



NORFOLK PUBLIC SCHOOLS

James Monroe Elementary School

SCHOOL ACCOUNTABILITY PLAN 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools

Patricia Wyche, Principal

Valencia White, Assistant Principal

October 22, 2006

Dear James Monroe Family Members:

At Monroe we believe that families are of primary importance in the education of children. Therefore, we provide and coordinate family support services which help build a foundation for high academic achievement. Key elements in making our school community successful are child centered learning, commitment, climate, and collaboration. We 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:

- all students are engaged in learning and all are achieving at high levels;
- faculty and staff accept collective responsibility for the achievement of all students in the school;
- all adults work together to ensure that each student receives appropriate instruction and support in a learning-enriched environment; and
- both students and adults behave as if they believe their individual and collective efforts will improve performance.

Because your input and support are needed, we invite you to join us as we work to make our school better.

Educationally yours,

Mrs. Patricia Wyche,
Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation	
Groups/Individuals	Position
Patricia Wyche	A
Valencia Moore	A
Mary Becker	T
Ann Christensen	T
Gayle Staley	T
Gloria Dahmen	T
LaTonya Durr	T
D'Andrea Chapman	T
Catherine Reid	T
Parents:	
Mary Holmes	P
Emily Holmes	PT
Rodney Jordan	C

Committee Meetings		
Dates	Time	Location
First Monday of Every Month	8:00- 9:00 a.m. (Staff Mtg.)	Media Center
Every Wednesday	1:30-3:00 p.m/ (Accountability Team Mtg.)	Conf. Room Conference Room
Every Monday	45 minute sessions during resource (Grade Level Team Planning)	Individual Classroom Meeting
Once per Quarter TBA per Grade Level	PreK-5, Full-day (Monthly Assessment Grade Level Planning)	Media Center
Once Per Quarter	Vertical Data Team Meetings	Conference Room
Second Wednesday of Month	Special Education Meeting	

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 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.

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)		
<p><u>Continuous Growth of Student Academic Achievement</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Standards of Learning Test Results <li style="background-color: #00bfff;"><input checked="" type="checkbox"/> Tests for Higher Standards <li style="background-color: #00bfff;"><input checked="" type="checkbox"/> Qualitative Reading Inventory (QRI) <li style="background-color: #00bfff;"><input checked="" type="checkbox"/> Development Reading Assessment (DRAs) <li style="background-color: #00bfff;"><input checked="" type="checkbox"/> Child Observation Record (C.O.R.) <li style="background-color: #00bfff;"><input checked="" type="checkbox"/> STAR Test Results <input checked="" type="checkbox"/> PALS Test Results <input checked="" type="checkbox"/> Narrowing of the Achievement Gap <input checked="" type="checkbox"/> Attendance Data for Students and Staff <input checked="" type="checkbox"/> Promotion/Retention Data <input checked="" type="checkbox"/> Teachers Meeting State Licensure <input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement 	<p><u>Safe, Secure & Disciplined Learning Environment</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> NQSI Survey Data <input checked="" type="checkbox"/> Incidents of Physical Violence <input checked="" type="checkbox"/> Incidents of Possession of Firearms in School <input checked="" type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School <input checked="" type="checkbox"/> Students Without Incidents of Physical Violence in School <input checked="" type="checkbox"/> Students Without Incidents of Possession of Firearms in School <input checked="" type="checkbox"/> Students Without Incidents of Possession of Weapons Other than Firearms in School 	<p><u>Active Engagement of Parents, Business, & Community in Educational Process</u></p> <p><u>Other</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> State Report Card* (also gives demographic information) <input checked="" type="checkbox"/> Other (<i>please specify</i>): Monthly School Assessments, StarBase Reports, Weekly Student Academic & Behavior Reports, <input checked="" type="checkbox"/> Teachers will participate in mandated district-wide and school level mentor and professional development opportunities. B.E.S.T. - Beginning Educator Support Team C.O.M.P. – Classroom Organization and Management Program T.E.S.A. – Teacher Expectations & Student Achievement Mentor Workshops (please see attached)

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.

PL = Powerful literacy strands

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

A.	<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>																		
	<p>SOL Pass % - English</p> <table border="1"> <tr> <td>Gr.3</td> <td>Gr.4</td> <td>Gr.5</td> </tr> <tr> <td>02 59.7</td> <td>42.4</td> <td></td> </tr> <tr> <td>03 55.9</td> <td>87</td> <td></td> </tr> <tr> <td>04 40.2</td> <td>72.3</td> <td></td> </tr> <tr> <td>05 70.5</td> <td>71.4</td> <td></td> </tr> <tr> <td>06- 71.0</td> <td>78.3</td> <td>71</td> </tr> </table> <p>Grade 3: Identified need:</p> <p>70.8% of grade 3 students scored proficient or better in Word Analysis.</p> <p>66.7% of grade 3 students scored proficient or better in Understanding a variety of printed resource materials.</p> <p>Grade 5 83.0% of Grade 5 students scored proficient or better "Word Analysis" 73.6% of grade 5 students scored proficient or better in understanding a variety of printed resource materials.</p>	Gr.3	Gr.4	Gr.5	02 59.7	42.4		03 55.9	87		04 40.2	72.3		05 70.5	71.4		06- 71.0	78.3	71	<p>Increase the number of students in grades 2, 3,4 and 5 scoring proficient or better on common monthly and quarterly Reading and Writing assessments</p> <p>Increase the percent of students in grade 5 who score proficient or better on the quarterly composition, written expression and mechanics/ usage and 80% or better on the monthly writing prompts</p>	<p>The student will utilize non-linguistic representations to analyze words and new vocabulary across the curriculum (PL14)</p> <p>The teacher will integrate strategies from professional development classes, ie. Literacy circles, guided reading, editing, planning and composing, etc .(PL4,7)</p> <p>The resource teachers will integrate reading strategies into their classes (PE, Art, Music, Guidance, Media, and Technology)(PL 3)</p> <p>The teacher will develop lessons and assessments that focus on higher meta-cognitive levels of application, analysis, synthesis, and evaluation.(PL 7,9)</p> <p>The teacher will use Marzano’s researched based strategies: Identifying similarities and differences, Summarizing and Note-taking, cooperative learning, generating and testing hypothesis, Non-linguistic representation, cues, questions, and Advance organizers. (PL 4,7,9)</p>	<p>Professional development classes will include: Guided Reading, Shared Reading, Breakthrough to Literacy, Reading in the Content Area, Comprehension Strategies, and Running Records.</p> <p>Integration of Technology with Comm. Skills (Breakthrough to Literacy, DIBELS, United Streaming and Orchard)</p> <p>E-portfolio</p> <p>Guided Reading Training Workshop</p> <p>DIBELS and Breakthrough Training.</p> <p>TTW participate in NPS district walkthroughs at selected schools for observations of best practices and powerful literacy in action</p> <p>Four Square Training/Workshops</p> <p>Workshop in the Writing Process</p>	<p>Common Grade Level Units and Assessments</p> <p>Weekly Lesson Plan Evaluations</p> <p>In-services and attendance training logs</p> <p>Quarterly review of Literacy (K-2), Reading & Writing (3-5) Portfolios</p> <p>Technology Data reports (Orchard, DIBELS, Breakthrough to Literacy)</p> <p>Quarterly walkthroughs in Literacy Groups and Guided Reading</p>	<p>Increase the percentage of students who score at or above the proficient level on the following: Quarterly Tests, Monthly Assessments.</p> <p>Graph of percentage of students scoring proficient or better on scored monthly tests (grades K-5) & district quarterly tests (grades 3-5)</p>
Gr.3	Gr.4	Gr.5																						
02 59.7	42.4																							
03 55.9	87																							
04 40.2	72.3																							
05 70.5	71.4																							
06- 71.0	78.3	71																						

Grade 5 Writing:

2004 85.50

2005 85.40

2006 77.19

77.2% of grade 5 students scored proficient or better in Editing

80.7% of grade 5 students passed plan, compose and revise writing in a variety of forms for a variety of purposes in writing

B.	<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>
	<p>SOL Pass % - Math</p> <p>Gr.3 Gr.4 Gr.5</p> <p>04 70% 67%</p> <p>05-78% 80%</p> <p>06-77% 68% 72%</p> <p>Grade 3 identified need: 68.6% of Gr. 3 students scored proficient or better on Measurement and Geometry 62.9% of students scored proficient or better on Probability and Statistics</p> <p>Grade 4 identified need: 59% of students scored proficient or better on Measurement and Geometry. 66.7% of students scored proficient or better on Number and Number Sense. 69.2% of students scored proficient or better on Probability & Statistics. 64.1% of students scored proficient or better on Patterns, Functions and Algebra</p>	<p>Increase the percentage of students in Grades 2-5 scoring 80% or better on a monthly and quarterly assessments.</p> <p>Increase the percentage of Grades 2-5 students who score 80% or better after interventions .</p> <p>Decrease the achievement gap between African-American boys and African –American girls on weekly, monthly and quarterly assessments</p> <p>Decrease the achievement gap between regular education and students with disabilities on weekly, monthly and quarterly assessments</p>	<p>The student will use non-linguistic representation to identify, sort, and classify plane geometric figures by their attributes (PL 7)</p> <p>The student will determine the perimeter of a given polygon through cooperative learning (PL 10)</p> <p>The student will write in his/her math journal to explain their thinking (PL 6,7)</p> <p>The student will apply his/her mathematical reasoning skills to estimate a reasonable height and weight for a specific object through authentic activities. (PL 4)</p> <p>The student will utilize graphic organizers in probability to connect and summarize ideas of an event (PL 2)</p> <p>The student will ask open-ended questions that will prompt the student to investigate models of perpendicular lines. (PL 5)</p> <p>The student will introduce concrete representation to model and describe ordering a set of decimals, fractions, and mixed numbers from least to greatest (PL 7)</p>	<p>Staff Development on data driven decision making</p> <p>Staff Development on the use of manipulatives, (geometric and measurement tools) to compare/contrast relationships.</p> <p>Staff Development on higher metacognitive levels for questioning and assessment development</p> <p>Teacher Mentor Training</p> <p>Use of Interactive Resource Software (Orchard, First in Math, United Streaming Videos, SOL to Go, PhotoStory)</p>	<p>Professional Development agendas and logs.</p> <p>Vertical and Grade Level Data Team Notebooks</p> <p>Formal and informal observations and walk through.</p> <p>Technology Data reports (First in Math, Orchard)</p>	<p>Graph the percentage of students who score 80% or better on the monthly assessments. Graph the percentage of students who score 80% or better after intervention. 80% or more of Grade 3 students will score proficient or better on the Measurement/Geometry strand and the Probability and Statistics strand of the Math SOL.</p> <p>80% or more of Grade 4 students will score proficient or better on the Measurement and Geometry strand, Number and Number Sense strand Patterns, Functions and Algebra strand, and Probability and Statistics strand of the Math SOL.</p> <p>80% or more of Grade 5 students will score proficient or better on the Patterns, Functions, and Algebra strand and the Probability and Statistics strand of the Math SOL. Math Sol.</p>

<p>Grade 5 identified need: 69.8% scored proficient or better on Patterns, Functions and Algebra -66.7% of students scored proficient or better on Probability and Statistics.</p>		<p>The student will complete math reviews, calendar math activities and focus on mastery of math facts daily. (PL 10)</p>			
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<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>
<p>Science Gr.3 Gr.5 02 – 75 02– 64.6 03 – 69 03 - 71 04 – 67 04 – 77 05 – 64 05 – 68</p> <p>Grade 3 identified need: 61.4% of Grade 3 students scored proficient or better on Scientific Investigations</p> <p>Specific areas to address: 56.5% of Grade 5 students scored proficient or better in Earth/Space Systems and Cycles</p> <p>Specific areas to address: 54.8% of Grade 5 students scored proficient or better in Life Processes</p>	<p>Increase the percentage of students in grades 2, 3, 4 and 5 who score proficient or better on District assessments</p> <p>Increase the percent of students in grades 2- 5 who score 80% or better on the monthly assessments</p>	<p>TSW conduct ongoing investigations, using the scientific method, while taking notes, making charts, and drawing pictures symbolizing the changes they see (PL4, PL7)</p> <p>TSW summarize and analyze data collected from ongoing experiments and reflect on conclusions made (PL1, PL3, PL4, PL9)</p> <p>TTW provide opportunities for tactile and kinesthetic approaches by using hands on manipulatives to create meaning and understanding of the scientific process (PL4, PL10)</p> <p>TSW participate activities during physical education class to demonstrate understanding and meaning scientific process (PL10)</p> <p>TTW engage students in technology-based activities to create new meaning and understanding in the scientific process (PL10, PL14)</p> <p>TSW immerse themselves in daily content-related reading (PL1, PL10, PL12)</p> <p>TSW reflect on their own learning and record entries in their interactive notebooks/reflection logs (PL9, PL10, PL12)</p>	<p>LCD Science identified needs</p> <p>Monthly inservices: Exemplars-Process Skills in Science-Curriculum Review & Test Prep from LCD Integration of Technology with Science Curriculum Using: Orchard, SOL Pass, United Streaming Videos Science Fair Preparation, Procedures & Rubrics TTW participate in NPS district walkthroughs at selected schools for observations of best practices and powerful literacy in action</p>	<p>Grade Level Units and Assessments</p> <p>Weekly Lesson Plan Evaluations</p> <p>In-services and attendance training logs</p> <p>Powerful Literacy checklists</p> <p>Grade Level Unit Common Performance based Assessments (EXEMPLARS) Technology Data reports (Orchard, EDSofT)</p>	<p>At least 80% of students in grades 3 and 5 students scoring proficient or better on the SOL Science Assessment</p> <p>Graph of percentage of students scoring proficient or better on scored monthly tests (grades K-5) & district quarterly tests (grades 3-5)</p>

D.	<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>												
	<p>History</p> <table border="0"> <tr> <td>Gr.3</td> <td>Gr.5</td> </tr> <tr> <td>02 78.3</td> <td>30.4</td> </tr> <tr> <td>03 67.5</td> <td>91.6</td> </tr> <tr> <td>04 79.1</td> <td>84.3</td> </tr> <tr> <td>05 74</td> <td>75</td> </tr> <tr> <td>06 83</td> <td>72</td> </tr> </table> <p>66.1% scored proficient or better in Civics</p> <p>66.3% of Grade 5 students scored proficient or better in Economics</p> <p>67.7% of Grade 5 students scored proficient or better in Geography</p> <p>62.9% of Grade 5 students scored proficient or better in History</p>	Gr.3	Gr.5	02 78.3	30.4	03 67.5	91.6	04 79.1	84.3	05 74	75	06 83	72	<p>Increase the percentage of students in grades 2, 3, 4 and 5 who score proficient or better on District assessments</p> <p>Increase the percent of students in grades 2- 5 who score 80% or better on the monthly assessments</p> <p>Decrease the achievement gap between African-American boys and African-America girls on weekly, monthly, quarterly assessments in history.</p>	<p>TSW utilize non-linguistic representations, such as songs and poems, to express knowledge and understanding of historical characters and documents (PL7, PL13)</p> <p>TTW utilize non-linguistic representations, such as graphic organizers to compare and contrast historical characters and documents (PL12, P4, PL7)</p> <p>TTW engage students in technology-based activities to create new meaning and understanding of historical characters and documents (PL10, PL4,)</p> <p>TSW immerse themselves in daily content-related reading (PL1, PL10, PL12)</p> <p>TSW utilize non-linguistic representations, such as role playing, to demonstrate understanding of historical characters and documents (PL7)</p> <p>TSW reflect on their own learning and record entries in their interactive notebooks/reflection logs (PL9, PL10, PL12)</p> <p>Require history journals to reflect on learning and writing to higher level questions</p> <p>Develop daily lessons and assessment instruments focused on higher levels of learning</p>	<p>LCD History/Social Science identified needs</p> <p>Integration of Technology with History/Social Science Curriculum Using: SOL Pass, EdSoft, United Streaming Videos</p> <p>Creating and scoring Performance based Assessments</p> <p>TTW participate in NPS district walkthroughs at selected schools for observations of best practices and powerful literacy in action</p> <p>District/building Inservices</p> <p>Training on using Marzano strategy of using identifying similarities and differences, summarizing and note-taking, and nonlinguistic representations</p> <p>Teaching Reading in the Content Area</p>	<p>Grade Level and Assessments</p> <p>Weekly Lesson Plan Evaluations</p> <p>In-services and attendance training logs</p> <p>Grade Level Assessments</p> <p>Technology Data reports study, SOL Pass, EdSoft)</p> <p>Assessment Notebooks</p>	<p>At least 80% of students in grades 3 and 80% of Grade 5 students scoring proficient or better on the Weekly, Monthly, Quarterly and SOL History & Social Sciences Assessment</p> <p>Graph of percentage of students scoring proficient or better on scored monthly tests (grades K-5) & district quarterly tests (grades 3-5)</p>
Gr.3	Gr.5																	
02 78.3	30.4																	
03 67.5	91.6																	
04 79.1	84.3																	
05 74	75																	
06 83	72																	

		<p>TSW compare things that are similar and contrast things that express differences.</p> <p>TSW use "summary frames" as a tool for summarizing</p> <p>TSW make concept maps, idea webs, dramatizations, and other types of nonlinguistic representation to create a model of their thinking.</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

A.	<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>Based on yearly STARBASE Discipline Data Report, the total number of incidents are as follows: 55 rule violations, 57 conflict indicators, 11 fighting</p>	<p>Students will show a decrease in the number of incidents in classroom disruptions, harrassment, and insubordination as evident by the STARBASE Discipline DATA Report</p>	<p>Teachers, parents and staff will implement the Positive Behavioral Supports Program</p> <p>Promote leadership with the CADET and Safety Patrol</p> <p>Infuse Character Education into Standards-based Instruction</p> <p>Referring students with chronic behavior to TAT</p> <p>Implement weekly “Lunch with the Principal” for high risk behavior students.</p> <p>Student Conflict Mediation</p> <p>Safety Patrol</p> <p>Get Real About Violence Program</p> <p>C.A.D.E.T. (Choosing honor, Attitude, Discipline, Ed., and Trustworthiness) Club</p> <p>Caught Being Good Tickets (Rewards for positive choices & student accountability system)MegaSkills character ed. Program</p> <p>Student of the Month</p> <p>Cafeteria Behavior Program (SOAR)</p>	<p>Mentor training</p> <p>Character Education provided by school counselor</p>	<p>Monthly/Yearly STARBASE Dsicipline Report</p> <p>Teacher observation</p> <p>Weekly Student Behavior Reports (targeted students)</p>	<p>Decrease the number of incidents in classroom disruptions, harrassment, and insubordination as identified by the STARBASE by the Discipline DATA Report</p>

II. Objectives Linked to Needs and Tier 2 Indicators

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

A.	<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 Results?</i>
	To involve the community in the school to establish a sense of community and the value we all have.	<p>Increase the % of parents involved in the academic achievement of students</p> <p>Increase the % of parents, businesses, and community members that are supporting and volunteering in the schools</p> <p>Increase the amount of community activities</p>	<p>Career Day</p> <p>COVE store for volunteers</p> <p>Academic Advising Sessions for all 5th graders.</p> <p>Monthly newsletter</p> <p>School website</p> <p>Partnerships with local businesses and universities</p>	<p>Parent workshops by Parent Liaison</p> <p>Parent University (Fall & Spring)</p> <p>Volunteer & Mentor Trainings/ Orientation</p> <p>Family Math and Science Nights /Community Enrichment /Classroom Volunteers Family Tours /Parents As Teachers (PAT)/</p> <p>Parent/Kid Evening Computer Classes</p>	<p>PTA membership log</p> <p>Sign-in sheets from Volunteer/Mentor Meetings</p> <p>Log sheets from Volunteer/Mentor-Student Groups</p> <p>Sign-in sheets from Parent Liaison Meetings/ Workshops</p> <p>Monitor & analyze information from NQSI & Title I School-wide surveys</p>	<p>Increase in PTA membership from parents</p> <p>Increase in % of partnerships, businesses, and community members that are supporting and volunteering in our schools</p>

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 James Monroe School Accountability Plan was developed by the school and the PTA board. The 2006-2007 plan evolved from needs assessments based upon the analysis of data listed in Tier I and a review/revision of the Accountability Plan submitted in 2005-2006.

Methods Used to Communicate Our Plan

Many methods of communicating our plan were employed to create a school wide vision. Some of these methods include, but are not limited to, the following: PTA Meetings, SOL Programs, Faculty Meetings, Marquee Signs, Parent-Teacher Conferences, School Website, Groupwise Communication, Inservices/Workshops, Ongoing Staff Development, Job-embedded Staff Development, etc.

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 Schedule			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
GENERAL CATEGORIES: *Beginning of Year Procedures *SOL Testing Procedures *End of Year Procedures	TBA	Teachers & Paras	Attendance Log & Agendas
School Culture and Leadership Training: *Data Driven Instructional Decision Making BEST Teacher Mentor Training TAT Team	TBA	Teachers & Paras	Attendance Log & Agendas
Technology Training: Orchard/ Photo Story EdSoft DIBELs *Unitedstreaming Breakthrough to Literacy Accelerated Reader trainings e-portfolios, eSembler, & IDGs Smartboard Training SOL to Go (software)	TBA	Teachers & Paras	Attendance Log & Agendas
Character Education Inservices Mentor training MegaSkills Project CADET	TBA	Teachers & Paras	Attendance Log & Agendas
Communication Skills Inservices * Junior Great Books Guided Reading Training Four Square Writing * Writing Process Training * Student Individual data graphs (IDGs) * Vertical Team Planning * Integration of Technology with Comm. Skills	TBA	Teachers & Paras	Attendance Log & Agendas

<ul style="list-style-type: none"> * Curriculum (Orchard, United Streaming, Breakthrough to Literacy, Edutest, Photo Story) * Language Arts: DIBELS Software, * NPS district walkthroughs at selected schools for observations of best practices and powerful literacy in action 			
<p>Math Inservices</p> <ul style="list-style-type: none"> Data Driven Decision Making Using Individual data graphs * Integration of Technology with Math Curriculum (Orchard, SOL to Go, EdSoft, First in Math, United Streaming Videos, & Photo Story, First in Math) * Math Inservice by LC& D on Identified needs Bank of America/Junior Achievement - Economics * NPS district walkthroughs at selected schools for observations of best practices and powerful literacy in action 	TBA	Teachers & Paras	Attendance Log & Agendas
<p>Science Inservices</p> <ul style="list-style-type: none"> * LC&D Science identified needs *Monthly inservices: Exemplars-Process Skills in Science-Curriculum Review & Test Prep from LC&D * Integration of Technology with Science Curriculum Using: Orchard, SOL to Go, SOL Pass, United Streaming Videos, & Photo Story * Science Fair Preparation, Procedures & Rubrics * TTW participate in NPS district walkthroughs at selected schools for observations of best practices and powerful literacy in action 	TBA	Teachers & Paras	Attendance Log & Agendas
<p>Social Studies Inservices</p> <ul style="list-style-type: none"> * LCD History/Social Science identified needs * Integration of Technology with History/Social Science Curriculum Using: SOL Pass, SOL to Go, United Streaming Videos & Photo Story *Creating and scoring of Monthly Assessments *NPS district walkthroughs at selected schools for observations of best practices and powerful literacy in action 	TBA	Teachers & Paras	Attendance Log & Agendas