



NORFOLK PUBLIC SCHOOLS

Norview High **School**

SCHOOL ACCOUNTABILITY PLAN

Year: 2007/2008

Dr. Stephen Jones, Superintendent of Schools

Marjorie Stealey, ***Principal***

October 5, 2007

Dear Norview 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 Norview High School better.

Sincerely,

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Marjorie Stealey	Principal
Adrian Day	Assistant Principal
Richard Fraley	Assistant Principal
Irene Narlis	Assistant Principal
Kristen Allen	Department Chair
Lori Bryant	Department Chair
Lee Davenport	Department Chair
Willie Jo Harold	Department Chair
Christopher Lewis	Department Chair
Alvin Mayo	Department Chair
Linda Partridge	Deaprtment Chair
Joseph Powers	Department Chair

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.

Committee Meetings

Date	Time	Location
August 22, 07	07:00	Hilton Hotel (Work on)
September 12, 07	1:00	Data Center (Work on)
October 5, 07	1:00	Data Center (Work on)
November 15, 07	1:00	Data Center (Work on)
December 13, 07	1:00	Data Center (Work on)
January 17, 08	1:00	Data Center (Work on)
February 21, 08	1:00	Data Center (Work on)
March 20, 08	1:00	Data Center (Work on)
April 17, 08	1:00	Data Center (Work on)
May 15, 08	1:00	Data Center (Work on)
June 12, 08	1:00	Data Center (Work on)

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 8th grade
- Performance Measure B4: PSAT participation and achievement
- Performance Measure B5: AP or Dual Enrollment participation and achievement
- Performance Measure B6: SAT/ACT participation and achievement
- Performance Measure B7: IB Program Graduates
- Performance Measure B8: Reading on Grade Level
- Performance Measure B9: SOL Science
- Performance Measure B10: SOL History
- Performance Measure B11: SOL Math
- Performance Measure B12: SOL English
- Performance Measure B13: Promotion

C: Quality Learning Environment

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

D: Leadership and Organizational Quality

- Performance Indicator D1: School-based Leadership

I. Needs Assessment

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

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

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

<u>Continuous Growth of Student Academic Achievement</u>	
<input checked="" type="checkbox"/> Standards of Learning Test Results (B9-12)	<input checked="" type="checkbox"/> Graduation Rate (B1)
<input checked="" type="checkbox"/> <i>Narrowing the Achievement Gap (B9-12)</i>	<input type="checkbox"/> Completed Algebra by End of Eighth Grade (B3)
<input checked="" type="checkbox"/> <i>SOL Science (B9)</i>	<input checked="" type="checkbox"/> PSAT Participation and Achievement (B4)
<input checked="" type="checkbox"/> <i>SOL History (B10)</i>	<input checked="" type="checkbox"/> SAT/ACT Participation and Achievement (B6)
<input checked="" type="checkbox"/> <i>SOL Math (B11)</i>	<input checked="" type="checkbox"/> Foreign Language Enrollment
<input checked="" type="checkbox"/> <i>SOL English (B12)</i>	<input checked="" type="checkbox"/> Scholarships Earned
<input type="checkbox"/> Reading on Grade Level (B8)	<input checked="" type="checkbox"/> Teacher Retention (A1)
<input type="checkbox"/> <i>STAR Test Results</i>	<input checked="" type="checkbox"/> Highly Qualified Teachers (A2)
<input type="checkbox"/> <i>Gates-MacGinitie Test Results</i>	<input checked="" type="checkbox"/> <i>Classes Taught by Highly Qualified Teachers (A2)</i>
<input type="checkbox"/> <i>PALS Tests Results</i>	<input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement
<input type="checkbox"/> International Baccalaureate Program Enrollment, Results, Graduates (B7)	<input type="checkbox"/> Attendance Data for Staff (A3)
<input type="checkbox"/> Advance Placement or Dual Enrollment Participation and Achievement (B5)	<input checked="" type="checkbox"/> Attendance Data for Students & NCLB Subgroups (C1)
<input type="checkbox"/> Certifications Earned, Received and CTE Diplomas (B2)	<input checked="" type="checkbox"/> <i>Chronic Student Absenteeism (C3)</i>
<input type="checkbox"/> Promotion/Retention/Dropout (B13)	<input type="checkbox"/> Governor's School Results and Enrollment
	<input type="checkbox"/> 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 checked="" type="checkbox"/> District Survey Data (C4,C5)	<input checked="" type="checkbox"/> Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
<input checked="" type="checkbox"/> Safe Schools (C4)	<input checked="" type="checkbox"/> Total Volunteer Hours by Parents and Community Members in Schools
<input checked="" type="checkbox"/> School Environment (C5)	<input checked="" type="checkbox"/> Direct Interactive Parent Contacts Involving Student Achievement
<input checked="" type="checkbox"/> Incidents of Physical Violence (C2)	<input checked="" type="checkbox"/> Training Workshops Provided for Parents/Community
<input checked="" type="checkbox"/> Incidents of Possession of Firearms in School (C2)	<input type="checkbox"/> <u>Other</u>
<input checked="" type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School (C2)	<input type="checkbox"/> Local Benchmarks/Standards of Excellence
<input 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
<input type="checkbox"/> Professional Development Hours and Involvement Related to School Climate and Student Discipline	<input type="checkbox"/> Volunteer Log
	<input checked="" type="checkbox"/> Adequate Yearly Progress
	<input checked="" 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.	To increase the number of African American males scoring 30 or above on the Scientific Investigation strand of the Biology SOL E.O.C. 2004-05 gap=12.7% 2005-06 gap= 20.5% 2006-07 gap= 23.4%	Increase the percentage of students who score proficient or higher on all Biology common assessment tests taken after each unit. Close the achievement Gap between Black and White students.	Questioning strategies designed to promote complex thinking, engage inactive students in class activities, and explore multiple solutions to problems. Using suffixes, prefixes, and root words to define vocabulary words directly related to the content. Graphic organizers to organize and focus student learning.	Selected teachers will participate in workshops/sessions pertaining to: 1.Questioning strategies, 2. Assessment 3.Lesson planning 4.Creating graphic organizers. Teachers qualifying for BEST, COMP, or TESA training will participate in school-level training in conjunction with the city-wide training.	Informal and formal observations. Walk throughs for questioning delivery. Peer sharing, shadowing and lesson planning. Content team meetings focused on data analysis of common testing results.	At least 81% of students will score proficient or better on the Biology SOL test.

B.	<p>To increase the number of African American males scoring 30 or above on the Scientific Investigation and the Geology strand of the Earth Science SOL E.O.C. Test</p> <p>2004-05 gap=20.4%</p> <p>2005-06 gap=2.0%</p> <p>2006-07 gap=21.4%</p>	<p>Increase the percentage of students who score proficient or higher on all Earth Science common assessment tests taken after each unit.</p> <p>Close the achievement Gap between Black and White students.</p>	<p>Questioning strategies designed to promote complex thinking, engage inactive students in class activities, and explore multiple solutions to problems.</p> <p>Vocabulary word of the day that is lesson specific. Word walls to highlight content specific vocabulary.</p> <p>Graphic organizers to organize and focus student learning.</p>	<p>Selected teachers will participate in workshops/sessions pertaining to:</p> <ol style="list-style-type: none"> 1. Questioning strategies 2. Assessment 3. Lesson planning. 4. Creating graphic organizers <p>New Teachers qualifying for BEST, COMP, or TESA training will participate in school-level training in conjunction with the city-wide training.</p>	<p>Informal and formal observations.</p> <p>Walk throughs for questioning delivery.</p> <p>Peer sharing, shadowing and lesson planning.</p> <p>Content team meetings focused on data analysis of common testing results.</p>	<p>At least 84% of students will score proficient or better on the Earth Science E.O.C SOL test.</p>
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C.	Establish a Benchmark of 80% SOL pass rate for the new 9th grade initiative; that all in-coming 9th graders take Honors World Studies I.	Increase the percentage of students who score proficient or higher on all World Studies I common assessment tests taken at the end of each unit.	<p>Questioning strategies designed to promote complex thinking, engage inactive students in class activities, and explore multiple solutions to problems.</p> <p>Vocabulary directly related to the content.</p> <p>Graphic organizers to focus student learning. Cornell note taking to increase student comprehension.</p>	<p>New Teachers will participate in workshops/sessions pertaining to:</p> <ol style="list-style-type: none"> 1. Questioning strategies 2. Assessment 3. Lesson planning 4. Creating graphic organizers <p>All World History teachers will participate in LCD training for differentiating Instruction.</p>	<p>Informal and formal observations.</p> <p>Walk throughs for questioning delivery.</p> <p>Peer sharing, shadowing and lesson planning.</p> <p>Content team meetings focused on data analysis of common testing results.</p>	At least 85% of all students taking World Studies I will pass the state SOL exam.
D.	NA					

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>The need exists to decrease the number of short term suspensions due to disruptive incidents in the classroom.</p> <p>(There was an increase of 74% in this category in 2006-2007.)</p> <p>2005-2006 76 students suspended for disruptive behaviors.</p> <p>2006-2007 132 students suspended for disruptive behaviors.</p>	<p>Improve student behavior by establishing and maintaining consistent classroom procedures and positive relationships.</p> <p>Decrease the number of student referrals for disruptive behaviors on a monthly basis.</p>	<p>Norview established school-wide procedures for classroom protocols.</p> <p>Data meetings with teachers to discuss procedures, expectations, and effective discipline techniques.</p> <p>Implement the Capturing Kids' Hearts strategies school wide.</p> <p>Conduct grade level assemblies.</p> <p>Assistant Principal to meet with parents and with students who have been referred most often.</p>	<p>All new teachers participate in 4 Harry Wong video training sessions conducted by the principal.</p> <p>Classroom management seminars to be conducted with new and select veteran teachers.</p> <p>New teachers and second year teachers will participate in BEST and COMP training with debriefing sessions and instructional seminars held at Norview after the city-wide training.</p>	<p>Observations that focus on classroom management, and teacher driven discipline interventions.</p> <p>Teachers and Security officers supervising their assigned areas, limiting student access to the hallways for 45% of the instructional time. (Students not allowed out of class first 20 minutes or last 20 minutes of class.)</p> <p>Discipline data.</p>	<p>Decrease the number of students suspended for disruption violations by 50%.</p> <p>Observe consistency in classroom procedures and teachers enforcing the school wide discipline plan.</p>

<p>B. The need exists to reduce the number of suspensions due to incidents of Fighting Mutual Combat in school. (There was an increase of 31% in this category in 2006-2007.) FMC suspensions 2005-2006= 36 FMC suspensions 2006-2007=47</p> <p>2007-2008 Goal for FMC suspensions= 23</p>	<p>Improve student behavior by establishing and maintaining consistent classroom procedures and positive relationships</p> <p>Decrease the number of incidents of Fighting Mutual combat on a monthly basis..</p>	<p>Norview established school-wide procedures for classroom protocols.</p> <p>Data meetings with teachers to discuss procedures, expectations, and effective discipline techniques.</p> <p>Implement the Capturing Kids' Hearts strategies school wide.</p> <p>Conduct grade level assemblies.</p> <p>Assistant Principal to meet with parents and with students who have been referred most often.</p>	<p>All new teachers participate in 4 Harry Wong video training sessions conducted by the principal.</p> <p>Classroom management seminars to be conducted with new and select veteran teachers.</p> <p>New teachers and second year teachers will participate in BEST and COMP training with debriefing sessions and instructional seminars held at Norview after the city-wide training.</p>	<p>Observations that focus on classroom management, and teacher driven discipline interventions.</p> <p>Teachers and Security officers supervising their assigned areas, limiting student access to the hallways for 45% of the instructional time. (Students not allowed out of class first 20 minutes or last 20 minutes of class.)</p> <p>Discipline data.</p>	<p>Decrease the number of students suspended for Fighting Mutual Combat by 50%.</p> <p>Observe consistency in classroom procedures and teachers enforcing the school wide discipline plan.</p>
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C.	<p>The need exists to reduce the number of days missed due to absenteeism.</p> <p>2006-2007: We had 919 students absent ten or more days of school last year; that equates to 44% of our total population.</p>	<p>Improve student attendance by establishing positive relationships.</p> <p>Increasing the number of contacts to parents by our faculty.</p> <p>Decrease the number of students absent ten or more days from school by 25% for 2007-2008.</p>	<p>Teachers notify attendance technician and academic advisor by email after the third missed absence.</p> <p>Attendance technician makes phone contact with parent after the third unexcused absence.</p> <p>Academic Advisors assisting in tracking absenteeism and making contact with parents.</p> <p>Notification letters sent by automated system for absenteeism.</p>	<p>Assistant Principal led attendance gap sessions during opening week discussing the profound impact absenteeism has on academic achievement and graduation rates.</p> <p>Principal led sessions on consistent procedures for classroom protocols emphasizing punctuality and absenteeism.</p> <p>All staff attends the “Capturing Kids Hearts” training sessions.</p>	<p>Assistant Principal will meet with attendance technician weekly to discuss absenteeism cases.</p> <p>Assistant Principal will meet with students who have attendance issues, to discuss profound impact on achievement.</p> <p>Academic Advisors will meet with all students returning from out of school suspensions to discuss academic impact absenteeism creates and make up work procedures, to get back on track.</p>	<p>Reduction of referrals related to attendance violations.</p> <p>Increase in academic achievement across all disciplines.</p> <p>Reduce court referrals for students who violate the attendance policy.</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>

<p>A. The need exists to improve direct interactive parental involvement</p> <p>2006-2007 Parent Teacher Conference Day October 11, 2006 Conferences held 2,250</p> <p>2006-2007 Wednesday parent teacher conferences held = 330</p> <p>2006-2007 Page views for the Norview web site= 542,660.</p> <p>2006-2007 933 active Esembler access accounts.</p>	<p>Increase the number of parental contacts pertaining to academic achievement of students on a weekly basis.</p>	<p>Teachers will log each parent contact as they contact parents when students are not progressing academically.</p> <p>Parent Web page notifications for school related activites.</p> <p>Parent link notifications for school related activites.</p> <p>Norview High will host open houses and parent / teacher conferences.</p> <p>Parents will receive access to the electronic gradebook.</p> <p>School wide parent/teacher conferences every Wednesday after school.</p>	<p>Parent and' or faculty workshops and information sessions.</p> <p>Quarterly Parent newsletter.</p> <p>Parent training sessions on accessing the electronic gradebook offered weekly.</p> <p>Parent training sessions on accessing the Norview High School web page offered weekly.</p>	<p>Parent contact logs.</p> <p>Parent participation and feedback forms.</p> <p>Tracking the number of times the electronic gradebook is accessed.</p> <p>Tracking the number of times the school website is accessed</p> <p>Deapartment Chairs and Administrators will monitor electronic gradebooks weekly for academic achievement.</p>	<p>An increased percentage of parents being actively involved in the academic achievements of the students and the school.</p>
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B.	NA				
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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”.

<p>How Individuals Beyond School Improvement Team Members Were Involved in Developing Our Plan</p>
<p>Norview High School's plan was developed collaboratively. It s creation is the work of the administrative and instructional teams, teachers, staff, student leaders, parents, and the community. The scope of the plan was achieved through department, student, and parent meetings, and through open forums. A draft document was given to each teacher for feedback before it was finalized.</p>

Methods Used to Communicate Our Plan

Various communication methods were used to develop and transmit our plan. Our goals were communicated via newsletters, multi-media presentations, handouts, and open forum discussions. We believe in making our goals known: therefore, they are placed in each classroom and work areas throughout the building.

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>
Capturing Kids' Hearts training	Ongoing	All teachers/administrators	Attendance logs
Principal Seminars	October/November	BEST and COMP participants	Attendance logs
Questioning Strategies	Ongoing	BEST and COMP participants	Attendance logs
Assessment and Lesson Planning	Ongoing	Instructional Teams	Attendance logs
Academics and Rigor	Ongoing	Honors Teachers/Dept. Chairs	Attendance logs
Powerful Learning	Ongoing	Select teachers	Attendance logs