



NORFOLK PUBLIC SCHOOLS

Blair Middle School

SCHOOL ACCOUNTABILITY PLAN Year: 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools

Mrs. Sarah McKown, Principal

Mrs. Carol Hamlin, Assistant Principal

October 25, 2006

Dear Blair 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 Blair School better.

Sincerely,

Mrs. Sarah McKown
Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation	
Individual	Position
Sarah McKown	A
Carol Hamlin	A
Rivers Taylor	R
Shari Gomez	R
Linda Devine	R
Erik Galligan	T
Carole Vignali	T
Adrienne Jackson	T
Dave Carlin	T
Michael Pugh	T
Marye Werling	T
Lynne Barrett	R
Denise Bashara	P
Sue Russell	P

Position codes are noted as follows: **A** = building administration; **B** = business partner; **C** = community member; **O** = other; **P** = parent; **PT** = parent of identified Title I service; **R** = related services and/or support staff; **S** = student; **T** = teacher.

Committee Meetings		
Date	Time	Location
Sept. 26, 2006	3:00 – 4:00 p.m.	Room 121
Oct. 30, 2006		
Nov. 28, 2006		
Dec. 19, 2006		
Jan. 30, 2007		
Feb. 27, 2007		
Mar. 26, 2007		
Apr. 30, 2007		
May 29, 2007		

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

II. Objectives Linked to Needs and Tier 2 Indicators

For this objective, we identified needs and formulated at least three corresponding Tier 2 Indicators and instructional strategies.

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

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>																												
A	<p>Percentage of eighth grade students who passed the math SOL:</p> <table border="1"> <thead> <tr> <th colspan="2">Grade 8</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>79%</td> </tr> <tr> <td>2005</td> <td>75%</td> </tr> <tr> <td>2004</td> <td>81.2%</td> </tr> <tr> <td>2003</td> <td>81.2%</td> </tr> <tr> <td>2002</td> <td>77%</td> </tr> </tbody> </table> <p>Percentage of grade 7 and grade 6 students who passed the math SOL:</p> <table border="1"> <thead> <tr> <th>Grade 6</th> <th>Grade 7</th> </tr> </thead> <tbody> <tr> <td>32.6</td> <td>33.2</td> </tr> </tbody> </table> <p>Area of need: Computation and Estimation:</p> <table border="1"> <thead> <tr> <th>Grade 6</th> <th>Grade 7</th> </tr> </thead> <tbody> <tr> <td>36</td> <td>32.6</td> </tr> </tbody> </table> <p>Area of need: Measurement and Geometry:</p> <table border="1"> <thead> <tr> <th>Grade 6</th> <th>Grade 7</th> </tr> </thead> <tbody> <tr> <td>35.1</td> <td>40.1</td> </tr> </tbody> </table> <p>Area of need: Number and Number Sense:</p> <table border="1"> <thead> <tr> <th>Grade 6</th> <th>Grade 7</th> </tr> </thead> <tbody> <tr> <td>38.7</td> <td>53.5</td> </tr> </tbody> </table>	Grade 8		2006	79%	2005	75%	2004	81.2%	2003	81.2%	2002	77%	Grade 6	Grade 7	32.6	33.2	Grade 6	Grade 7	36	32.6	Grade 6	Grade 7	35.1	40.1	Grade 6	Grade 7	38.7	53.5	<p>Increase the percentage of students scoring proficient or better on common bi-weekly and quarterly math assessments, focusing on computations, patterns, probability, and measurement and geometry.</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> provide math manipulatives for students' use. use non-linguistic representations and graphic organizers include references to specific Powerful Literacy Standards when designing lesson plans emphasize pertinent math vocabulary. utilize rubrics to guide instruction. engage students in the use of math exemplars. promote students' written explanations for mathematical processes. support mathematical contests and competitions. provide remediation to small groups of students based on bi-weekly assessment data. utilize Springboard strategies. provide practice with multiple-choice test taking skills. utilize mathematics instructional resources maintained in media center's professional collection. 	<p>Springboard Training for new teachers</p> <p>Best instructional strategies shared and emphasized at monthly department meetings, to include use of rubrics, exemplars, and math manipulatives.</p> <p>Collaboration on designing bi-weekly common assessments.</p> <p>Departmental data analysis.</p> <p>Informal Walkthroughs with an emphasis on research based instruction.</p> <p>In-service to reinforce components of "Connecting the Pieces" guide</p> <p>Power planning sessions at the building level.</p> <p>District-level professional development opportunities for math</p> <p>Attendance at national, state, and district-wide conferences/ inservices to improve instructional practices.</p>	<p>Attendance logs at monthly department and faculty meetings</p> <p>Agendas/ attendance logs at local, state, and national conferences</p> <p>Monitor and provide feedback on lesson plans</p> <p>Attendance forms and certificates from district-wide professional development opportunities</p> <p>Departmental and grade level minutes</p> <p>Data team analysis of common bi-weekly and quarterly assessment data</p> <p>Formal and informal observations by department chairperson and administrators</p>	<p>At least 83% of eighth grade students will pass the SOL math test and at least 73% of students in grades six and seven will pass it.</p>
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	<p>Area of need: Patterns, Functions, and Algebra:</p> <table border="1" data-bbox="163 175 392 232"> <tr> <td data-bbox="163 175 275 199">Grade 6</td> <td data-bbox="275 175 392 199">Grade 7</td> </tr> <tr> <td data-bbox="163 199 275 232">36.9</td> <td data-bbox="275 199 392 232">40.6</td> </tr> </table> <p>Area of need: Probability and Statistics: Gr. 7 = 31.1%</p>	Grade 6	Grade 7	36.9	40.6		<p>Students will:</p> <ul style="list-style-type: none"> attend remediation sessions when need indicated by assessment data. Utilize interactive, online math sites for practice. <p>Counselors will:</p> <ul style="list-style-type: none"> Administer learning styles assessments and provide results to teachers. Provide workshops on differentiation of instruction and learning styles. Meet with small groups to conduct lessons on test-taking skills, career decision-making inventories and study skills that will enhance academic performance. 	<p>Collaboration with core teachers to incorporate effective math strategies and vocabulary.</p> <p>Maintenance of departmental professional library of resources to enhance instruction.</p> <p>Training on differentiation</p>		
Grade 6	Grade 7									
36.9	40.6									

<p>B</p>	<p>The gap between African American and white students on the: Sol English: RLR test: <u>% Passing</u> Grade 8: black – 80.2; white – 96 Grade 7: black – 65.9; white – 88.1 Grade 6: black – 60.7; white – 83.6</p> <table border="1" data-bbox="184 342 485 548"> <thead> <tr> <th colspan="4">English Gap</th> </tr> <tr> <th></th> <th>8</th> <th>7</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>15.8</td> <td>22.2</td> <td>22.9</td> </tr> <tr> <td>05</td> <td>18.2</td> <td>-</td> <td>-</td> </tr> <tr> <td>04</td> <td>23</td> <td>-</td> <td>-</td> </tr> <tr> <td>03</td> <td>30.9</td> <td>-</td> <td>-</td> </tr> <tr> <td>02</td> <td>28.4</td> <td>-</td> <td>-</td> </tr> </tbody> </table> <p>Sol Math test: <u>% Passing</u> Grade 8: black – 76.1; white – 85.9 Grade 7: black – 21.5; white – 58.4 Grade 6: black – 22.2; white – 63.4</p> <table border="1" data-bbox="184 711 485 917"> <thead> <tr> <th colspan="4">Math Gap</th> </tr> <tr> <th></th> <th>8</th> <th>7</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>9.7</td> <td>36.9</td> <td>41.2</td> </tr> <tr> <td>05</td> <td>21.5</td> <td>-</td> <td>-</td> </tr> <tr> <td>04</td> <td>23.7</td> <td>-</td> <td>-</td> </tr> <tr> <td>03</td> <td>30.4</td> <td>-</td> <td>-</td> </tr> <tr> <td>02</td> <td>22.1</td> <td>-</td> <td>-</td> </tr> </tbody> </table> <p>Sol History test, grade 8: <u>% Passing</u> Grade 8: black – 76.8; white – 95.8</p> <table border="1" data-bbox="184 1024 485 1198"> <thead> <tr> <th colspan="2">History Gap</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>19</td> </tr> <tr> <td>2005</td> <td>15.6</td> </tr> <tr> <td>2004</td> <td>6.5</td> </tr> <tr> <td>2003</td> <td>15.5</td> </tr> <tr> <td>2002</td> <td>21.7</td> </tr> </tbody> </table> <p>Sol Science test, grade 8: <u>% Passing</u> Grade 8: black – 83.9; white – 99</p> <table border="1" data-bbox="184 1305 485 1479"> <thead> <tr> <th colspan="2">Science Gap</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>15</td> </tr> <tr> <td>2005</td> <td>13.3</td> </tr> <tr> <td>2004</td> <td>14.7</td> </tr> <tr> <td>2003</td> <td>27.4</td> </tr> <tr> <td>2002</td> <td>14.1</td> </tr> </tbody> </table>	English Gap					8	7	6	06	15.8	22.2	22.9	05	18.2	-	-	04	23	-	-	03	30.9	-	-	02	28.4	-	-	Math Gap					8	7	6	06	9.7	36.9	41.2	05	21.5	-	-	04	23.7	-	-	03	30.4	-	-	02	22.1	-	-	History Gap		2006	19	2005	15.6	2004	6.5	2003	15.5	2002	21.7	Science Gap		2006	15	2005	13.3	2004	14.7	2003	27.4	2002	14.1	<p>Decrease the achievement gap between African American and White students on common bi-weekly and quarterly tests in grades 6-8 in reading and math, and grade 8 in science and history.</p> <p>Increase the percentage of students passing the 6th and 7th grade Math SOL test with at least 73%.</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> provide hands-on learning experiences in all content areas. promote participation in CHROME club, math contests, summer reading, Read-A-Thon, Book Review Contest, and related experiences. provide direct teaching of vocabulary related to new content in all curricular areas. incorporate “real-life experience” activities through partnerships with scientists, NASA, Nauticus, museums, Navy, etc. utilize culturally responsive instructional practices: cooperative learning, kinesthetic learning experiences, identifying differences and similarities, utilizing nonlinguistic representations etc. provide timely and corrective feedback to students. <p>Students will:</p> <ul style="list-style-type: none"> justify responses orally and in writing. attend remediation classes as deemed necessary from assessment data. utilize technology to reinforce content understanding. 	<p>Training on differentiation</p> <p>Year long teacher led book talk on <i>Through Ebony Eyes: What Teachers are Afraid to Ask but Need to Know About African American Students</i></p> <p>Training on culturally responsive instructional strategies to promote equity and excellence</p> <p>Training on setting objectives and providing corrective feedback</p> <p>In-service on equity and excellence</p> <p>In-service to reinforce components of “Connecting the Pieces” guide</p> <p>Professional reading of journal articles</p>	<p>Registration and attendance logs</p> <p>Formal and informal observations</p> <p>Walkthroughs focused on cultural responsiveness and equitable practices</p> <p>Cluster and department minutes of meetings</p> <p>Data analysis of bi-weekly and monthly assessment data</p> <p>Mentor logs</p> <p>Club participation rosters</p> <p>Remediation attendance reports</p>	<p>The achievement gap between African American and White students will close by at least 10 points in each curricular area and the percentage of students passing the 6th and 7th grade Math SOL test will increase to 73% or better.</p> <p>SOL English: RLR test: Projected % passing: Black: 8th – 90, 7th – 78, 6th – 74.</p> <table border="1" data-bbox="1581 430 1965 604"> <thead> <tr> <th colspan="4">English Gap</th> </tr> <tr> <th></th> <th>8th</th> <th>7th</th> <th>6th</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>6</td> <td>10</td> <td>10</td> </tr> <tr> <td>2006</td> <td>15.7</td> <td>22.3</td> <td>22.9</td> </tr> <tr> <td>Increase</td> <td>Black: 10</td> <td>Black: 12.1</td> <td>Black: 12.3</td> </tr> </tbody> </table> <p>SOL Math test: Projected % passing: Grade 8: Black – 86 Grade 7: Black–73; 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			<p>Counselors will:</p> <ul style="list-style-type: none">• coordinate in-school mentors in areas of need.• Administer learning styles assessments and provide results to teachers.• Provide workshops on differentiation of instruction and learning styles.• Provide small group guidance to conduct lessons on test-taking skills, career decision-making inventories and study skills that will enhance academic performance.• Encourage African-American students to take higher-level academic courses.• Work with the overage group through mentorship programs and other options.			
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C The gap between students with disabilities and the general population on the:

English: RLR SOL:
 % Passing Grade 8: spec. Ed – 59; all students – 86
 Grade 7: spec. Ed – 40; all students - 73
 Grade 6: spec. Ed - 29; all students – 67

English Gap			
	8	7	6
06	27	33	38
05	18.2	-	-
04	23	-	-
03	30.9	-	-
02	28.4	-	-

Math SOL:
 % Passing Grade 8: spec. Ed – 35; all students – 79
 Grade 7: spec. Ed – 14; all students - 34
 Grade 6: spec. Ed - 5; all students – 32

Math Gap			
	8	7	6
06	44	20	27
05	48	-	-
04	58	-	-

Science SOL:
 % Passing Grade 8: spec. Ed – 58; all students – 89

Science Gap	
2006	31
2005	27
2004	31

History SOL:
 % Passing Grade 8: spec. Ed – 58; all students – 84

History Gap	
2006	26
2005	34
2004	22

Decrease the gap between students with disabilities and the general population on common monthly and quarterly assessments.

Increase the percentage of students scoring proficient on the VGLA portfolios in Math for grades 6-8.

Teachers will:

- provide hands on learning experiences in all curricular areas.
- provide individual tutoring based on results of informal and formal assessments.
- emphasize specific reading strategies across the curriculum.
- provide direct teaching of vocabulary related to new content in all curricular areas.
- collect and evaluate evidence quarterly for students' cumulative VGLA portfolios.

Students will:

- utilize graphic organizers in all content areas.
- utilize technology to reinforce content understandings.
- provide oral and written summaries, nonlinguistic representations, and take formal notes.
- justify responses orally and in writing.

Counselors will:

- coordinate in-school mentorships for students in need.
- work with students with disabilities, case managers, and parents by conducting academic sessions.

Training on reading strategies

Training on using nonlinguistic representations

Power planning and collaboration between specials education and regular education teachers.

In-service on infusing technology to improve learning

Training on direct teaching strategies for teaching vocabulary.

Professional development on effective VGLA portfolios at the building and district level.

Differentiation training

Springboard training for new special education teachers

In-service to reinforce components of "Connecting the Pieces" guide

Maintenance of a professional resource center for teachers to refer to on best practices

On going training for technology integration

Monitor lesson plans

Analysis of bi-weekly and quarterly data

Periodic review of VGLA portfolios

Informal and formal observations

Registration and attendance logs

Power Planning minutes

The gap between students with disabilities and the general population will close by at least 10 % in each curricular area.

SOL English: RLR test: Projected % passing: SE: 8th – 76, 7th – 73, 6th – 73.

English Gap			
	8th	7th	6th
2007	10	0	0
2006	27	33	38
Increase	SE: 17	SE: 33	SE: 44 RegEd: 6

SOL Math test: Projected % passing: Grade 8: SE – 73
 Grade 7: SE–73; RegEd –73
 Grade 6: SE–73; RegEd -73

Math Gap			
	8th	7th	6th
2007	6	0	0
2006	44	20	27
Increase	SE: 38	SE: 59 RegEd: 39	SE: 68 RegEd: 41

SOL Science 8 test: Projected % passing: Grade 8: SE – 79

Science Gap	
2007	10
2006	31
Increase	SE: 21

SOL History 8 test:
 Projected % passing: Grade 8: SE – 74

History Gap	
2007	10
2006	26
Increase	SE: 16

The percentage of students who passed the VGLA in English: RLR:

English Pass Rate			
	8	7	6
'06	88.9	100	75

VGLA in Math:

Math Pass Rate			
	8	7	6
'06	37.5	25	0

The number of sixth and eighth grade students passing the VGLA in English: RLR will increase by at least 10%, while maintaining the percentage of seventh grade students passing.

English Pass Rate			
	8	7	6
2007	98.9	100	85
2006	88.9	100	75

The VGLA pass rate for 6th and 7th grade Math portfolios will increase to 73%.

VGLA Math Pass Rate			
	8th	7th	6th
2007	70	70	70
2006	37.5	25	0
Increase	32.5	45	70

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	There were 1,033 incidents of disruption, 739 of insubordination, and 235 incidents of harassment.	Decrease the number of incidents involving harassment, disruption and insubordination as evidenced from monthly discipline data.	<p>Deans will:</p> <ul style="list-style-type: none"> host student assemblies to highlight district and school expectations for positive student behaviors. Develop an anti-bullying campaign to increase awareness, utilizing posters, discussions etc. use RIDE as a resource. <p>Teachers will:</p> <ul style="list-style-type: none"> facilitate classroom discussions on appropriate student behaviors. incorporate culturally responsive instructional and discipline techniques promote school wide character education program and reward students demonstrating positive traits. advertise monthly student of the month assemblies to reinforce positive behaviors. <p>Counselors will:</p> <ul style="list-style-type: none"> coordinate a mentorship program. 	<p>Year long teacher led book talk on <i>Through Ebony Eyes: What Teachers are Afraid to Ask but Need to Know About African American Students</i></p> <p>Training on differentiation</p> <p>Training on character education at a faculty meeting</p> <p>Training on culturally responsive instructional strategies to promote equity and excellence</p> <p>Monthly attendance at district-wide meetings for deans</p> <p>TESA training for third-year teachers</p> <p>Professional reading of journal articles</p>	<p>Monthly discipline data</p> <p>Attendance logs</p> <p>Formal and informal observations by principal, assistant principal, and deans</p> <p>Walkthroughs focused on culturally responsive teaching/disciplining</p>	<p>The number of incidents of disruptions, insubordination and harassment will decrease by at least 10% in each area.</p> <table border="1"> <thead> <tr> <th colspan="2">Disruptions</th> </tr> <tr> <th>2006</th> <th>2007</th> </tr> </thead> <tbody> <tr> <td>1,033</td> <td>930</td> </tr> <tr> <th colspan="2">Insubordination</th> </tr> <tr> <td>739</td> <td>665</td> </tr> <tr> <th colspan="2">Harassment</th> </tr> <tr> <td>235</td> <td>212</td> </tr> </tbody> </table>	Disruptions		2006	2007	1,033	930	Insubordination		739	665	Harassment		235	212
Disruptions																				
2006	2007																			
1,033	930																			
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739	665																			
Harassment																				
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B	38.8 % of students were absent 10 or more days.	Decrease the rate of absenteeism as evidenced by daily and monthly attendance reports	Attendance technician and counselors will: <ul style="list-style-type: none"> • talk and follow-up with frequently absent students. • make home visits. Counselors will: <ul style="list-style-type: none"> • present perfect attendance awards at assemblies. • work with Attendance technician and parents to address attendance issues. Deans will: <ul style="list-style-type: none"> • utilize Truancy Court, when appropriate. 	Monthly attendance at district-wide meetings for attendance technicians Training on building family-school positive relationships Training on the use of Truancy Court	Registrations, sign-in logs Attendance Reports	Student absenteeism will decrease by 10% to 28.8% students absent 10 or more days.
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II. Objectives Linked to Needs and Tier 2 Indicators

For each this objective, we identified needs and formulated at least one corresponding Tier 2 Indicator and accompanying strategies.

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

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Monitor Implementation?</i>	<i>What Will We Look for as Student Results?</i>
A	There were 1267 instances of Active Engagement of Business and Community in the educational process.	Increase each month the number of community volunteers and business involvement in the educational process.	<p>Counselors and select teachers will:</p> <ul style="list-style-type: none"> • attend meetings with the Ghent Business Association to make them aware of school's needs. • coordinate local business support of traditional Patches Court Program/Talent Show. • coordinate the mentorship program in conjunction with the NPS Mentor Program and with ODU's Education Department. • coordinate two community celebrations hosted to show appreciation for student mentors. <p>Administrators will:</p> <ul style="list-style-type: none"> • communicate areas of need to parents and community members through PTA meetings and monthly newsletter. • coordinate the building's use with various community projects (i.e. The Greening of Ghent, Blair Witch project, Blair Blast etc.) <p>Gifted resource teacher will:</p> <ul style="list-style-type: none"> • coordinate with volunteer lawyers in an after school project. 	<p>Workshops and meetings from Ghent Business Association</p> <p>PTA Meetings</p> <p>Representation on Parent & Community Partnerships</p>	<p>Mentor log-in reports</p> <p>PTA membership rolls</p> <p>Volunteer logs</p> <p>Sign-in logs</p>	<p>Increase the instances of active engagement of the business and community in the educational process by 10% to at least 1394 instances, through such opportunities as:</p> <ul style="list-style-type: none"> • tutoring • mentoring • sponsorship for educational trips and/or events • parent and/or community volunteers

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 Accountability Team, the guidance department, two members of the PTA and the discipline team, analyzed data regarding student achievement. They evaluated SOL scores, spring results of the Gates MacGinitie scores; TfHS quarterly test results, PSAT and SAT test scores, AYP data, promotion/retention data, SMART team data, as well as community involvement data. This information formed the basis of the focus for the 2006-2007 year.

Methods Used to Communicate Our Plan

The Accountability Plan is communicated to the faculty through faculty meetings and department meetings. SOL results and AYP status are made public through the state department's report card, the local media, the NPS website, the Blair Middle School website, and the Blair Buzz, a newsletter mailed home to parents.

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>
In-service on Gangs	August	Deans	Attendance logs
Departmental Data Discussions	September pre-service week	All teachers	Attendance Logs
Teacher Facilitated Book Talks: <i>Through Ebony Eyes: What Teachers are Afraid to Ask but Need to Know About African American Students</i> by Gail Thompson	Throughout the year at monthly faculty meetings	All teachers, administrators	Attendance Logs/Principal Observations
VGLA Training	September	Special Education Teachers	Attendance Logs
Technology Training	Throughout the year	All teachers, deans	Attendance Logs
Successful VGLA Portfolios: Randy Green, Yvette Smith	October	Special Education Teachers	Attendance Logs
In-service on School Safety, Discipline,	October	All teachers/deans	Attendance logs
VEMA Conference	October	2 teachers/media specialists	Registration
Connecting the Pieces Review and Effective Feedback	November	All teachers	Attendance logs
NMSA Conference	November	7 content and spec. Ed. teachers, 1 dean	Registration
Best Practices in Math Instruction	Throughout the year at monthly department meetings	Math teachers/Special Education Teachers	Attendance Logs
Strategies for Success for Special Education Students	December	Special Education and Co-teachers	Attendance Logs
Equity & Excellence – Carol Hamlin	December	All Teachers, Deans	Attendance Logs
Differentiation Strategies	January	All Teachers	Attendance Logs
Content Area Workshops	Throughout the year at monthly department meetings	All Teachers	Attendance Logs