



NORFOLK PUBLIC SCHOOLS

Campostella Elementary School

SCHOOL ACCOUNTABILITY PLAN
2006-2007

“All Students Can Learn and Succeed, But not on the Same Day In the Same Way.”

Dr. Stephen C. Jones, Superintendent of Schools
Sarah Peoples-Perry, Principal

A Message from the Principal . . .

October 11, 2006

Dear Campostella 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 Campostella School better.

Sincerely,

Sarah Peoples-Perry
Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation		Committee Meetings		
Individual	Position	Date	Time	Location
Sarah Peoples Perry	A	9/22/06	7:15–8:15 a.m.	Media Center
Lenthia Willie-Clark	A	10/20/06		
Connie Zimmerman	R	11/17/06		
Kathy Gradeles	R	1/26/07		
Nathaniel Morris	R	3/23/07		
Brenda Johnson	R	6/1/07		
Eleanor Washington	R			
Betty Clark	PT			
Annette Sawyer	B			
Carol Howard	T			
Cynthia Horton	P			
Winfred Thomas	T			
Celeste Jones	R			
Lakisha Jolly Washington	T			
Barrett Hicks	C			
Rock Blount	B			
Stephanie Mayo	B			
<p>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.</p>		<p>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.</p>		

- Indicators:**
- (PL)- All students possess the habits of powerful literacy**
 - (G)- All gaps are closed**
 - (S)- All schools exceeds local, state and national standards**
 - (O)- All students are prepared to access exciting options and opportunities**

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 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>	X	Promotion/Retention Data	X	Students Without Incidents of Possession of Firearms in School
*	Standards of Learning Test Results		PSAT Participation	X	Students Without Incidents of Possession of Weapons Other than Firearms in School
	SAT Participation and Test Results	X	Teachers Meeting State Licensure		
	ACT Participation and Test Results	X	Classes Taught by Certified Teachers		<u>Active Engagement of Parents, Business, and Community in Educational Process</u>
	Advanced Placement Exam Results and Enrollment		<u>Professional Development Hours and Involvement Related to Academic Achievement</u>	*	<u>Opportunities for Parents and Community Members to Assist in Improving Reading and Mathematics Proficiency</u>
	Dual Enrollment Class Results and Enrollment	*			
	International Baccalaureate Results and Enrollment		<u>Safe, Secure & Disciplined Learning Environment</u>		<u>Opportunities for Parents and Community Members to Serve as Ambassadors for the Division</u>
*	Governor’s School Results and Enrollment			X	
	STAR Test Results	X	NQSI Survey Data		<u>Opportunities for All to Become Involved with School Division Goals, Objectives and Expectations</u>
	Gates-MacGinitie Test Results		<u>Professional Development Hours and Involvement Related to School Climate and Student Discipline</u>	*	
*	PALS Test Results	*			<u>Interactive Parent Contacts Involving Student Achievement</u>
	Narrowing of the Achievement Gap			*	
X	Attendance Data for Students and Staff	X	Incidents of Physical Violence		<u>Other</u>
	Dropout Statistics		Incidents of Possession of Firearms in School		State Report Card* (also gives demographic information)
	Graduation Rates		Incidents of Possession of Weapons Other than Firearms in School		Other (<i>please specify</i>):
X	Stanford 9 Test Results				
		X	Students Without Incidents of Physical Violence in School		

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>Sol Pass % Math</p> <table border="1"> <tr> <td>Gr3</td> <td>Gr5</td> </tr> <tr> <td>00- 52.4</td> <td>26.9</td> </tr> <tr> <td>01- 55.4</td> <td>56.0</td> </tr> <tr> <td>02- 54.2</td> <td>46.2</td> </tr> <tr> <td>03- 63.1</td> <td>52.9</td> </tr> <tr> <td>04- 57.7</td> <td>31.6</td> </tr> <tr> <td>05- 73.7</td> <td>67.7</td> </tr> <tr> <td>06- 87.7</td> <td>70.1</td> </tr> </table> <p>Gr.4 06 69.5</p> <p>The overall achievement gap between special Ed/Regular Ed students is +9.1 % in 3rd grade, - +13.5% in 4th grade and – 46.5% in 5th grade.</p>	Gr3	Gr5	00- 52.4	26.9	01- 55.4	56.0	02- 54.2	46.2	03- 63.1	52.9	04- 57.7	31.6	05- 73.7	67.7	06- 87.7	70.1	<p>Increase the percentage of students scoring proficient or better on grade level TfHS & monthly math assessments.(S)</p> <p>Increase percentage of special education students who score proficient or better on quarterly TfHS & Monthly Math Assessments.(G)</p>	<p>Students will use technology (compass learning, computer programs) to practice and reinforce mathematical skills (PL2, 10, 14)</p> <p>Students will participate in 24 challenge and First In Math Program (PL9 PL 12,O)</p>	<p>Workshops for all teachers on math strategies and the creation and se of math manipulative.</p> <p>Inservice on NASA explorer School and intergration of Math</p> <p>Ongoing observations, feedback and training by Math Teacher Specialist</p> <p>Compass learning Technology/interactive activities.</p> <p>Workshops on using Marzano’s Strategies</p>	<p>Vertical team Data notebook</p> <p>Informal and Formal Observations</p> <p>Periodic review of lesson plans</p> <p>Professional development and agendas and logs</p> <p>Student interviews to determine understanding of assignments</p> <p>Monitoring/charting of monthly and quarterly assessment data</p> <p>Monitoring of teachers data notebooks</p>	<p>90% or more of grade 3, 4, and 5 scoring proficient or better on SOL tests</p> <p>70% or better of all Special education Students l scoring proficient on the Math SOL.</p> <p>A 20% decrease in the gap between disabled and non-disabled students in grade 5 math while maintaining parity at levels 3 & 4.</p>
Gr3	Gr5																					
00- 52.4	26.9																					
01- 55.4	56.0																					
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06- 87.7	70.1																					

	<p>Specific areas to address are Probability and Statistics (73.1%-gr3, 52.9% gr4 and 65.9% gr5) and Computation and Estimation (60% reg ed gr5 and 33.3% spec ed gr5, 60% reg ed gr4)</p>		<p>Students will use non-linguistic representation, graphic organizers (Marzano Strategies) and manipulatives to predict likely outcomes and determine the probability of a given event (PL7)</p> <p>Students will use design technology to solve problems based on contracts. (PL 1-14)(NASA Explorer School)</p> <p>Students will be grouped for math instruction according to data and IEP's (PL1, 2,G)</p> <p>Students will use calendar math daily (PL5, 12)</p> <p>Students will complete daily math reviews.(PL5)</p>	<p>Using Interactive Resource Software Instructional Technologist and Math Resource Teacher Math Vertical Team meetings that focus on student data analysis and strategies for improving performance</p> <p>Assist grade levels with design of quarterly thematic units</p> <p>Workshops on use of Kagan cooperative strategies</p>		<p>Meet AYP benchmarks in Math participation and performance.</p>
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			Inservice teachers on creating interactive work stations that include exemplars which integrate a variety of math concepts. (PL9)			
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B	<p><u>SOL Pass % - Eng.</u></p> <table border="1"> <tr> <td>Gr.3</td> <td>Gr.5</td> </tr> <tr> <td>00 – 35.6</td> <td>34.0</td> </tr> <tr> <td>01 – 37.6</td> <td>67.6</td> </tr> <tr> <td>02 – 26.4</td> <td>65.1</td> </tr> <tr> <td>03 – 62.1</td> <td>74.0</td> </tr> <tr> <td>04 – 26.0</td> <td>56.2</td> </tr> <tr> <td>05 – 74.8</td> <td>72.2</td> </tr> <tr> <td>06 - 82.7</td> <td>72.9</td> </tr> </table> <p>81.5% of 3rd Grade students scored proficient or better in Demonstrate comprehension of printed materials on the English SOL.</p> <p>90.1% of 4th grade students scored proficient or better in ___ on the English SOL.</p>	Gr.3	Gr.5	00 – 35.6	34.0	01 – 37.6	67.6	02 – 26.4	65.1	03 – 62.1	74.0	04 – 26.0	56.2	05 – 74.8	72.2	06 - 82.7	72.9	<p>Increase the percentage of students who score proficient or better on the SOL, quarterly TfHS, and monthly reading and writing tests.(S)</p> <p>Narrow the achievement gap between special education and regular education students.(G)</p>	<p>Provide explicit instruction in the 5 components of reading: phonemic awareness, phonics, vocabulary, fluency and text comprehension. (PL 1,2)</p> <p>Implement the Marzano strategy of non-linguistic representations (i.e.; comparative analysis of appropriate vs. non-appropriate language in writing. (PL1,2,7)</p> <p>Interactive word walls and word study daily (PL1,2)</p> <p>Daily read aloud to include B.E.A.R. time (PL1)</p> <p>Daily use of literacy work stations (PL1,2,3)</p>	<p>Com. Skills Vertical Team meetings that focus on student data analysis and strategies for improving student performance</p> <p>Provide Four Square Writing workshops</p> <p>Provide workshops on the use of content-area reading strategies</p> <p>Assist grade levels with design of quarterly road maps Collaborative scoring of student writing using the composition evaluation rubric Demonstration lessons by communication skills specialist and other instructional specialists Training on setting up and managing literacy work stations</p>	<p>Periodic review of lesson plans</p> <p>Review of quarterly thematic units/road maps</p> <p>Formal and informal observations</p> <p>Student interviews to determine understanding of assignments</p> <p>Monitor literacy folders, e-portfolio's, and reading and writing portfolios</p> <p>Observation checklists and walkthroughs</p> <p>Workshop agendas and attendance logs</p>	<p>At least 70% of special education students will score proficient on the English SOL assessment</p> <p>At least 90% of 3rd and 4th grade students will score proficient or better on the English SOL</p> <p>At least 90% of 5th grade students will score proficient or better on the English SOL</p> <p>The achievement gap between special Ed and regular Ed students will decrease by at least 30% points</p>
Gr.3	Gr.5																					
00 – 35.6	34.0																					
01 – 37.6	67.6																					
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05 – 74.8	72.2																					
06 - 82.7	72.9																					

	<p>79.2 of 5th grade students scored proficient or better in Demonstrate comprehension of printed material on the English SOL</p> <p>78.5% of 5th grade students scored proficient or better in Plan, Compose and</p>		<p>Provide explicit instruction of strategies and skills during shared reading daily. (PL1,2)</p> <p>Implement the Four Square Writing Method. (PL1,2,6-8)</p> <p>Students will use before, during and after reading strategies during all guided reading groups. (PL1,2,3,9)</p>	<p>Guided reading and shared reading workshops</p> <p>Marzano's strategies workshops</p>	<p>Minutes of meetings</p> <p>Data team review of monthly data</p>	
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C	<p><u>History</u> SOL Pass %</p> <table border="1"> <thead> <tr> <th></th> <th>Gr.3</th> <th>Gr.5</th> </tr> </thead> <tbody> <tr> <td>00 –</td> <td>41.7</td> <td>11.5</td> </tr> <tr> <td>01-</td> <td>48.5</td> <td>49.4</td> </tr> <tr> <td>02-</td> <td>58.5</td> <td>37.4</td> </tr> <tr> <td>03-</td> <td>71.6</td> <td>51.0</td> </tr> <tr> <td>04-</td> <td>67.4</td> <td>63.8</td> </tr> <tr> <td>05-</td> <td>89.4</td> <td>81.5</td> </tr> <tr> <td>06-</td> <td>93.7</td> <td>78.1</td> </tr> </tbody> </table>		Gr.3	Gr.5	00 –	41.7	11.5	01-	48.5	49.4	02-	58.5	37.4	03-	71.6	51.0	04-	67.4	63.8	05-	89.4	81.5	06-	93.7	78.1	<p>Increase the percentage of students who score proficient or better on monthly and quarterly history and social science assessments.(S)</p> <p>Decrease the achievement gap between special education and regular education students.(G)</p>	<p>Use a variety of methods (games, workstations, non-linguistic representations, student-created learning products, interactive word wall activities) to review concepts and vocabulary taught in current and in previous grades. (PL 4, 7)</p> <p>Use literature to present and discuss history and economics concepts. (PL 1,2)</p> <p>Provide students with quarterly projects that require the analysis of historical events. This analysis should include the geography, economics and civics objectives related to the time period being studied. (PL 4,7,G,S,O)</p>	<p>Vertical Team meetings that focus on student data analysis and strategies for improving performance</p> <p>Use of specialists to assist grade levels with design of quarterly thematic units</p> <p>Modeling of lessons and training on the creation and effective implementation of hands-on activities by Instructional Specialist</p> <p>Training on the effective use of interactive notebooks</p> <p>Training on Kagan cooperative learning strategies</p>	<p>Periodic review of lesson plans</p> <p>Review of quarterly thematic units and roadmaps</p> <p>Formal and informal observations of teachers</p> <p>Student interviews to determine understanding of assignments</p> <p>Monitoring/charting of monthly and quarterly assessment data</p> <p>Examination of student generated interactive notebooks</p> <p>Use of observation checklist in walk-throughs</p> <p>Workshop agendas and attendance logs</p>	<p>At least 85% of students will score proficient or better on monthly and quarterly History & Social Science assessments</p> <p>At least 95% of third grade students and 90% of fifth grade students will score proficient or better on the History & Social Science SOL test.</p> <p>At least 70% of special education students will score proficient or better on the History & Social Science SOL test.</p>
		Gr.3	Gr.5																											
00 –	41.7	11.5																												
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<p>92.4% of third graders scored proficient or better on the history strand of the History & Social Science SOL test.</p> <p>72.9% of fifth graders scored proficient or better on the economics strand of the History & Social Science SOL test.</p>																														

	<p><u>Special Ed./Regular Ed. Achievement Gap</u> 33.3% of special education students in grade 5 (as compared to 84.6% of regular education students) scored proficient or better on the History & Social Science SOL test.</p>		<p>Provide daily experiences with maps and/or globes. (PL 2, 10,G)</p> <p>Have students complete social studies study guides, interactive notebooks, content-related writing assignments and projects during the Communication Skills block. (PL 2,6, 7,G)</p> <p>Group students for instruction according to data, IEP goals and Kagan cooperative learning strategies(PL 5,G)</p>		<p>Periodic review of student data notebooks maintained by teachers</p>	<p>The achievement gap between special education and regular education students will decrease.</p>
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D	<p><u>SOL Pass % - Science</u> Yr. Gr.3 Gr.5</p> <p>00 – 51.0 21.9 01 – 43.3 67.5 02 – 40.8 50.5 03 – 58.4 52.5 03 – 57.0 43.6 05 – 82.3 72.5 06 – 81.3 75.0</p> <p>Regular Ed./Special Ed. <u>Achievement Gap: (G)</u> Yr. Gr.3 Gr.5 00 – 41.2 12.2 01 – 0.2+ 2.4+ 02 – 34.9 32.6 03 – 43.5 36.8 03 – 10.3 32.9 05 – 4.6 55.6 06 – 13.5 42.5</p> <p>The performance gap between regular & special education students is widening.</p>	<p>Increase the percentage of students scoring advanced or better on monthly, quarterly, and state science assessments in grades 3, 4, and 5. (G)</p>	<p>Teachers and students will use prescribed special education accommodations noted in Individual Education Plans on monthly and quarterly assessments as well as on state science assessments.(G)</p> <p>Students will read, research, and conduct scientific investigations, using NASA resources and inquiry-based lessons to increase interest, knowledge and participation in STEM-G subjects and careers (science, technology, engineering, mathematics and geography). (P1,4,G)</p>	<p>In-services on special education issues, procedures and data –based decisions</p> <p>In-services on inquiry-based learning, the scientific design model and NASA resources</p> <p>In-services on Smart Boards, Digital Learning Network, other multimedia</p> <p>Implement Literature boxes through Design Technology</p> <p>Math/science integration</p> <p>Vertical teams and grade level planning</p>	<p>Agendas, Certificates of Participation</p> <p>NASA E-portfolio Calendar of events</p> <p>NASA E-portfolio Calendar of events Telecommunications</p> <p>Quarterly Units/maps Lesson plans, projects, fairs</p> <p>Effective use of data to draw conclusions</p> <p>Scheduled events</p>	<p>Increase to 90% the number of students scoring Pass on science SOL Assessments in grades 3 – 5.</p> <p>Increase by 15% the number of students scoring proficient on monthly and quarterly science assessments;</p> <p>Decrease by 10% in grade 3 and 30% in grade 5 the gap that exist between disabled and non-disabled students.</p> <p>Increase by 5% the number of students who score pass advanced on monthly, quarterly and state assessments.</p> <p>Increased participation in our science fair and home work</p>
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	<p><u>Specific areas to address:</u> Gr.3 -Life Processes (78.8%) Gr.5 - Earth/Space (61.5%) Force, Motion, Energy (71.9%) Life Processes (64.6%)</p>		<p>Teachers and students will use advanced technology/ multimedia tools to investigate curriculum related problems, issues and information and to develop solutions or products for audiences inside and outside the classroom. (PL2,8,G)</p> <p>Teachers will provide opportunities for students to engineer and design products related to prior learning in literature, math, social studies or science content. (PL 3,O)</p>			<p>Increased student ability to apply STEMS_G concepts</p>
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			<p>Students will support scientific investigations, using data from units, tools and processes of measurement. (PL 4,G)</p> <p>Students will demonstrate and model their learning inside and outside the classroom during scheduled events such as Family Nights, teleconferences or fairs.(PL 2)</p>			
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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	Continue to create a kind, caring, supportive and disciplined school culture.	Percentage of positive responses on NQSI teacher, student and parent survey Number of discipline referrals Excessive Absenteeism	Implement increased teacher usage of clear and consistent application of their discipline plan and log Determine whether professional development is needed for teachers referring a significant amount of students per month Provide positive recognition for the following school rules—Student <i>Community of Caring</i> Character Assessment;	<i>Community of Caring</i> In-service for all faculty and staff members Classroom Management In-service using Kagans’s <i>Win-Win</i> model Discipline In-service for all faculty and staff members <i>Project Ride</i> <i>Truancy</i> In-service for all faculty and staff members	Formal and informal observations Peer observations and mentoring Walk-about observations by Discipline and <i>Community of Caring</i> Coordinator Student <i>Community of Caring</i> Character Assessment Monthly discipline reports Quarterly parental and student surveys in regards to school climate	Increased percentage of positive responses on NQSI teacher, student and parent surveys Discipline data reflecting decreased number of discipline referrals Regular school attendance of every child

			<p>Student of the Month; Citizenship Award; <i>Bear Bucks</i></p> <p>Continue participation in the <i>Community of Caring</i> Program</p> <p>Increase use of <i>Project Ride</i></p> <p>Continue <i>Partners-In-Education</i> Student Mentor Program</p> <p>Increase use of <i>PATHS</i> lessons for repeat offenders</p>		<p>Data Wall</p> <p>Amount of <i>Bear Bucks</i> awarded</p> <p>Truancy Report</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>Involve parents in meeting local benchmark goals.</p> <p>35.7 % of our parents participate on a monthly basis in parent workshops, in-services and parent/teacher conferences.</p>	<p>Increase number of parents who participate in parent-teacher conferences</p> <p>Increase number of parent activities offered at school (Monthly SOL Family Fun Nights, Family Literacy Training, Parent Workshops, School Health Fair)</p> <p>Increase number of interactive conferences made by school personnel and caring adults.</p>	<p>Develop partnerships with businesses to provide incentives for parent participation in conferences and activities offered at school. (O, P)</p> <p>Hold at least 2 parent meetings per month including: Principal Chit Chats, Grade Level meetings and parent workshops (P, O)</p> <p>Teachers will Contact the parent of every student during the first week of the school year and each month thereafter.(P, O)</p>	<p>Open House (9/13/06) and Parent First Week of School Activities</p> <p>PTA/NASA Night (10/17/06)</p> <p>See attached Comprehensive Parent Involvement Plan</p> <p>“</p> <p>“</p> <p>“</p>	<p>Agendas</p> <p>Training evaluations</p> <p>Sign-in logs for meetings and workshops</p> <p>Parent/teacher conference logs</p> <p>Parent Report Cards and awards during Honor Assembly for Parents</p>	<p>Increase the number of parents participating in parent meetings and school activities.</p> <p>Increase the number of parents and concerned adults participating in interactive conferences.</p> <p>Increased student achievement for Tier 1 indicators.</p>

			<p>Conduct home visits of those parents who teachers have been unable to contact.</p> <p>Send parents "Good News" postcards when students display appropriate behavior (P, O)</p>			
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III. Plan Development and Dissemination Process

We used a multi-stage 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

Campostella's Accountability Plan creates a model for intense focus on district and school level goals. Initial drafts of the plan were reviewed and adjusted by all members of the Instructional Team faculty and staff, as well as parents and partners in the education of children. Beyond the school, strong stakeholders in supporting the attainment of goals of this plan are the Ford Motor Company, the Metro Machine, local community leaders, local universities, sororities and organizations located in close proximity to the school. Meetings have been held with these external organizations and a plan of support is in place.

Methods Used to Communicate Our Plan

Internal partners will review the progress of the plan during faculty/staff meetings, as well as at least one a month, during a grade level planning session. Monthly graphs (October-June) will create visuals that communicate the monthly progress in attaining the goals of this plan. Also, student individual profile sheets will indicate more specifically individual strengths and weaknesses.

The school's plan and performance will be communicated to external partners through PTA meetings, newsletters, and visuals throughout the school, discussion groups, advisory council meetings, parent workshops, family literacy training and general meetings.

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>
Using the Data to Drive Student Performance	September 21, 2006	All faculty and staff	Staff development logs Agendas
Monitoring Notebooks and Data Analysis	October 12, 2006	All faculty and staff	Staff development logs Agendas
“Classroom Management”	November 21, 2006	All faculty and staff	Staff development logs Agendas
Faculty Science Fair	March 15, 2007	All faculty and staff	Staff development logs Agendas
“Content Area Instructional Strategies”	Weekly During Administrative/Grade Level Meetings	All Faculty and Staff	Staff Development Logs and Agendas