



# NORFOLK PUBLIC SCHOOLS

Lafayette-Winona Middle SCHOOL

## SCHOOL ACCOUNTABILITY PLAN 2006-2007

*Dr. Stephen C. Jones, Superintendent of School  
Cassandra D. Goodwyn, Principal*

October 16, 2006

Dear Lafayette-Winona Middle School Family Members:

I would like to inform you that for the next few years our school will continue to be engaged in an ambitious school improvement planning process 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 Lafayette-Winona Middle School better.

Sincerely,

Cassandra D. Goodwyn, Principal

**TOGETHER WE MAKE A DIFFERENCE!**

**Committee Members/Representation**

<b>Individual</b>	<b>Position</b>
Cassandra Goodwyn	A
Lisa Harris	A
Tanya Faulk	T
April Harmon	S
Bart Irwin	T
Lateshia Jenkins	T
Tavatia Jenkins	T
Simmons-Canty	T
Robin Callahan	T
Charity	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**

<b>Date</b>	<b>Time</b>	<b>Location</b>
9-13-06	8:25 a.m.	Conference Room
9-18-06	1:45 p.m.	Conference Room
10-18-06	8:20 a.m.	Conference Room
11-9-06	8:20 a.m.	Conference Room
12-6-06	1:45 p.m.	Conference Room
1-10-07	8:25 a.m.	Conference Room
2-14-07	8:25 a.m.	Conference Room
3-12-07	8:25 a.m.	Conference /room
4-19-07	8:25 a.m.	Conference Room
5-17-07	8:25 a.m.	Conference Room

Please note: This table includes initial dates for the full Biennial School Improvement Planning 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 biennial plan. Sub-committee meetings and other occasions when the Biennial School Improvement 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, represents 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)

<b><u>Continuous Growth of Student Academic Achievement</u></b>	*	Promotion/Retention Data	*	Students Without Incidents of Possession of Firearms in School
* Standards of Learning Test Results	*	PSAT Participation	*	Students Without Incidents of Possession of Weapons Other than Firearms in School
SAT Participation and Test Results	*	Teachers Meeting State Licensure		<b><u>Active Engagement of Parents, Business, and Community in Educational Process</u></b>
ACT Participation and Test Results	*	Classes Taught by Certified Teachers		Opportunities for Parents and Community Members to Assist Improving Reading and Mathematics Proficiency
Advanced Placement Exam Results and Enrollment	*	Professional Development Hours and Involvement Related to Academic Achievement		Opportunities for Parents and Community Members To Serve As Ambassadors for the Division
Dual Enrollment Class Results and Enrollment		<b><u>Safe, Secure &amp; Disciplined Learning Environment</u></b>		Opportunities for All to Become Involved with School Division Goal, Objectives, and Expectations
International Baccalaureate Results and Enrollment		NQSI Survey Data		Interactive Parent Contacts Involving Student Achievement
Governor's School Results and Enrollment	*	Professional Development Hours and Involvement Related to School Climate and Student Discipline		<b><u>Other</u></b>
STAR Test Results	*	Incidents of Physical Violence		State Report Card* (also gives demographic information)
* Gates-MacGinitie Test Results	*	Incidents of Possession of Firearms in School		Other ( <i>please specify</i> ):
PALS Test Results	*	Incidents of Possession of Weapons Other than Firearms in School		
* Narrowing of the Achievement Gap	*	Students Without Incidents of Physical Violence in School		
* Attendance Data for Students and Staff				
* Dropout Statistics				
Graduation Rates				
Stanford 9 Test Results				

## II. School Board Objectives Linked to Needs and Tier 2 Indicators

For this School Board objective, we identified needs and formulated at least three corresponding Tier 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>2006 SOL English RLR Pass % (All Students) Gr. 6 – 64.6 % Gr. 7 – 62.5 % Gr. 8 – 65.2 %</p> <p>Gap Difference Major Ethnic Groups Gr. 6 – 28.8% Gr. 7 – 10.8% Gr. 8 – 23.9%</p> <p>Gap Difference Disabled – Non Disabled Gr.6 – 20.8 % Gr.7 – 33.9 % Gr.8 – 32.2 %</p> <p>VGLA Pass Rate Gr 8 – 57.1% Gr. 7 – 26.7% Gr 6 - 37.5%</p> <p><u>AYP – English Participation</u> *Disadvantaged *Disabled</p> <p><u>AYP – English Performance</u> *All Students * Minority, *Disadvantaged *Disabled</p>	<p>Increase the percentage of students scoring proficient or better on bi-weekly, monthly and quarterly assessments in grades 6, 7 &amp; 8 (B,PL)</p> <p>Increase the percent of minority students who score proficient or better on bi-weekly, monthly and quarterly assessments in grades 6,7 &amp; 8(B, G)</p> <p>Increase the percent of disabled students who score proficient or better on bi-weekly, monthly and quarterly assessments in grades 6, 7&amp; 8 (B, G)</p>	<p>Students will make inferences based on teacher questioning during guided reading lessons(PL)</p> <p>Students will use nonlinguistic representations to analyze test structures to increase comprehension.(PL)</p> <p>Students will compare &amp; contrast and make inferences from various genres of reading material (PL)</p> <p>Students will <u>justify and defend answers using evidence from the text to aid in comprehension.</u> (PL)</p> <p>Students will take notes and write summaries of a reading selection (PL)</p> <p>Students will use context clues to determine word meanings (PL)</p> <p>Students will engage in various activities to build content vocabulary (PL)</p>	<p>Data Driven decision Making (G)</p> <p>Teacher training on creating and using literacy work stations (PL)</p> <p>Bi-weekly training on the use of comparison / and contrast strategies (PL)</p> <p>Training on the use of Syntax Surgery to aid in the use of metacognition</p> <p>Inservices on building vocabulary (PL)</p> <p>Teachers will attend Springboard training (PL)</p> <p>The gifted resource teacher will conduct inservices on how to design tiered lessons and activities (PL)</p> <p>Teachers will attend workshops sponsored by the district and TTAC at Old Dominion University on the collection of data for the VGLA and VAAP (S,L,F)</p>	<p>Collaboratively analyze bi-weekly, monthly and quarterly data</p> <p>Monitoring of instruction by administrators and department chairs</p> <p>Utilize content coordinators for class visitations and observations</p> <p>Workshop agendas, minutes &amp; attendance logs</p> <p>Formal &amp; Informal Observations</p> <p>Weekly review of lesson plans</p> <p>Team Planning Logs</p> <p>Walkthroughs – Internal Vertical &amp; External</p> <p>Bi-weekly, monthly monitoring of appropriate data collection of work samples for students who take the VGLA</p> <p>Consistently review IEP goals and objectives and update when needed.</p>	<p>Graph percentage of students scoring proficient or better on the monthly &amp; quarterly reading assessment charts (B,G)</p> <p>Increase the number of students by 15% in Gr. 6, 7, &amp; 8 who score proficient or better on the English RLR SOL test (B,S)</p> <p>Increase the number of students by 70% who score proficient or better on the VGLA assessment (B,S)</p> <p>Students in Gr.6, 7 &amp; 8 will score 85% or better on the use of word analysis strategies on the English SOL test (B,S)</p> <p>Meet AYP benchmarks in English participation and performance (G,F)</p>

<p>The following are the % students by grade who scored proficient or better in Word Analysis Strategies and Information Resources</p> <p>Gr 6.- 60.4%</p> <p>Gr. 7 – 49.5 %</p> <p>Gr.8 – 67.8.%</p>					
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	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>
B.	<p>2006 SOL Math Pass % (All Students) Gr. 6- 29.9% Gr. 7-16.8% Gr. 8 –53.9 % Algebra. – 74 % Geometry – 83%</p> <p>Gap Difference Major Ethnic Groups Gr. 6 – 31.3 % Gr. 7 – 25.7 % Gr. 8 – 29.3% Algebra – 20.8 % Geometry – 25.7%</p> <p>Gap Difference Disabled –Non-Disabled Gr.6 – 10.2 % Gr. 7 – 5.7 % Gr. 8 – 28.8 % Alg I – 17 %</p> <p>AYP – Math Performance – *All students</p> <p>VGLA – Math Gr. 7 – 0% Gr.6 – 0%</p> <p>The following are the % of students by grade who scored proficient or better on specific strands which need to be addressed:</p> <p>Computation &amp; Estimation – Gr. 6 -38.0% Gr. 7 – 25.4%</p>	<p>Increases the percentage of students scoring proficient or better on common, biweekly, monthly and quarterly math assessments in grades 6, 7, &amp; 8 (B,G)</p> <p>Increase the percentage of minority students who score proficient or better on the common biweekly, monthly and quarterly math assessment in grades 6, 7, &amp; 8 (B,G)</p> <p>Increase the percentage of disabled students who score proficient or better on biweekly, monthly, and quarterly math assessments and data collection in grades 6,7,&amp; 8 (B,G)</p>	<p>Students will complete an error analysis on problems that were completed incorrectly (PL)</p> <p>Students will provide a written explanation to justify incorrect responses (PL)</p> <p>Students will identify similarities and differences and record reflections in math journals. (PL)</p> <p>Students will use non- linguistic representations to make connections between concrete symbols and abstract math concepts(PL)</p> <p>Students will engage in various activities to build content vocabulary (PL)</p> <p>Students will answer open ended questions to extract information from a bar graph (PL)</p> <p>Students will maintain an interactive notebook</p>	<p>Data Driven Decision Making (G)</p> <p>Teachers will collectively review student work</p> <p>Monthly inservices on the use of nonlinguistic representations (PL)</p> <p>Inservices on building vocabulary (PL)</p> <p>Inservice teachers on creating interactive work stations that include exemplars which integrate a variety of math concepts (PL)</p> <p>Inservices on the use of error analysis to teach metacognition and encourage divergent thinking (PL)</p> <p>Monthly inservices by the Gifted Resource teacher on use of questioning strategies (PL)</p> <p>Teachers will attend workshops sponsored by the district and TTAC at Old Dominion University on the collection of data for the VGLA and VAAP (S,L,F)</p>	<p>Analyze bi-weekly, monthly and quarterly test results</p> <p>Monitoring instruction by administrators from formal and informal observations</p> <p>Utilize content coordinators for class observations and staff development activities</p> <p>Periodic review of lesson plans.</p> <p>Workshop agendas and attendance logs</p> <p>Walkthroughs – Internal &amp; External</p> <p>Appropriate data collection of work samples for students who take the VGLA and VAAP</p> <p>Consistently review IEP goals and objectives and update when needed</p>	<p>Graph percentage of students scoring proficient or better on monthly and quarterly math assessments (B, PL)</p> <p>Increase the percent of students in grades 6 &amp;7 grade by 55 % who score proficient or better on monthly, quarterly, &amp; state assessments(B, G,PL, S)</p> <p>Decrease the gap between disabled and non-disabled by 10 % in Gr.6, 8 &amp; Algebra on the Math SOL test (B, G)</p> <p>Students in grade 6 &amp; 7 will score 85 % or better on number &amp; number sense and computation &amp; estimation strand of the Math SOL test (B, PL)</p> <p>Meet AYP benchmarks in Math participation and performance (B, F)</p>

<p>Number &amp; Number Sense – Gr. 6 - 27.8% Gr. 7 – 30.7%</p> <p><u>Grade 8</u> Measurement &amp; Geometry – 48.7% Patterns, Functions and Algebra – 55.7%</p> <p><u>Algebra</u> Expressions &amp; Operations – 50.4%</p> <p><u>Geometry</u> Coordinate Relations &amp; Transformations – 60.0%</p>					
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C.	<p>2006 SOL Science Pass % (All Students) Gr. 8 – 75.3 Earth Science – 93.9</p> <p>Gap Difference Major Ethnic Groups Gr.8 – 20.0% Earth Science – 9.5%</p> <p>Gap Difference Disabled –Non-Disabled Gr. 8 – 27.4%</p> <p>AYP – Science Performance *Disabled Student 60%</p> <p>Specific strands to address: Gr. 8- Life Systems – 58.4% Earth Science – Scientific Investigation – 66.7%</p>	<p>Increase the percent of students who score proficient or better on bi-weekly, monthly and quarterly science assessments in grade 8 &amp; Earth Science (PL)</p> <p>Increase the percent of minority students who score proficient or better on bi-weekly monthly and quarterly assessment in Gr 8 &amp; Earth Science (G)</p> <p>Increase the percent of disabled students who score proficient or better on bi-weekly, monthly quarterly assessments in grade 8 (G)</p>	<p>Students will engage in activities involving the use of narrative writing to organize, interpret and analyze similarities and differences; and evaluate content material (PL)</p> <p>Students will summarize and use note taking skills to organize material (PL)</p> <p>Students will use interactive notebooks. (PL)</p> <p>Students will engage in various activities to build vocabulary (PL)</p>	<p>Staff development activities on writing across the curriculum (PL)</p> <p>The gifted resource teacher will conduct inservices on how to design tiered lessons and activities (PL)</p> <p>Professional development on the use of similarities and differences, note taking, and use of non-linguistic representations</p> <p>Teachers will attend workshops sponsored by the district and TTAC at Old Dominion University on the use of content enhancement graphic organizers and the collection of data for the VAAP(L,S,F)</p>	<p>Collaboratively analyze quarterly assessment results</p> <p>Monitoring of lessons by administrators conducting informal and formal observations</p> <p>Periodic review of lesson plans</p> <p>Workshop agendas and attendance logs</p> <p>Walkthroughs – Internal &amp; External</p> <p>Appropriate data collection of work samples for students who take the VAAP</p>	<p>Graph of percentage of students scoring proficient or better on monthly and quarterly science assessment (B,G)</p> <p>Increase percent of students in grade 8 by 15% who score proficient or better on monthly, quarterly and state assessments (B,PL)</p> <p>Increase the percent of students by 5% who score pass advanced or better on monthly, quarterly and state assessments in Earth Science (B,PL)</p>
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			<p>Students will use nonlinguistic representation through hands-on investigations to enhance the understanding of science concepts and their relationship to real world situations(PL)</p>			<p>Increase the achievement by 10% between minority and non-minority students in grade 8 who score proficient or better on monthly, quarterly and state assessments(G)</p> <p>Increase the achievement between Disabled &amp; Non-Disabled students by 10% (G)</p> <p>Meet AYP benchmarks in performance in Science for all subgroups (B,F)</p>
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D.	<p>2006 SOL Social Studies Pass % All Students Gr. 8 – 71.5 %</p> <p>Gap Difference Major Ethnic Groups Gr.8 – 24.1%</p> <p>Gap Difference Disabled –Non-Disabled Gr. 8 – 11.8%</p> <p><u>Specific strands to address:</u> Civics -71.5 % United States History:1877 to Present – 72.8%</p>	<p>Increase the percent of 8th grade students who score proficient or better on monthly, quarterly and state assessments (PL)</p> <p>Increase the percent of minority students who score advanced or better on monthly, quarterly and state social studies test in grade 8 (G,PL)</p>	<p>Students will use interactive notebooks (PL)</p> <p>Students will use similarities and differences to compare/contrast, classify, use metaphors and make analogies of social studies content (PL)</p> <p>Students will summarize and use note taking skills to organize information (PL)</p> <p>Students will engage in activities to background knowledge and build content vocabulary (PL)</p> <p>Students will use a variety of non-linguistic representations and interpret content information.(PL)</p>	<p>Staff development activities on writing across the curriculum (PL)</p> <p>The gifted resource teacher will conduct inservices on how to design tiered lessons, and activities (PL)</p> <p>Inservices on specific strategies from Marzano’s <u>Classroom Instruction That Works and Building Background Knowledge</u> (PL)</p> <p>Teachers will attend workshops sponsored by the district and TTAC at Old Dominion University on the use of content enhancement graphic organizers and the collection of data for the VAAP (L,S,F)</p>	<p>Collaboratively analyze monthly, quarterly, and state assessment results</p> <p>Monitoring of lessons by administrators conducting informal and formal observations</p> <p>Periodic review of lesson plans</p> <p>Administrators, Content Coordinators and Teacher, Specialist will monitor use of rubrics and scoring guides for consistency</p> <p>Workshop agendas and attendances log</p> <p>Inservice agendas and attendance logs</p> <p>Monitoring of instruction by administrators</p> <p>Walkthroughs – Internal Vertical &amp; External</p>	<p>Graph percentage of students scoring proficient or better on monthly, quarterly, and state social studies assessments(B,G)</p> <p>Increase percent of students in grade 8 by 15% who score proficient or better on monthly, quarterly, and state social studies assessments (B, PL, S)</p> <p>Increase the percent of minority students by 15% who score pass advanced or better on monthly, quarterly and state social studies assessments (G,PL)</p> <p>Increase the percent of disabled students by 15% who score pass advanced or better on monthly, quarterly and state social studies assessments (G,PL)</p>
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For this School Board objective, we identified needs and formulated at least three corresponding Tier 2 Indicators and instructional 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.	<p>2005-2006 Discipline Data:</p> <p>The overall learning environment was disrupted by the following:</p> <p>1,011 infractions involving insubordination specific area</p> <p>826 refusing reasonable request</p> <p>511 disruption</p> <p>90 fights</p> <p>The # of distinct students receiving referrals for the above conflict indicators was:</p> <p>Insubordination – 446</p> <p>Disruption – 301</p> <p>Fighting - 115</p>	<p>The number of male and minority students that are receiving referrals for insubordination will decrease by 10% (G)</p> <p>The number of male and minority students that are receiving referrals for disruption will decrease by 10% (G)</p> <p>The number of minority students who engage in fighting will decrease by 10%</p> <p>Increase the number of opportunities for reinforcing positive and desired behaviors towards male and minority students of 10% (G)</p>	<p>Implement School-Wide “Bullying Program” which includes:</p> <p>*Bullying videos presented to all classes by the P.E. teacher</p> <p>*Week-long Bullying Prevention Week Rallies in the fall and in the spring</p> <p>*Speakers to address students about bullying &amp; positive behavior (PL)</p> <p>Students will continue to use strategies from ‘Project Ride’ to aid in resolving conflicts (PL)</p> <p>Implement Conflict Mediation Program (PL)</p> <p>Students will participate in monthly school wide character education each month and be recognized for positive behaviors through ‘Caught Being Good’ (PL)</p> <p>Increase interactive lessons to engage students</p> <p>Deans will meet with grade level teachers once a minimum of once a month</p>	<p>Professional development activities on-going for staff relating to school climate and student discipline</p> <p>Administrators, Deans, Guidance Counselor, and SSST team will work with each grade level on implementing intervention strategies for disruptive behaviors</p> <p>Staff development through the Office of Special and Gifted Education on effective Behavior and Social Intervention Strategies</p> <p>Inservice staff on effective strategies from TESA</p>	<p>Computerized tracking of daily infractions</p> <p>Disaggregate monthly discipline data</p> <p>Quarterly comparisons of infractions</p> <p>Workshop agendas and attendance logs</p> <p>Maintain data of manifestations and functional assessments for monitoring student behaviors</p>	<p>Decrease in the amount of time the school environment is interrupted due to refusing a reasonable request by 10% (G)</p> <p>Decrease in the amount of time a class is interrupted due to disruption by 10% (G)</p> <p>Decrease in the amount of time the school environment is interrupted by minority students fighting by 10% (G)</p> <p>Increased positive interactions between males and minority students and staff by 10%(G)</p>

B.	<p>students were truant throughout the 2005-2006 school year</p> <p>students were consistently tardy throughout the 2005-2006 school year.</p>	<p>Decrease the number of students who are truant by 5%</p> <p>Increase in the number of students reporting to school on time by 5%</p>	<p>Students will attend a quarterly Breakfast Club for students with perfect attendance and no tardies</p> <p>Five, ten and fifteen days notice letters will be sent home to parents of students who are habitually tardy</p> <p>Phone calls and visits by attendance technician and/or school visiting teacher to parents of students who are chronically tardy</p> <p>Teachers will make a required minimum of 8 interactive parent contacts per week.</p>	<p>Inservice for staff in reference to keeping adequate records.</p> <p>Guidance counselor, Deans, Attendance Technician will work with students and teachers of students who are frequently tardy</p> <p>School Discipline Team will meet with grade levels to provide data regarding the correlation between the students who are consistently tardy and students who receive a high frequency of discipline referrals.</p> <p>Teachers will be inserviced on strategies for encouraging attendance through positive classroom experiences</p>	<p>Follow up on the 3, 5, 10, and 15 days attendance letters</p> <p>Review the daily sign in log</p> <p>School attendance clerk will provide administrators with attendance reports</p> <p>Discipline Team will monitor students who are frequently tardy and have a high number of discipline referrals</p> <p>Teachers will monitor daily attendance</p> <p>Parent technician will inform administrators of home visits made</p> <p>Guidance counselor will monitor number of truancy Referrals</p>	<p>Decrease in tardiness to school and to class documented by the sign-in log</p> <p>Increase number of students who report to school on time documented by the monthly attendance report and attendance sheet</p> <p>Reduction in the number of referrals made to the parent technician for school tardiness problems documented by quarterly/yearly report</p>
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## II. School Board Objectives Linked to Needs and Tier 2 Indicators

For this School Board 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>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>
A1.	<p>In 2005-2006 the PTA board ceased functioning mid-year</p> <p>Need for volunteers to chair PTA committees</p> <p>There were 387 total volunteer hours by parents &amp; community members</p> <p>There were 3 active community partnerships</p>	<p>Elect and maintain a functioning PTA Board</p> <p>Maintain 5 PTA sub-committees</p> <p>Increase the number of parents and community members who volunteer in the school by 10 %</p> <p>Increase the number of partnerships with various organizations by 5%</p>	<p>Continue with a teacher liaison with PTA &amp; school</p> <p>Provide more opportunities for the PTA to discuss volunteer involvement</p> <p>Hold luncheon for present and prospective parents who would consider chairing PTA committees</p> <p>Increase communication announcing opportunities for volunteer service with parents and community</p> <p>Increase new partnerships with local businesses and institutions</p>	<p>Schedule guest speakers who will address the research studies on the benefits from involvement in the PTA and the educational process</p> <p>Inservice PTA board on the book QBQ by John G. Miller</p> <p>Utilize parent-link as a means of communicating to school community</p>	<p>Sign-in logs for volunteers and mentors</p> <p>Sign-in sheets for any workshops or meetings</p> <p>End of the year report for volunteers and mentors</p> <p>Reports from athletics, school clubs &amp; organizations on volunteers and mentors</p>	<p>Increase in the number of parents who assume an active role in the PTA</p> <p>Increase in the number of parents who volunteer to chair a PTA committee</p> <p>Increase the number of volunteer hours by parents and community members</p> <p>Increase the number of partnerships between the school and businesses</p>

#### **IV. Plan Development and Dissemination Process**

We used a multistage process in developing our comprehensive 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**

An examination of Lafayette-Winona's Standard of Learning (SOL), Adequate Yearly Progress and Gates-MacGinite test scores was conducted in July during a retreat with the Instructional Leadership Team; in August during the Pre-service week; and in September. The Principal, Assistant Principal, members of the Instructional Leadership Team, Content Data Teams, and the Discipline Team sought input from teachers and staff. Each team was tasked with providing feedback and developing strategies that would address academic and discipline needs. Input was also sought from parents who had previously served on the PTA executive board.

##### **Methods Used to Communicate Our Plan**

Our plan will be communicated to our faculty and staff through accountability planning update reports. The reports will be given during the weekly team-administrator planning meets and the weekly Instructional Leadership Team meetings. Each teacher will have a copy of the plan and will review the plan monthly to assess their success in assuring that the plan is being implemented. Information on how to access the plan will be announced in PTA meetings and in school newsletters. The plan will be made accessible in the school's media center. The results of the Standards of Learning along with Adequate Yearly Progress have already been released to the public by the media.

## 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.

### Professional Development Hours Related to Continuous Growth of Academic Student Achievement for All

<b>Staff Development</b>			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Data Team Analysis Training	On going	All Instructional Staff	Attendance Logs, Agendas, Professional Development Certificates
Flipping The Switch	On going	All Staff	Attendance Logs, Agendas
<i>Classroom Instruction That Works Similarities &amp; Differences Note taking Non-Linguistic Representation</i>	Pre-Service Week - On-Going	Instructional Staff	Agenda , Attendance Logs
Inservice Staff on the use of Interactive Notebooks	September-December	Instructional Staff	Agenda, Attendance Logs
Data Collection for VGLA and VAAP	On going	Special Education Teachers	Agenda, Attendance Logs
Syntax Surgery	October, November & December	Reading & English Teachers	Agenda, Attendance Logs
Staff development sessions on utilizing appropriate accommodations – standard and non-standard	Ongoing	Special Education Teachers	Agenda, Attendance Logs
Designing Tiered Assignments	Ongoing – conducted by Gifted Resource Teacher	Instructional Staff	Agenda, Attendance Logs
Staff development sessions on Content Enhancement Routine Strategies	On going	Special Education Teachers	Agenda, Attendance Logs
Project Ride, Discipline Team	Ongoing	Faculty	Agenda, Attendance Logs
Book Study: Literacy With An Attitude	1st semester	Instructional Leadership Team	Agenda, Attendance Logs
Book Study: Building Background Knowledge	2nd semester	Instructional Leadership Team	Agenda, Attendance Logs

\*Key to World Class Indicators:

B – Meet or exceed all Benchmarks

G – Closing Achievement Gaps

PL – Powerful Literacy

L- Local Assessment

S – State Assessment

F – Federal Assessment