



NORFOLK PUBLIC SCHOOLS

Tarrallton Elementary School

SCHOOL ACCOUNTABILITY PLAN Year: 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools
Mrs. Diane E. B. Gibson, Principal

October 30, 2006

Dear Tarrallton Elementary 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 Tarrallton Elementary School better.

Sincerely,

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position

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

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)
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<u>Continuous Growth of Student Academic Achievement</u>	<input checked="" type="checkbox"/> Promotion/Retention Data	<input checked="" type="checkbox"/> Students Without Incidents of Possession of Weapons Other than Firearms in School
<input checked="" type="checkbox"/> Standards of Learning Test Results	<input type="checkbox"/> PSAT Participation	<u>Active Engagement of Parents, Business, and Community in Educational Process</u>
<input type="checkbox"/> SAT Participation and Test Results	<input checked="" type="checkbox"/> Teachers Meeting State Licensure	<input checked="" type="checkbox"/> Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
<input type="checkbox"/> ACT Participation and Test Results	<input checked="" type="checkbox"/> Classes Taught by Certified Teachers	<input checked="" type="checkbox"/> Total Volunteer Hours by Parents and Community Members in Schools
<input type="checkbox"/> Advanced Placement Exam Results and Enrollment	<input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement	<input checked="" type="checkbox"/> Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/> Dual Enrollment Class Results and Enrollment	<u>Safe, Secure & Disciplined Learning Environment</u>	<input checked="" type="checkbox"/> Training Workshops Provided for Parents/Community
<input type="checkbox"/> International Baccalaureate Results and Enrollment	<input checked="" type="checkbox"/> District Stakeholder	<u>Other</u>
<input type="checkbox"/> Governor's School Results and Enrollment	<input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to School Climate and Student Discipline	<input checked="" type="checkbox"/> Volunteer Log
<input checked="" type="checkbox"/> STAR Test Results	<input type="checkbox"/> Incidents of Physical Violence	<input checked="" type="checkbox"/> Adequate Yearly Progress (AYP)
<input checked="" type="checkbox"/> Gates-MacGinitie Test Results	<input checked="" type="checkbox"/> Incidents of Possession of Firearms in School	<input checked="" type="checkbox"/> State Report Card* (also gives demographic information)
<input checked="" type="checkbox"/> PALS Test Results	<input type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School	<input type="checkbox"/> Completing Algebra I by the End of 8 th Grade
<input checked="" type="checkbox"/> Narrowing of the Achievement Gap	<input checked="" type="checkbox"/> Students Without Incidents of Physical Violence in School	<input type="checkbox"/> Other (please specify):
<input checked="" type="checkbox"/> Attendance Data for Students and Staff	<input checked="" type="checkbox"/> Students Without Incidents of Possession of Firearms in School	
<input checked="" type="checkbox"/> Dropout Statistics		
<input type="checkbox"/> Graduation Rates		
<input checked="" type="checkbox"/> Reading on Grade Level		
<input type="checkbox"/> Foreign Language		
<input type="checkbox"/> Scholarships Earned		

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.						
B.						
C.						
D.						

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.						
B.						

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.						
B.						

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 style="text-align: center;">How Individuals Beyond School Improvement Team Members Were Involved in Developing Our Plan</p> <hr style="border-top: 1px dashed black;"/>

<p style="text-align: center;">Methods Used to Communicate Our Plan</p> <hr style="border-top: 1px dashed black;"/>
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NORFOLK PUBLIC SCHOOLS

Tarrallton Elementary **School**

SCHOOL ACCOUNTABILITY PLAN

Year: 2006-2007

Dr. Stephen Jones, Superintendent of Schools

Mrs. Diane E. B. Gibson, ***Principal***

October 16, 2005

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Sincerely,

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Diane E. B. Gibson	A
Sharon Webster	T
Cindy Keen	T
Terrie Crabtree	T
Bonetta Ballard	T
Beth Bernstein	T
Susan Lass	T
Patricia Elder	T
Michele King-Smith	T
Lisa Colvin	T
Stacey Superick	T
Martina Foster	T
Cheryl Coghlan	T
Jennifer Durkin	T
Barrett Bussard	T
Valerie Beard	C
parent	P

Committee Meetings

Date	Time	Location
Oct. 4, 2006	8:00	Media Center
Nov. 1, 2006	8:00	Media Center
Dec. 6, 2006	8:00	Media Center
Jan. 3, 2007	8:00	Media Center
Feb. 7, 2007	8:00	Media Center
Mar. 7, 2007	8:00	Media Center
Apr. 4, 2007	8:00	Media Center
May 2, 2007	8:00	Media Center
	:	:
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	:	:
	:	:
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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.

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Tier 1 Indicators (shading indicates areas in which data must be collected at the school level)
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Continuous Growth of Student Academic Achievement

- Standards of Learning Test Results
- SAT Participation and Test Results
- ACT Participation and Test Results
- Advanced Placement Exam Results and Enrollment
- Dual Enrollment Class Results and Enrollment
- International Baccalaureate Results and Enrollment
- Governor's School Results and Enrollment
- STAR Test Results
- Gates-MacGinitie Test Results
- PALS Test Results
- Narrowing of the Achievement Gap
- Attendance Data for Students and Staff
- Dropout Statistics
- Graduation Rates
- Stanford 9 Test Results

- Promotion/Retention Data
- PSAT Participation
- Teachers Meeting State Licensure
- Classes Taught by Certified Teachers

Professional Development Hours and Involvement Related to Academic Achievement

Safe, Secure & Disciplined Learning Environment

- NQSI Survey Data
- Professional Development Hours and Involvement Related to School Climate and Student Discipline**
- Incidents of Physical Violence
- Incidents of Possession of Firearms in School
- Incidents of Possession of Weapons Other than Firearms in School
- Students Without Incidents of Physical Violence in School

- Students Without Incidents of Possession of Firearms in School
- Students Without Incidents of Possession of Weapons Other than Firearms in School

Active Engagement of Parents, Business, and Community in Educational Process

- Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency**
- Total Volunteer Hours by Parents and Community Members in Schools**
- Direct Interactive Parent Contacts Involving Student Achievement**
- Training Workshops Provided for Parents/Community**

Other

- State Report Card* (also gives demographic information)
- 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.						
B.						
C.						
D.						

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.						
B.						

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.						
B.						

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

Staff development meetings for the entire faculty and staff. Teams identified needs for each objective using 2005-2006 data and created new goals and instructional strategies.

Methods Used to Communicate Our Plan

PTA Board/newsletter, PTA meetings, notice of location in the Media Center, 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>
Data Driven Decision Making/ Vertical Teams	August 2006-June 2007	Faculty, principal	Agendas, attendance logs, data, observations, committee meetings, feedback
Guided Reading	August 2006-June 2007	Faculty, principal	Agendas, attendance logs, observations, lesson plans, feedback, data
Powerful Literacy	August 2006-June 2007	Faculty, principal	Agendas, data, observations, lesson plans, feedback
Project RIDE	August 2006-June 2007	Faculty, principal	Agendas, observations, feedback, data
Lockdown/Crisis Procedures	August 2006-June 2007	Faculty, principal	Agendas, attendance logs, data
NPS Reading/Math Plans	August 2006-June 2007	Faculty, principal	Agendas, attendance logs, data, observations, lesson plans, feedback, data

	<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>																
B.	<p>2006 SOL Math Pass % (All Students)</p> <p>Grade 3 - 92.0 Grade 4 - 76.4 Grade 5 - 93.7</p> <p>Gap Difference</p> <table border="1"> <tr> <td></td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>D/ND</td> <td>9.8</td> <td>12.4</td> <td>31.0</td> </tr> <tr> <td>M/NM</td> <td>23.5</td> <td>1.7</td> <td>8.1</td> </tr> <tr> <td>B/G</td> <td>3.3</td> <td>5.4</td> <td>4.9</td> </tr> </table> <p>76.4% of students scored proficient or better on the Fourth Grade Math SOL</p> <p>76.5% of African American students scored proficient or better on the Third Grade Math SOL</p>		3	4	5	D/ND	9.8	12.4	31.0	M/NM	23.5	1.7	8.1	B/G	3.3	5.4	4.9	<p>Increase the percentage of students scoring proficient or better on monthly and quarterly Math assessment in grades 2, 3, 4, & 5</p> <p>Increase the percentage of disabled students scoring proficient or better on monthly and quarterly Math assessment in grades 2, 3, 4, & 5</p> <p>Increase the percentage of minority students scoring proficient or better on monthly and quarterly Math assessment in grades 2, 3, 4, & 5</p> <p>Increase the percentage of male students scoring proficient or better on monthly and quarterly Math assessment in grades 2, 3, 4, & 5</p>	<p>Students will complete daily math reviews.</p> <p>Students will use non-linguistic representations to make connections between concrete symbols and abstract math concepts. (PL 4)</p> <p>K-5 students will practice justifying their answers using content specific vocabulary daily in all subject areas. (PL 4)</p> <p>K-5 students will write across the curriculum. (PL 4)</p> <p>Students will use graphic organizers to identify similarities or differences in all subject areas. (PL 4)</p>	<p>Data driven decision making</p> <p>Effective instructional strategies using Marzano's <i>Classroom Instruction That Works</i> during weekly staff development</p> <p>Inservice teachers on how to use the district curriculum to retrieve lessons, workstations and literature activities that incorporate multiple SOLs</p>	<p>Collaboratively analyze monthly, quarterly, and state assessment data</p> <p>Workshop agendas and attendance logs</p> <p>Formal and informal observations</p> <p>Periodic review of lesson plans</p> <p>Team planning logs</p> <p>Walkthroughs -- Internal and external</p>	<p>85% of Fourth Grade students will score proficient or better on the 2007 Math SOL</p> <p>85% of African American students will score proficient or better on the Third Grade 2007 Math SOL</p>
	3	4	5																			
D/ND	9.8	12.4	31.0																			
M/NM	23.5	1.7	8.1																			
B/G	3.3	5.4	4.9																			

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 Achievement for All

	<i>Identified Needs</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>2006 SOL Reading Pass % (All Students)</p> <p>Grade 3 - 72.0 Grade 4 - 87.3 Grade 5 - 95.7</p> <p>Gap Difference</p> <table border="1"> <tr> <td></td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>D/ND</td> <td>6.1</td> <td>47.6</td> <td>63.2</td> </tr> <tr> <td>M/NM</td> <td>58</td> <td>-5.7</td> <td>.1</td> </tr> <tr> <td>B/G</td> <td>5.0</td> <td>5.2</td> <td>11.1</td> </tr> </table> <p>72% of students scored proficient or better on the Third Grade Reading SOL</p> <p>35.3% of African American students scored proficient or better on the Third Grade Reading SOL</p>		3	4	5	D/ND	6.1	47.6	63.2	M/NM	58	-5.7	.1	B/G	5.0	5.2	11.1	<p>Increase the percentage of students scoring proficient or better on monthly and quarterly Reading assessments in grades 3, 4, & 5</p> <p>Increase the percentage of minority students scoring proficient or better on monthly and quarterly Reading assessments in grades 3, 4, & 5</p>	<p>Students will use before, during, and after reading strategies for each guided reading lesson. (PL 1)</p> <p>Students will read a variety of science and history non-fiction books for both enjoyment and information. (PL 1)</p> <p>K-5 students will practice justifying their answers using content specific vocabulary daily in all subject areas. (PL 4)</p> <p>K-5 students will write across the curriculum. (PL 4)</p> <p>Students will practice use of SQ3R in all subject areas. (PL 3)</p> <p>Students will use graphic organizers to identify similarities or differences in all subject areas. (PL 4)</p>	<p>Data driven decision making</p> <p>Effective instructional strategies using Marzano's <i>Classroom Instruction That Works</i> during weekly staff development</p> <p>SQ3R strategies</p> <p>Powerful literacy</p> <p>School-wide training in collaborative scoring in writing</p>	<p>Collaboratively analyze monthly, quarterly, and state assessment data</p> <p>Workshop agendas and attendance logs</p> <p>Formal and informal observations</p> <p>Periodic review of lesson plans</p> <p>Team planning logs</p> <p>Walkthroughs -- Internal and external</p>	<p>82% of third grade students will score proficient or better on the 2007 Reading SOL</p> <p>45% of African American students will score proficient or better on the Third Grade 2007 Reading SOL</p>
	3	4	5																			
D/ND	6.1	47.6	63.2																			
M/NM	58	-5.7	.1																			
B/G	5.0	5.2	11.1																			

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>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 decrease the number of discipline infractions in the school 2005-2006 71 infractions	Decrease the amount of discipline infractions	<p>Students will attend the I CAN MAN presentation.</p> <p>Students will participate in two school wide Bully Prevention weeks during the school year.</p> <p>Students will have their names posted on the positive recognition bulletin board.</p> <p>Students will participate in small group and classroom guidance lessons offered by the school guidance counselors.</p> <p>Students will participate in the new cafeteria behavior plan.</p> <p>Teachers will implement Project Ride strategies.</p>	<p>Project RIDE</p> <p>Cafeteria behavior plan</p>	<p>Monthly discipline report from the new Tarrallton tracking system</p> <p>Number of stars on the positive recognition board</p>	Decrease the discipline infractions by 10% during the 2006-2007 school year

	<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>
B.	Implementation of more stringent safety procedures	Decrease the likelihood of a crisis caused by outside intruders	<p>School crisis team will revise safety procedures.</p> <p>School safety team will revise safety procedures.</p> <p>Teachers and staff will post safety procedures.</p> <p>Teachers and students will practice safety procedures to ensure all students and staff are prepared.</p> <p>Principal will create parent and community advisory board to address their safety concerns.</p>	<p>Safety Resource Officer</p> <p>Lockdown and crisis procedures</p>	Number of parents and business partners that attend advisory board meetings.	No crisis due to outside intruders.

II. Objectives Linked to Needs and Tier 2 Indicators

For each 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>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>Continue to increase the number of volunteer and mentor hours to build strong character and academic proficiency for all students in order to become World-Class</p> <p>2005-2006 2076 volunteer hours 128 volunteers</p> <p>480 mentor hours 12 mentors</p>	<p>Increase the number of volunteers and mentors</p>	<p>Identify students in need of support/desiring a mentor.</p> <p>Use surveys, information pamphlets, flyers, phone calls to communicate with parents.</p> <p>Implement the "Student Mentorship" program using faculty and staff, parents, and military volunteers.</p> <p>Utilization of budget funds for consumable prizes</p> <p>Maintain Partners In Education and recruit additional new partners.</p> <p>Principal will create parent and community advisory board to increase mentors, volunteers, and businesses.</p>	<p>Orientation workshop</p> <p>Mentor/Mentee packet for each participate</p> <p>Parent liaison training</p>	<p>Mentor log included in packet</p> <p>Mentor responses of parent/teacher communication</p>	<p>Increase academic proficiency and strength of character in our students in order to become World-Class</p> <p>Increase the number of volunteers and mentors in the building.</p> <p>Increase the number of community partnerships.</p>