



NORFOLK PUBLIC SCHOOLS

Azalea Gardens Middle School

SCHOOL ACCOUNTABILITY PLAN Year: 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools
Sharon I. Byrdsong, Principal

October 12, 2006

Dear Azalea Gardens Middle 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 Azalea Gardens Middle School better.

Sincerely,

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation	
Individual	Position
Sharon I. Byrdsong	A
Leesa J. Mundell	A
Angie Speller	A
Lucy Zaleski	T
Ann Torian	T
Melissa George	T
Paula Chadwick	T
Valerie Tuck	T
Paula Williams	T
Gentry Manners	O
Chaundria Smith	T
Tiffany Hillian	O
Kenny Newton	P
Clovis McDonald	C
Debra Tumminelli	P
Thaxton Scott	S
Reba Jiles	S
Glefon Reynon	S
Position codes are noted as follows: A = building administration; B = business partner; C = community member; O = other; P = Parent; PT = parent of identified Title I service; R = related services and/or support staff; S = student; T = teacher.	

Committee Meetings		
Date	Time	Location
August 30, 2006	1:15 - 2:15 p.m.	AGMS Media Center
October 2, 2006	3:00 - 4:00 p.m.	AGMS Media Center
October 12, 2006	1:00 - 2:00 p.m.	AGMS Media Center
October 25, 2006	1:00 - 3:00 p.m.	AGMS Media Center
November 6, 2006	3:00 - 4:00 p.m.	AGMS Media Center
November 8, 2006	1:00 - 3:00 p.m.	AGMS Media Center
December 4, 2006	3:00 - 4:00 p.m.	AGMS Media Center
December 6, 2006	1:00 - 3:00 p.m.	AGMS Media Center
February 5, 2007	3:00 - 4:00 p.m.	AGMS Media Center
February 7, 2007	1:00 - 3:00 p.m.	AGMS Media Center
March 5, 2007	3:00 - 4:00 p.m.	AGMS Media Center
March 19, 2007	3:00 - 4:00 p.m.	AGMS Media Center
April 2, 2007	3:00 - 4:00 p.m.	AGMS Media Center
April 4, 2007	1:00 - 3:00 p.m.	AGMS Media Center
May 7, 2007	3:00 - 4:00 p.m.	AGMS Media Center
May 9, 2007	1:00 - 3:00 p.m.	AGMS Media Center
June 4, 2007	3:00 - 4:00 p.m.	AGMS Media Center
June 6, 2007	1:00 - 3:00 p.m.	AGMS Media Center
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 (*) indicates information we viewed as more 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>	<input type="checkbox"/>	Promotion/Retention Data	<input type="checkbox"/>	Students Without Incidence of Possession of Firearms in School
<input checked="" type="checkbox"/>	Standards of Learning Test Results	<input type="checkbox"/>	PSAT Participation	<input type="checkbox"/>	Students Without Incidence of Possession of Weapons Other than Firearms in School
<input type="checkbox"/>	SAT Participation and Test Results	<input type="checkbox"/>	Teachers Meeting State Licensure		<u>Active Engagement of Parents, Business, and Community in Educational Process</u>
<input type="checkbox"/>	ACT Participation and Test Results	<input type="checkbox"/>	Classes Taught by Certified Teachers	<input type="checkbox"/>	Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
<input type="checkbox"/>	Advanced Placement Exam Results and Enrollment	<input checked="" type="checkbox"/>	Professional Development Hours and Involvement Related to Academic Achievement	<input type="checkbox"/>	Total Volunteer Hours by Parents and Community Members in Schools
<input type="checkbox"/>	Dual Enrollment Class Results and Enrollment		<u>Safe, Secure, & Disciplined Learning Environment</u>	<input checked="" type="checkbox"/>	Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/>	International Baccalaureate Results and Enrollment	<input checked="" type="checkbox"/>	District Stakeholder	<input type="checkbox"/>	Training Workshops Provided for Parents/Community
<input type="checkbox"/>	Governor’s School Results and Enrollment	<input type="checkbox"/>	Professional Development Hours and Involvement Related to School Climate and Student Discipline	<input checked="" type="checkbox"/>	<u>Other</u>
<input type="checkbox"/>	STAR Test Results	<input checked="" type="checkbox"/>	Incidents of Physical Violence	<input type="checkbox"/>	Volunteer Log
<input checked="" type="checkbox"/>	Gates-MacGinitie Test Results	<input type="checkbox"/>	Incidents of Possession of Firearms in School	<input checked="" type="checkbox"/>	Adequate Yearly Progress (AYP)
<input type="checkbox"/>	PALS Test Results	<input type="checkbox"/>	Incidents of Possession of Weapons Other than Firearms in School	<input checked="" type="checkbox"/>	State Report Card* (also gives demographic information)
<input checked="" type="checkbox"/>	Narrowing of the Achievement Gap	<input checked="" type="checkbox"/>	Students Without Incidents of Physical Violence in School	<input checked="" type="checkbox"/>	Completing Algebra I by the End of 8 th Grade
<input checked="" type="checkbox"/>	Attendance Data for Students and Staff	<input type="checkbox"/>	Students Without Incidents of Possession of Firearms in School	<input type="checkbox"/>	Other (please specify)
<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.	<p>SOL Pass Rates for Mathematics</p> <table border="1"> <thead> <tr> <th>Testing Year</th> <th>6th grade</th> <th>7th grade</th> <th>8th grade</th> </tr> </thead> <tbody> <tr> <td>2005-2006</td> <td>43%</td> <td>27%</td> <td>87%</td> </tr> <tr> <td>2004-2005</td> <td>*</td> <td>*</td> <td>91%</td> </tr> <tr> <td>2003-2004</td> <td>*</td> <td>*</td> <td>99%</td> </tr> <tr> <td>2002-2003</td> <td>*</td> <td>*</td> <td>81%</td> </tr> </tbody> </table> <p>SOL Pass Rates for Mathematics - Special Education Students Achievement Gap Data</p> <table border="1"> <thead> <tr> <th rowspan="2">Testing Year</th> <th colspan="3">African-American</th> <th colspan="3">Caucasian</th> </tr> <tr> <th>6th</th> <th>7th</th> <th>8th</th> <th>6th</th> <th>7th</th> <th>8th</th> </tr> </thead> <tbody> <tr> <td>2005-2006</td> <td>0%</td> <td>17%</td> <td>31%</td> <td>44%</td> <td>40%</td> <td>44%</td> </tr> <tr> <td>2004-2005</td> <td>*</td> <td>*</td> <td>0%</td> <td>*</td> <td>*</td> <td>50%</td> </tr> 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students will justify and defend conclusions by sketching diagrams and pictures and by writing to explain their conclusions</p> <p>On a weekly basis, students will engage in instructional activities involving nonlinguistic representations</p> <p>On a weekly basis, students will engage in small group and/or cooperative group activities</p> <p>On a weekly basis, students will engage in inquiry-based learning activities</p>	<p>Workshops and conferences related to best practices in mathematics with a focus on strategies to enhance students' knowledge and understanding of computation and estimation</p> <p>Daily grade level team collaborative planning sessions</p> <p>Monthly departmental inservices facilitated by the Mathematics Department Chair with a focus on: (1) number and number sense, (2) computation and estimation, and (3) patterns, functions, and algebra</p> <p>Demonstrations of best practices in the use of nonlinguistic representations during monthly mathematics department meetings</p> <p>Monthly training sessions to disaggregate, analyze, and chart related math assessment data</p> <p>Monthly discussion groups and in-services for inquiry-based learning activities supported by SpringBoard</p>	<p>Formal and informal classroom observations conducted by the Mathematics Department Chair, the Mathematics Content Coordinator, and the AGMS Administrative Team</p> <p>Weekly review of daily lesson plans to ensure the integration of manipulatives and higher-order thinking skills</p> <p>Monthly and quarterly analysis and charting of data obtained from monthly common assessments and district mathematics quarterly assessments</p> <p>Monthly monitoring of VGLA portfolios by the Special Education and Mathematics Department Chairs</p>	<p>At least seventy-two percent (72%) of sixth grade students who score proficient or higher in the reporting category of Patterns, Functions, and Algebra on the 2006 – 2007 grade six Mathematics SOL Test</p> <p>At least seventy-two percent (72%) of sixth grade students who score proficient or higher in the reporting category of Computation and Estimation on the 2006-2007 grade six Mathematics SOL Test</p> <p>At least seventy-two percent (72%) of seventh grade students who score proficient or higher in the reporting category of Number and Number Sense on the 2006-2007 grade seven Mathematics SOL Test</p> <p>At least seventy-two percent (72%) of seventh grade students who score proficient or higher in the reporting category of Computation and Estimation on the 2006-2007 grade seven Mathematics SOL Test</p>
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Reporting Category	6 th	7 th	8 th
Computation/ Estimation	46%	37%	78%
Number/ Number Sense	50%	34%	84%
Patterns/ Functions/ Algebra	44%	44%	84%

Forty-four percent (44%) of sixth grade students scored proficient or higher in the reporting category of Patterns, Functions, and Algebra on the grade six Mathematics SOL Test

Forty-six percent (46%) of sixth grade students scored proficient or higher in the reporting category of Computation and Estimation on the grade six Mathematics SOL Test

Thirty-four percent (34%) of seventh grade students scored proficient or higher in the reporting category of Number and Number Sense on the grade seven Mathematics SOL Test

Thirty-seven percent (37%) of seventh grade students scored proficient or higher in the reporting category of Computation and Estimation on the grade seven Mathematics SOL Test

Seventy-eight percent (78%) of eighth grade students scored proficient or higher in the reporting category of Computation and Estimation on the grade eight Mathematics SOL Test

Eighty-four percent (84%) of eighth grade students scored proficient or higher in the reporting category of Patterns, Functions, and Algebra on the grade eight Mathematics SOL Test

At least eighty-five percent (85%) of eighth grade students who score proficient or higher in the reporting category of Computation and Estimation on the 2006-2007 grade eight Mathematics SOL Test

At least ninety percent (90%) of eighth grade students who score proficient or higher in the reporting category of Number and Number Sense on the 2006-2007 grade eight Mathematics SOL Test

At least ninety percent (90%) of eighth grade students who score proficient or higher in the reporting category of Patterns, Functions, and Algebra on the 2006-2007 grade eight Mathematics SOL Test

	<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>Seventy-eight percent (78%) of sixth grade students, seventy-nine percent (79%) of seventh grade students, and eighty-two percent (82%) of eighth grade students passed the 2005 - 2006 English (RLR) SOL Test</p> <p>English: RLR SOL Pass Rates</p> <table border="1" data-bbox="226 391 508 591"> <thead> <tr> <th colspan="4">Overall</th> </tr> <tr> <th></th> <th>6th</th> <th>7th</th> <th>8th</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>78%</td> <td>79%</td> <td>82%</td> </tr> <tr> <td>05</td> <td>*</td> <td>*</td> <td>84%</td> </tr> <tr> <td>04</td> <td>*</td> <td>*</td> <td>94%</td> </tr> <tr> <td>03</td> <td>*</td> <td>*</td> <td>67%</td> </tr> <tr> <td>02</td> <td>*</td> <td>*</td> <td>63%</td> </tr> </tbody> </table> <table border="1" data-bbox="205 618 531 764"> <thead> <tr> <th colspan="3">2006 Reg. Ed. 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Caucasian	6	80%	85%	7	69%	87%	8	80%	93%	Regular Ed. Gap				A.A.	Caucasian	05	75%	91%	04	88%	89%	03	65%	82%	02	52%	80%	2006 Sp. Ed. Gap				A.A.	Caucasian	6	56%	60%	7	33%	80%	8	31%	40%	Special Ed. Gap				A.A.	Caucasian	05	0%	43%	04	50%	60%	03	13%	21%	02	0%	47%	<p>Increase the percentage of students who are reading on or above grade level as assessed by common monthly assessments and district quarterly reading assessments</p>	<p>On a daily basis, students will utilize a variety of reading to learn strategies to include before reading, during reading, and after reading strategies in all core and elective areas</p> <p>On a daily basis, students will be required to engage in classroom activities designed to develop and to enhance powerful literacy skills and higher order thinking and reasoning</p> <p>On a daily basis, students will engage in activities that enhance vocabulary development to include the utilization of interactive word walls</p> <p>On a daily basis, students will read at least 20 minutes as a component of their homework assignments, documenting their reading on a log</p> <p>On a quarterly basis, students will participate in book talks facilitated by the media specialist</p> <p>Students will utilize a variety of graphic organizers to improve comprehension and build vocabulary</p> <p>On a weekly basis, students will engage in silent sustained reading</p> <p>On a weekly basis, in all core and elective areas, students will engage in journal writing to make connections in both fiction and non-fiction writing</p> <p>Teachers will utilize high interest novels to engage readers who are reading below grade level</p>	<p>On a weekly basis, reading teachers will study and share best practices, and they will utilize professional library and other relevant materials</p> <p>Faculty members will attend relevant workshops and conferences on a monthly basis, and reading teachers will attend training for NPS reading specialists</p> <p>At monthly faculty meetings, departments will share best practice strategies related to reading in the content areas</p> <p>Teachers will analyze and utilize feedback obtained from internal and external Walkthrough activities related to powerful literacy</p> <p>During established collaborative planning time, teachers will develop daily lesson plans, common assessments, and units of study</p> <p>During established collaborative planning time, teachers will develop lessons which serve to build vocabulary through the utilization of context clues and through making connections to prior knowledge</p>	<p>Weekly review of daily lesson plans to monitor the integration of reading activities in all core and elective areas</p> <p>Conduct formal and informal observations to assess the effective implementation of reading to learn strategies</p> <p>Analyze monthly and district quarterly reading assessment data</p>	<p>At least a ten percent (10%) increase in the percentage of students who demonstrate the habits of powerful literacy as evidenced by a ten percentage point increase in the percentage of students who pass the 2006 - 2007 English (RLR) SOL Test</p> <table border="1" data-bbox="1709 363 2003 532"> <thead> <tr> <th colspan="4">2007 Benchmark English: RLR SOL Pass Rates</th> </tr> <tr> <th></th> <th>6th</th> <th>7th</th> <th>8th</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>88%</td> <td>89%</td> <td>92%</td> </tr> <tr> <td>2006</td> <td>78%</td> <td>79%</td> <td>82%</td> </tr> </tbody> </table> <p>At least a ten percentage (10%) point increase in the percentage of students demonstrating proficiency in the reporting category of Comprehension of Printed Materials and a ten percentage (10%) point increase in the percentage of students demonstrating proficiency in the reporting category of Use of Word Analysis Strategies and Information Resources</p> <table border="1" data-bbox="1677 862 2037 1338"> <thead> <tr> <th colspan="4">2007 English (RLR) Benchmarks SOL Pass Rates</th> </tr> <tr> <th></th> <th>6th</th> <th>7th</th> <th>8th</th> </tr> </thead> <tbody> <tr> <td>2007 Printed Materials</td> <td>88%</td> <td>89%</td> <td>93%</td> </tr> <tr> <td>2006 Printed Materials</td> <td>78%</td> <td>79%</td> <td>83%</td> </tr> <tr> <td>2007 Word Analysis & Information Resources</td> <td>91%</td> <td>82%</td> <td>89%</td> </tr> <tr> <td>2006 Word Analysis & Information Resources</td> <td>81%</td> <td>72%</td> <td>79%</td> </tr> </tbody> </table>	2007 Benchmark English: RLR SOL Pass Rates					6 th	7 th	8 th	2007	88%	89%	92%	2006	78%	79%	82%	2007 English (RLR) Benchmarks SOL Pass Rates					6 th	7 th	8 th	2007 Printed Materials	88%	89%	93%	2006 Printed Materials	78%	79%	83%	2007 Word Analysis & Information Resources	91%	82%	89%	2006 Word Analysis & Information Resources	81%	72%	79%
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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>																				
D.	<p>Percentage of African American students enrolled in honors level and credit-bearing core classes</p> <p><u>2005 – 2006 Population Demographics</u></p> <p>Grade 7: African American Students = 33%</p> <p>Grade 8: African American Students = 34%</p> <table border="1" data-bbox="184 1161 489 1360"> <thead> <tr> <th colspan="2">2005 – 2006 Class Enrollment of African American Students</th> </tr> </thead> <tbody> <tr> <td>Geometry 8</td> <td>15%</td> </tr> <tr> <td>Earth Science 8</td> <td>17%</td> </tr> <tr> <td>Honors Soc. St. 7</td> <td>27%</td> </tr> <tr> <td>Honors English 7</td> <td>24%</td> </tr> </tbody> </table>	2005 – 2006 Class Enrollment of African American Students		Geometry 8	15%	Earth Science 8	17%	Honors Soc. St. 7	27%	Honors English 7	24%	<p>Increase the percentage of African American students enrolled in honors level and credit-bearing core classes based upon African American students' performance on common monthly assessments and district quarterly assessments</p>	<p>Guidance counselors will provide students and their parents with increased opportunities to obtain and discuss information regarding course selection of honors and credit-bearing classes and in selecting high school programs and diploma options throughout the school year during:</p> <ul style="list-style-type: none"> • Parent-Teacher Conferences • PTA Meetings • Honors Assemblies • Parent Workshops • SSST Meetings • After-School Activities <p>Students will be provided with feedback on the StrengthsExplorer by teachers and counselors</p>	<p>Conduct ongoing departmental and school-wide studies of research pertaining to culturally sensitive strategies related to instruction and discipline</p> <p>Utilize opportunities provided by the Department of Leadership and Capacity Development related to specific instructional needs</p> <p>Training for all teachers regarding identification, services, and support of African American students who are identified as gifted</p> <p>Departmental and grade level analysis of relevant data</p> <p>Monthly inservices on closing the achievement gap</p>	<p>Formal and informal classroom observations conducted by the English, Mathematics, Science, Social Studies and Special Education Department Chairs, the AGMS Gifted Resource Teacher, staff from the Department of Leadership and Capacity Development and the AGMS Leadership Team</p> <p>Departmental minutes & documentation</p> <p>Parent attendance and participation logs</p> <p>Analysis of student proficiency on common monthly and district quarterly assessments</p> <p>Disaggregation and analysis of quarterly discipline data</p>	<p>Enrollment of African American students in selected honors and credit-bearing core classes will increase to a minimum of 22% per the following table:</p> <p><u>2006 – 2007 Population Demographics</u></p> <p>Grade 7: African American Students = 34%</p> <p>Grade 8: African American students = 33%</p> <table border="1" data-bbox="1759 1242 2037 1469"> <thead> <tr> <th colspan="2">2006 – 2007 Class Enrollments of African American Students</th> </tr> </thead> <tbody> <tr> <td>Geometry 8</td> <td>25%</td> </tr> <tr> <td>Earth Science 8</td> <td>22%</td> </tr> <tr> <td>Honors Soc. St. 7</td> <td>33%</td> </tr> <tr> <td>Honors English 7</td> <td>30%</td> </tr> </tbody> </table>	2006 – 2007 Class Enrollments of African American Students		Geometry 8	25%	Earth Science 8	22%	Honors Soc. St. 7	33%	Honors English 7	30%
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E.	<p>Increased student attendance</p> <p>During the 2005 – 2006 school year, ninety-four (94%) percent of students attended school on a daily basis</p>	<p>On a daily basis, increase the percentage of students who attend school as documented by student attendance data provided by the office of the school's SIPC</p>	<p>Utilize the services of the school's Attendance Technician</p> <p>Utilize the services of the school counselors</p> <p>Encourage parents' use of eSembler to track their children's attendance</p> <p>Employ the use of the NPS Automated Telephone System</p> <p>Utilize formal and informal communications such as attendance letters, home visitations, parent conferences, and telephone contacts</p> <p>Recognize students for perfect attendance at quarterly assemblies</p> <p>Require documentation from parents regarding student absences</p> <p>Collaborate with the Norfolk Juvenile Court system and the NPS Department of Pupil Personnel Services</p>	<p>Inservices facilitated by the AGMS Administrative Team related to the school's truancy plan</p> <p>Information related to current laws and polices to be shared with the AGMS Attendance Technician and the AGMS Administrative Team by a representative from the Norfolk Juvenile Court system and the NPS Department of Pupil Personnel Services</p> <p>Faculty meetings to discuss and review roles and responsibilities of the AGMS Attendance Technician</p> <p>The AGMS Leadership Team and the Attendance Technician to provide information regarding attendance policies, procedures, and related data during faculty meetings</p>	<p>Analyze daily, weekly, and monthly attendance data provided by the Attendance Technician and SIPC</p> <p>Analyze students' daily attendance data provided by the SIPC</p> <p>Quarterly reviews of students' attendance records conducted by the AGMS Leadership Team</p> <p>Review actions taken by the Norfolk Truancy Court</p>	<p>At least a two percent (2%) increase in the percentage of students who attend school on a daily basis</p> <p style="text-align: center;">94 % → 96 %</p>

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>To provide a system that facilitates a safe, secure, and disciplined school environment</p> <p>There were three hundred and ninety (390) incidents of student harassment during the 2005 - 2006 school year</p>	<p>On a monthly basis, the AGMS Discipline Team will analyze and disaggregate student discipline data as it relates to the percentage of students not involved in incidents of harassment</p>	<p>Ensure regular parental contacts are made via conferences, telephone calls, postcards, letters, and electronic mail</p> <p>Provide an increased number of opportunities to celebrate positive student behaviors</p> <p>Develop individual behavior plans to address unacceptable student behaviors</p> <p>Continue to provide a male mentor program</p> <p>Provide opportunities for individual and small group guidance counseling sessions</p>	<p>Faculty meetings to discuss strategies to increase parent-teacher collaboration</p> <p>The Special Education Department Chair will provide professional development opportunities that focus on the development of individual behavior intervention plans</p> <p>Professional development opportunities related to behavior/classroom management</p> <p>Faculty and department meetings to explore and discuss best practices in school discipline</p> <p>Guidance counselors will facilitate peer mediation sessions</p> <p>Provide increased professional development opportunities for teachers to enhance and refine behavior management strategies</p>	<p>The AGMS Leadership Team will collect and review teacher-parent contact logs on a quarterly basis</p> <p>The AGMS Leadership Team will monitor opportunities provided by clusters and grade level teams to acknowledge and reward positive student behaviors</p> <p>The AGMS Discipline Team will analyze student discipline data and will develop strategies to address areas for growth</p> <p>The AGMS Leadership Team will analyze data related to student participation in peer mediation</p>	<p>A minimum of a ten percent (10%) decrease in the incidents of student harassment at the conclusion of the 2006 - 2007 school year</p> <p style="text-align: center;">390 → 351</p>

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 #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>Ninety-two percent (92%) of parents/guardians received formal and informal personal contact from school personnel</p> <p>Forty-two (42) community stakeholders, other than parent/guardian stakeholders, were engaged in the educational process</p>	<p>On a monthly basis, increase the opportunities for formal and informal collaboration between parents, community stakeholders, and school personnel as recorded by documentation to support relevant participation and contact logs</p>	<p>Continue to utilize a home visitation program involving a cadre of teachers and administrators for the purpose of increased collaboration with parents</p> <p>Utilize quarterly syllabi, academic letters, attendance letters, telephone calls, parent newsletters and conferences as formal communication</p> <p>Schedule every Thursday afternoon for parent-teacher conferences</p> <p>Conduct follow-up contacts with the parents of students who participated in the Sixth Grade Transition Program</p> <p>Conduct monthly meetings with the parents of the ASPIRES (overage program) students</p> <p>Conduct follow-up contacts with the parents of students who were honored as Student Ambassadors in June 2006</p> <p>Send congratulatory letters to the parents of straight "A" and "A-B" students as well as "Caught Being Good" students and students who receive other recognitions</p> <p>Mail snapshots of students at work formatted on specialty paper with a note from the principal to encourage a dialogue between the parent and the student about what he/she was doing in class at the time of the photo shoot</p>	<p>The AGMS Leadership Team will facilitate in-services related to increasing positive relationships between parents and school personnel</p> <p>Attendance at workshops and conferences related to effective home-school collaboration and communication</p> <p>Current literature and periodicals that focus on forging strong parent and/or community stakeholder partnerships will be purchased and disseminated to staff for discussion</p>	<p>Quarterly administrative reviews of formal and informal documentation of parent-school contacts</p> <p>Parent attendance logs for all relevant school activities</p> <p>Attendance logs from relevant professional development activities</p>	<p>A minimum of a five percent (5%) increase in the number of parents/guardians who are recipients of formal and informal personal contacts from school personnel</p> <p style="text-align: center;">92% → 97%</p> <p>A fifty percent (50%) increase in the involvement of non-parent/guardian stakeholders in the educational process</p> <p>Number of non-parent/guardian stakeholders engaged in the educational process:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>2005-06</td> <td>42</td> </tr> <tr> <td>2006-07</td> <td>63</td> </tr> </table>	2005-06	42	2006-07	63
2005-06	42									
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			<p>Send congratulatory letters to the parents of former students who are currently attending high school and demonstrating academic excellence</p> <p>Invite parents to various themed activity evenings and the Writing Workshop Program's book signing</p> <p>Utilize PTA meetings, AGMS websites, Parent Activity Nights, and the school's marquee as informal communications</p> <p>Invite civic league members and other community stakeholders to a luncheon at the beginning of the school year to encourage active partnerships in education</p> <p>Conduct presentations during the school year to neighborhood civic leagues regarding school-related issues</p> <p>Distribute letters to community stakeholders encouraging involvement in school projects, activities, and mentorships</p>			
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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>
PreService Week	August 2006	AGMS Faculty	Attendance Logs
Child Protective Services Policies & Procedures	August 2006	AGMS Faculty	Attendance Log, Inservice/Meeting Agenda
Virginia Law as It Relates to Student Attendance	August 2006	AGMS Faculty & Parents and Guardians	Attendance Log, Inservice/Meeting Agenda
Lesson Design and Instruction	August 2006	AGMS Faculty	Attendance Log
Four-Square Writing Design and Book Talk of <i>Literacy With an Attitude</i>	August 2006	AGMS New Teachers	Attendance Log
NPS's Teacher Appraisal Instrument	August 2006	AGMS Staff	Attendance Log
The Four Targets for World Class Status	August 2006 – May 2007	AGMS Faculty	Attendance Logs, Inservice/Meeting Agendas
Book Study and Reflection: <i>Flipping the Switch</i>	August 2006 – May 2007	AGMS Faculty	Attendance Logs Inservice/Meeting Agendas
Powerful Literacy: Reading and Writing Across the Curriculum	August 2006 – May 2007	AGMS Faculty	Attendance Logs, Inservice/Meeting Agendas
Monthly Faculty Meetings	First Monday of Every Month	AGMS Faculty	Attendance Logs
SOL Test Results and Best Practice Strategies	October 2006 – May 2007	AGMS Faculty	Attendance Logs
Effective Differentiated Classroom Strategies	October 2006 - May 2007	AGMS Faculty	Attendance Logs
Mathematics SOL Test Strategies	November 2006	AGMS Faculty	Attendance Logs
Reading Strategies	December 2006	AGMS Faculty	Attendance Log
SOL Test Strategies presented by the Special Education Department	February 2007	AGMS Faculty	Attendance Log
Demonstrating Primary Access (Internet access to historical documents) presented by the Social Studies Department	March 2007	AGMS Faculty	Attendance Log
Department Meetings	Last Monday of Each Month	All Department Members	Attendance Logs, Meeting Agendas
Develop Strategies to Meet Targets for World Class Status	September 2006	All Department Members	Attendance Logs, Meeting Agendas
Data-Driven Decision Making: The How's and Why's	October 2006	All Department Meetings	Attendance Logs, Meeting Agendas
Effective Instructional Strategies for Students Who Are at Risk	November 2006	All Department Meetings	Attendance Logs, Meeting Agendas
Proactive Discipline Strategies that Model "Equity and Excellence for ALL Students"	January 2007	All Department Meetings	Attendance Logs, Meeting Agendas
SOL Test Best Writing Practices	February 2007	All Department Meetings	Attendance Logs, Meeting Agendas
Practices that Encourage Increased Enrollment of African American Students in Honors Level and Credit-Bearing Classes [2007 – 2008]	March 2007	All Department Meetings	Attendance Logs, Meeting Agendas
SOL Writing Test-taking Strategies	April 2007	All Department Meetings	Attendance Logs, Meeting Agendas
Review of Department's Strengths and Areas for Growth	May 2007	All Department Meetings	Attendance Logs, Meeting Agendas