>	<p>*Volunteer Sign in sheet</p> <p>*Parent Log</p> <p>*Parent workshop Calendar</p>	<p>*Increase the number of students completing homework packets.</p> <p>*Increase the number of parents attending workshops / training through early notification.</p>

<p>B. Four business partnerships were developed during the 2006 - 2007 school year.</p>	<p>Continue to be a "Community of Caring School" by maintaining and supporting our Partners in Education during the 2007 – 2008 school year.</p>	<p>*Acknowledge of appreciation of Partners in Education</p> <p>*Invite perspective and establish community and business to visit the center and volunteer when available</p> <p>* Regular communication with partners.</p>	<p>*Monthly committee meetings.</p> <p>*Parent Advisory Meeting</p>	<p>*Committee minutes and input from Parental and Community Involvement as well as Parent Liaisons.</p>	<p>*Increase in the number of business partnerships</p>
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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 Principal and members of the school Leadership committee initially met in an attempt to gather data that would be needed to complete the 2007/2008 school plan. Unfortunately the data that was needed was not available. Before beginning to create the plan standardized data on the Phonological Awareness Test was generated from RTS. This information, along with information submitted by teachers was used to denote the Tier 2 indicators of indicators of identified needs.

Methods Used to Communicate Our Plan

Once the plan was developed it was shared with the entire staff during three staff meetings, so as to include individuals on different schedules. The plan was shared with the PTA board and School Advisory Committee. Copies of the plan are available in the office and media center.

IV. Needs Assessment: School-wide Staff Development Focus

Based on our staff development needs assessment survey results, along with team member discussions, the following staff development opportunities will be provided. They are linked directly to our Tier 1 needs and Tier 2 Indicators and corresponding strategies. This information also will be useful for the Tier 3 Narrative and school-generated Tier 1 data concerning staff development opportunities and involvement.

Staff Development			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
"Raising a Reader" Training	September 2007	Staff Members	Attendance Logs, Agendas
Breakthrough to Literacy Training	September 2007	Staff Member s	Attendance Logs
Parent University	October 2007	Parents, Staff, CEP, Community Members	Attendance Logs, Agendas
Early Childhood Conference Presentations	November 2007 and On-going throughout 2007-08	Staff Members	Attendance Logs
Smartboard Training	September and ongoing throughout 2007-08	Staff Members	Attendance Logs
Parent Liaison Training on Planning Workshops/ Activities	January 2008	Staff Members, CEP	Attendance Logs
Working with Young Children with special needs	March 2007	Staff Members, Special Education Team	Attendance Logs