



NORFOLK PUBLIC SCHOOLS

Tanners Creek Elementary **School**

SCHOOL ACCOUNTABILITY PLAN 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools
Mrs. Kathleen Mein, Principal

October 16, 2006

Dear Tanners Creek 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 Tanners Creek School better.

Sincerely,

Mrs. Kathleen Mein
Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Kathleen Mein	Principal
Phyllis Clark-Freeman	Assistant Principal
Pam Griffon	Communication Skills Specialist
Joan Johnson	Literacy Teacher
Susan Havice	Literacy Teacher
Barbara Morgan	Fifth Grade Teacher
Holly Luning	Fourth Grade Teacher
Kathleen Woodington	Science Teacher Specialist
Mary Knollenberg	Third Grade Teacher
Teresa Abdulbaaqee	Fifth Grade Teacher
Deborah Moser	Special Education Inclusion Teacher
Renee Wainwright	Parent
Janae Williams	Student

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
8/19/06	12:00-3:30	Holiday Inn Select
8/20/06	8:30-3:30	Holiday Inn Select
10/9/06	5:00-6:00	Media Center
10/12/06	2:00-3:00	Media Center
10/26/06	8:15-9:00	Media Center
12/11/06	3:30-4:30	Media Center
2/26/07	3:30-4:30	Media Center
4/17/06	3:30-4:30	Media Center
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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.

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>	<u>Safe, Secure & Disciplined Learning Environment</u>	<u>Active Engagement of Parents, Business, and Community in Educational Process</u>
X Standards of Learning Test Results	X NQSI Survey Data	X Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
X STAR Test Results	X Professional Development Hours and Involvement Related to School Climate and Student Discipline	X Total Volunteer Hours by Parents and Community Members in Schools
X Gates-MacGinitie Test Results	X Incidents of Physical Violence	
X PALS Test Results	X Incidents of Possession of Firearms in School	X Direct Interactive Parent Contacts Involving Student Achievement
X Narrowing of the Achievement Gap	X Incidents of Possession of Weapons Other than Firearms in School	X Training Workshops Provided for Parents/Community
X Attendance Data for Students and Staff	X Students Without Incidents of Physical Violence in School	X Volunteer Log
X Teachers Meeting State Licensure	X Students Without Incidents of Possession of Firearms in School	<u>Other</u>
X Classes Taught by Certified Teachers	X Students Without Incidents of Possession of Weapons Other than Firearms in School	X State Report Card* (also gives demographic information)
X Number of Students Reading on Grade Level		X Adequate Yearly Progress (AYP)
X Professional Development Hours and Involvement Related to Academic Achievement		

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>Students reading above grade-level on 2006 May DRA: K-27% 1st -34% 2nd 64%</p> <p>Students passing advanced on 2006 SOL Reading: 3rd 29% (7%) 4th -25% 5th -32% (16%)</p> <p>Students passing advanced on 2006 SOL Math: 3rd -36% 4th -7% 5th -31%</p> <p>Students passing advanced on 2006 SOL Science: 3rd -24% 5th -17%</p> <p>Students passing advanced on 2006 SOL History/Social Science: 3rd -42% 5th -42%</p>	<p>Increase the percentage of students scoring passed advanced on common grade-level assessments in Reading, Math, Science, & H/SS and the increase the number of students scoring at practitioner and expert levels on performance based assessments.</p>	<p>Students will read a wide variety of texts to improve comprehension & fluency and teachers will reinforce effort and provide recognition using the Accelerated Reading (AR) <i>World Travelers Maps</i> PL1.</p> <p>Students will set academic learning goals at the beginning of each unit in communication skills, math, science, history/social science. PL9</p> <p>Students will learn academic vocabulary and make connections between learning & life, and evaluate the impact of current issues using comparing/contrasting; classifying, metaphors & analogies in Journals. PL2</p> <p>Students will manage complex information by analyzing, synthesizing & evaluating using Interactive Notebooks (3-5) (PK-2/Resources-Class Interactive Notebooks. PL4</p> <p>Students will use performance-based assessments, such as Exemplars to use critical/creative thinking and problem solving. PL 5</p>	<p>Data-driven decision making</p> <p>Monthly collaborative scoring of performance based assessments that includes Exemplars</p> <p>School-wide training in Interactive Notebooks-<i>Its Elementary</i>-followed by weekly training in grade-level meeting.</p> <p>School-wide training in Performance-based assessments followed by weekly training in grade-level meeting.</p> <p>School-wide book study on <i>Common Formative Assessments: How to Connect Standards-Based Instruction and Assessment</i> by Larry Ainsworth & Donald Viegut</p>	<p>Vertical Data Team Notes: English/ Math/ Science/ H/SS/ & Koality Keepers (Discipline)</p> <p>Walkthroughs during Communication Skills, Math, Science & H/SS blocks.</p> <p>Monitor lesson plans for direct teaching of vocabulary, word study, & fluency.</p> <p>Monitor consistent use of Venn Diagrams, comparison matrixes graphic organizers for metaphors & analogies, and concept maps to teach academic vocabulary.</p> <p>Monitor use of Interactive Notebooks</p> <p>World maps by grade-levels-map AR points of students traveling around the world.</p> <p>Monthly collaborative scoring of performance based assessments.</p>	<p>Graph quarterly percentage of K-2 students reading above grade level.</p> <p>Graph the percentage of 3-5 students scoring 85% or higher on quarterly content THHS.</p> <p>Graph the percentage of K-5 students scoring practitioner and expert levels on performance-based assessments.</p> <p>15% increase in students reading above grade level on DRAs.</p> <p>15% increase in passed advanced levels on Reading, Math, Science, H/SS SOL Assessments</p>

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B.	<p>Disabled students meeting the DRA Spring grade level benchmark KDG/100% 1st / 25% 2nd / 50%</p> <p>2006 ENGLISH SOL</p> <table border="1"> <thead> <tr> <th></th> <th>Gr3</th> <th>Gr.4</th> <th>Gr 5</th> </tr> <tr> <th></th> <th>Disabled</th> <th>Non-disabled</th> <th></th> </tr> </thead> <tbody> <tr> <td>pt gap</td> <td>pt gap</td> <td>pt gap</td> <td></td> </tr> <tr> <td>05</td> <td>59</td> <td></td> <td>51</td> </tr> <tr> <td>06</td> <td>29</td> <td>11</td> <td>34</td> </tr> </tbody> </table> <p>2006 English SOL Category Results: * 7% of 3rd grade; 8% of 4th grade; & 7% of 5th grade were not proficient in Use word analysis strategies and information resources.</p> <p>2006 MATH SOL</p> <table border="1"> <thead> <tr> <th></th> <th>Gr.3</th> <th>Gr.4</th> <th>Gr. 5</th> </tr> <tr> <th></th> <th>Disabled</th> <th>Non-disabled</th> <th></th> </tr> </thead> <tbody> <tr> <td>pt gap</td> <td>pt gap</td> <td>pt gap</td> <td></td> </tr> <tr> <td>05</td> <td>27</td> <td></td> <td>67</td> </tr> <tr> <td>06</td> <td>42</td> <td>2</td> <td>21</td> </tr> </tbody> </table> <p>2006 Math SOL Category Results * 24% of 3rd grade; 28% of 4th grade & 10% of 5th grade were not proficient in Probability & Statistics.</p> <p>* 19% of 3rd grade; 26% of 4th grade, & 16% of 5th grade were not proficient in Patterns, Function, and Algebra</p>		Gr3	Gr.4	Gr 5		Disabled	Non-disabled		pt gap	pt gap	pt gap		05	59		51	06	29	11	34		Gr.3	Gr.4	Gr. 5		Disabled	Non-disabled		pt gap	pt gap	pt gap		05	27		67	06	42	2	21	<p>Close the achievement gap in reading and math between disabled & non-disabled students on common grade-level assessments and district assessments</p>	<p>Teachers will double dose struggling readers in daily guided reading lessons</p> <p>Teachers will use of K-5th grade guided reading lesson plans for fiction and nonfiction: Pacing of fluency, word study & comprehension instructional activities</p> <p>Students will practice retelling stories using GO Charts</p> <p>Students will develop fluency through repeated readings, poetry, & readers theater</p> <p>Collaborative scoring of common monthly writing assessments</p> <p>Students will access literacy and math workstations to practice reading and math problem solving.</p> <p>Teachers will integrate reading strategies & writing in the content areas.</p>	<p>*Debbie Diller Literacy Work Stations</p> <p>*Graphic Organizers –Go Charts</p> <p>*Word Study</p> <p>*The “Why” and “How” of Reading Fluency</p> <p>*Reading in the Content Area through the use of Interactive Notebooks across the curriculum</p> <p>*Peer Observations</p> <p>*Math Menus</p>	<p>Monitor guided reading</p> <p>Monitor & review lesson plan</p> <p>Walk-Through Feed Back</p> <p>Literacy Coaching</p> <p>Vertical Team Data Notebooks</p> <p>Formal/Informal Observations</p> <p>Monitor K-5 content area word walls</p>	<p>K-2 Literacy E-Portfolio</p> <p>3-5 Literacy Portfolios</p> <p>Ongoing DRA’s</p> <p>Graph % of students scoring proficient or better on common grade level assessments</p> <p>85% of 3rd graders will score on or above grade level on 4th quarter STAR.</p> <p>75% of Special Ed students will score proficient on English & Math SOLs.</p> <p>Close the achievement gap between regular and special education on Reading and Math SOL Assessments.</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>Grade 2: Math <i>TJHS</i> % Pass 05 49% 06 51%</p> <p>SOL % Pass Math</p> <table border="1"> <thead> <tr> <th></th> <th>Gr.3</th> <th>Gr.5</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>72%</td> <td>68%</td> </tr> <tr> <td>04</td> <td>78%</td> <td>83%</td> </tr> <tr> <td>05</td> <td>74.5%</td> <td>83.5%</td> </tr> </tbody> </table> <p>Gr.3 Gr.4 Gr. 5</p> <table border="1"> <tbody> <tr> <td>06</td> <td>85.9%</td> <td>52%</td> <td>88%</td> </tr> </tbody> </table> <p>2006 Math SOL Category Results * 24% of 3rd grade; 28% of 4th grade & 10% of 5th grade were not proficient in Probability & Statistics. * 19% of 3rd grade; 26% of 4th grade, & 16% of 5th grade were not proficient in Patterns, Function, and Algebra</p> <p>SOL % Pass Science</p> <table border="1"> <thead> <tr> <th></th> <th>Gr.3</th> <th>Gr.5</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>64%</td> <td>65%</td> </tr> <tr> <td>04</td> <td>80%</td> <td>86%</td> </tr> <tr> <td>05</td> <td>82%</td> <td>81%</td> </tr> <tr> <td>06</td> <td>76%</td> <td>80%</td> </tr> </tbody> </table> <p>2006 Math SOL Category Results * 16% of 3rd grade & 16 % of 5th grade were not proficient in Force, Motion, Energy & Matter. * 4 % of 3rd grade & 18% of 5th grade were not proficient in Earth/Space Systems & Cycles</p>		Gr.3	Gr.5	03	72%	68%	04	78%	83%	05	74.5%	83.5%	06	85.9%	52%	88%		Gr.3	Gr.5	03	64%	65%	04	80%	86%	05	82%	81%	06	76%	80%	<p>Increase the percentage of students scoring proficient or better on common monthly and quarterly assessments in math and science in the areas of problem solving, scientific investigations, and measurement.</p>	<p>Teachers will include at least one problem solving question in their Daily Math Review. PL5 -PL12</p> <p>Teachers will use at least one math/science exemplar per quarter to assess student performance.</p> <p>Students will generate and test hypothesis relating to measurement on a bi-weekly basis through scientific investigations. PL3</p> <p>Students will use nonlinguistic representations/ graphic organizers in Science Interactive Notebooks and Math Journals to summarize thinking. PL4 -PL5 -PL7</p> <p>Students will use manipulatives through Hands-On Equations, Science Labs, and Math Centers to increase problem solving strategies. PL2 – PL3</p> <p>Students will use First in Math, Accelerated Math and other computing technology to practice and reinforce math skills. PL 2-10-14</p> <p>K-5 teachers will include problem-solving challenges in each math lesson. PL2 – PL4</p>	<p>Training during weekly SD on Using Data to Develop Daily Math Reviews</p> <p>Setting up & managing scientific investigations to optimize measurement and problem solving skills.</p> <p>Training using Math Journals with * Hands-On Equations</p> <p>Training during weekly SD on using math manipulatives</p> <p>Math Vertical Team meetings that focus on student data analysis and strategies for improving performance</p>	<p>Staff Development Agenda and attendance log.</p> <p>Walkthroughs during labs</p> <p>Formal and Informal Observations</p> <p>Review of First in Math and Accelerated Math computer generated reports.</p> <p>Data Team review of data</p> <p>Periodic review of lesson plans</p>	<p>At least 85% of students will score proficient or better in the Scientific Investigation strand of the Science SOL test.</p> <p>At least 85% of students will score proficient or better in the Problem Solving strand of the Math SOL test.</p> <p>At least 85% of students will score proficient or better in the Measurement strand of the Math SOL test.</p> <p>Graph of percentage of students scoring proficient or better on NPS Quarterly Assessments in Math and Science.</p> <p>K-2 Graph of students scoring expert thru novice on Quarterly Common Exemplars.</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.	<p>SMART Report</p> <p>Infraction Referral</p> <p>-- African American (AA) vs. Multi Racial (MR) /White (W) Male Discipline Gap</p> <p>2005 – AA (29=33%) vs. MR (6=7%) / W (6=7%)</p> <p><u>Focus Categories:</u></p> <p>Disruption Harassment</p> <p>Disrespect</p> <p>District Stakeholders Survey (NQSI):</p> <p>47% of students disagreed that students treat each other with respect.</p> <p>-51% of students agreed that students excluded others because they were different.</p>	<p>Decrease the number of infraction referrals</p> <p>Decrease the African American -- Multi Racial/White Male Discipline Gap</p> <p>Increase the percentage of positive responses from Students and Parents on the District Stakeholders Survey (NQSI)</p>	<p>* Teachers will utilize Teachers Assistance Team (TAT) – Team for instructional strategies, classroom management, and individual student behavior improvement plans.</p> <p>Teachers will utilize Student Support Team (SST) – Team for implementation of Special Education Services focused on emotional/behavior disabilities.</p> <p>* Staff will implement Intervention Program – PATHS curriculum taught by counselors and follow-up lessons by teachers. PL10, PL11</p> <p>* Teachers will teach citizenship lessons and Citizens of the Month will be recognized.</p> <p>* Students will be recognized for following the school rules through the <i>Caught You Being Good</i> Program. PL11</p> <p>* Teachers will implement class meetings that focus on powerful learning in caring and respectful classrooms.</p> <p>* Counselors will continue the Bullying Prevention Program. PL11</p> <p>* Teachers will consistently implement behavior plans for selected students and adjust them as necessary. PL2, PL11</p> <p>* The staff will create Functional Behavior Plans and Behavior Intervention Plans (FBA/BIP) as needed. PL2, PL11</p> <p>*A Behavior Modification Strategies Log will be utilized by the staff</p>	<p>TAT/SST Referral Process</p> <p>Day of Discipline</p> <p>The Process of Creating a FBA/BIP</p> <p>Discipline Vertical Team monthly meetings that focus on student data analysis & strategies for improving performance</p>	<p>Monitoring the Discipline Data for --Infraction Referrals --Bullying Incidences</p> <p>Formal and Informal Observations</p> <p>Discipline Vertical Team Observations</p> <p><i>Caught You Being Good Recognition Format</i></p> <p>Workshop agendas</p> <p>Periodic Review of Lesson Plans</p>	<p>Decreased number of infraction referrals as documented by the Starbase Discipline Report</p> <p>Decreased Gap of African American -- Multi Racial/White Male Discipline Incidents</p> <p>Graph of the Gap of African American -- Multi Racial/White Male Discipline Incidents showing a decrease of 50%.</p> <p>Increased percentage of positive responses from students and parents on the District Stakeholders Survey (NQSI)</p>

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 to support student achievement.</p> <p>Total Volunteer Hours</p> <table border="1"> <tr> <td>03</td> <td>04</td> <td>05</td> </tr> <tr> <td>595</td> <td>275</td> <td>630</td> </tr> <tr> <td>06</td> <td></td> <td></td> </tr> <tr> <td>1256</td> <td></td> <td></td> </tr> </table>	03	04	05	595	275	630	06			1256			<p>Increase the number of parent, military, and community volunteers.</p>	<p>Hold monthly parent workshops in Parent Center to support academic achievement</p> <p>Recognize volunteers at quarterly Awards Day program</p> <p>Increase community mentoring & tutoring programs</p> <p>Solicit a grant from Food Lion to build class libraries</p> <p>Communicate with parents via PTA monthly Newsletter, Grade-level progress reports & Parentlink</p> <p>Continue family learning nights</p> <p>Implement career awareness lessons in counselors' lessons with follow-up by teachers (guest speakers & fieldtrips)</p> <p>Continue partnership with Rotary Club reading to students.</p>	<p>Parent Liaison training</p>	<p>Volunteer sign-in logs</p> <p>Parent workshop calendar</p> <p>Classroom libraries</p> <p>Common grade level weekly communication with parents</p> <p>Monitor lesson plans emphasizing career awareness</p>	<p>Increase in student achievement and emotional growth.</p>
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1256																		

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

Tanners Creek's leadership team is made up of representatives from the total school community. The staff met for a 1 ½ day retreat in August. Following training on data-driven decision making by Dr. Corbin, the staff organized into Vertical-Data teams (English, Math, Science, History/Science & Discipline) to review a variety of school data (surveys, test scores, assessments, and program outcomes) from the previous school year. The data was disaggregated according to the achievement of diverse groups of students and dialogue focused on the efforts and strategies needed to raise student achievement for all children. The Leadership Data team met on several other occasions to identify and organize instructional activities that reflected our focused set of actions to meet Tier 2 indicators, and professional development training needed to support successful implementation of instructional strategies. Small groups were formed around Tier 2 indicators to discuss instructional practices necessary for all students to learn. During the months of September and October, we sought the ideas, feelings, concerns, and input from grade levels, parent groups, paraeducators, and other stakeholders. The identified needs were prioritized by the team. The Leadership Data Team will consistently monitor the progress of our Accountability Plan. Studying the book *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning* by Mike Schmoker, the Leadership Data Team will work together learning and leading our professional learning community.

Methods Used to Communicate Our Plan

The Leadership Data Team is responsible for communicating our plan to their representative groups as well as seek their input on the plan throughout the year. Staff members report at grade-level meetings, team meetings, and at subcommittee meetings. The student member of the Leadership Data Team communicates the plan to major clubs and organizations in the school. Parent and community members communicate the plan at PTA Board meetings, parent workshops, and family activities. The administrative team will communicate our plan to civic leagues, community task force, and area churches. Excerpts from the plan will be distributed in the PTA monthly newsletter and the school website.

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>
Interactive Notebook Training	Pre-service week Weekly grade-level meetings	All Staff	Attendance Logs Agendas
Performance-based Assessments (Exemplars) & Collaborative Scoring	Monthly faculty meetings Weekly grade-level meetings	All Staff	Attendance Logs Agendas
Book study <i>Common Formative Assessments: How to Connect Standards-Based Instruction and Assessment</i> by Larry Ainsworth & Donald Viegut	On-going throughout 2006-07 Grade-level staff development meetings	All Staff	Attendance Logs Agendas
Word Study & “The Why & How of Reading Fluency”	Grade-level staff development meetings	All Staff	Attendance Logs Agendas
Literacy Work Stations-Debbie Diller Math MENUS	On-going throughout 2006-07 Grade-level staff development meetings	All Staff	Attendance Logs Agendas
Math Journals & Hands-on Equations; Manipulatives	Grade-level staff development meetings	All Staff	Attendance Logs Agendas
Management of Scientific Investigations – Measurement & Problem Solving	Grade-level staff development meetings	All Staff	Attendance Logs Agendas
TAT/SST Referral Process	Faculty Meeting	All Staff	Attendance Logs Agendas
The Process of Creating a FBA/BIP	Faculty Meeting	All Staff	Attendance Logs Agendas