



NORFOLK PUBLIC SCHOOLS

LAKE TAYLOR MIDDLE School

SCHOOL ACCOUNTABILITY PLAN Year: 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools
Inez Blount-Mason, Principal

October 10, 2006

Dear Lake Taylor 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 Lake Taylor Middle School better.

Sincerely,

Principal

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)

<input type="checkbox"/>	<u>Continuous Growth of Student Academic Achievement</u>	<input checked="" type="checkbox"/>	Promotion/Retention Data	<input type="checkbox"/>	Students Without Incidents of Possession of Firearms in School
<input checked="" type="checkbox"/>	Standards of Learning Test Results	<input checked="" type="checkbox"/>	PSAT Participation	<input type="checkbox"/>	Students Without Incidents of Possession of Weapons Other than Firearms in School
<input type="checkbox"/>	SAT Participation and Test Results	<input type="checkbox"/>	Teachers Meeting State Licensure		
<input type="checkbox"/>	ACT Participation and Test Results	<input checked="" type="checkbox"/>	Classes Taught by Certified Teachers		<u>Active Engagement of Parents, Business, and Community in Educational Process</u>
<input type="checkbox"/>	Advanced Placement Exam Results and Enrollment	<input checked="" type="checkbox"/>	Professional Development Hours and Involvement Related to Academic Achievement	<input checked="" type="checkbox"/>	Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
<input type="checkbox"/>	Dual Enrollment Class Results and Enrollment		<u>Safe, Secure & Disciplined Learning Environment</u>	<input type="checkbox"/>	Total Volunteer Hours by Parents and Community Members in Schools
<input type="checkbox"/>	International Baccalaureate Results and Enrollment	<input checked="" type="checkbox"/>	NQSI Survey Data	<input checked="" type="checkbox"/>	Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/>	Governor's School Results and Enrollment	<input checked="" type="checkbox"/>	Professional Development Hours and Involvement Related to School Climate and Student Discipline	<input type="checkbox"/>	Training Workshops Provided for Parents/Community
<input type="checkbox"/>	STAR Test Results	<input checked="" type="checkbox"/>	Incidents of Physical Violence		<u>Other</u>
<input checked="" type="checkbox"/>	Gates-MacGinitie Test Results	<input type="checkbox"/>	Incidents of Possession of Firearms in School	<input checked="" type="checkbox"/>	State Report Card* (also gives demographic information)
<input type="checkbox"/>	PALS Test Results	<input type="checkbox"/>	Incidents of Possession of Weapons Other than Firearms in School	<input type="checkbox"/>	Other (please specify):
<input checked="" type="checkbox"/>	Narrowing of the Achievement Gap	<input type="checkbox"/>	Students Without Incidents of Physical Violence in School		
<input checked="" type="checkbox"/>	Attendance Data for Students and Staff				
<input checked="" type="checkbox"/>	Dropout Statistics				
<input type="checkbox"/>	Graduation Rates				
<input type="checkbox"/>	Stanford 9 Test Results				

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>27% of the grade 6 students scored proficient or better on the SOL Math Test</p> <p>15% of the grade 7 students scored proficient or better on the SOL Math Test</p> <p>64.1% of the grade 8 students scored proficient or better on the SOL Math Test</p>	<p>Increase the percentage of the 6th, 7th, and 8th grade students scoring proficient or better on common assessments, collaboratively developed weekly quizzes, monthly tests, Math Review Quizzes (Accountability Quizzes), and NPS Quarterly Assessments</p>	<p>*All teachers will provide activities that incorporate essential technical vocabulary and barrier words through the use of " Word Power=Mind Power" to develop background knowledge</p> <p>*Daily Math Review</p> <p>*Word Wall</p> <p>*Interactive Notebooks</p> <p>*Simulated SOL Math Test on a quarterly basis</p> <p>*Use of Orchard, Boxermath, and ALS Programs as appropriate</p> <p>*Use of Springboard Instructional Units as appropriate</p> <p>*Use of justification of answers on tests and quizzes (PL)</p> <p>*Writing in the content</p> <p>*Higher Order Questioning</p> <p>*Use of manipulatives</p> <p>*Writing in Closure</p> <p>*Checking for understanding</p>	<p>*Springboard Training</p> <p>*Power Planning for 6th, 7th and 8th grade teachers</p> <p>*Training in implementing successful Word Walls</p> <p>Training in use of Math Lab and interpreting reports</p> <p>*Collaborative planning with the feeder schools</p> <p>*Analysis of data and discussions of strategies within the department</p> <p>*Data Team Training</p>	<p>*Department agendas and attendance logs</p> <p>*Formal and informal observations by The Math Coordinator, the department chair, the principal and assistant principal</p> <p>*Lesson Plan review</p> <p>*Pre and Post Assessments Review</p> <p>*Review of Collaboratively scored quizzes and tests including the NPS Quarterly Tests</p> <p>*Graph the percentage of students scoring proficient or better on monthly common assessments</p>	<p>*75% of the students will score proficient on The 6th, 7th, and 8th Grade SOL Math Tests as an indicator of World Class Status</p>

B.	<p>70.9% of the 6th grade students scored proficient on the Reading, Literature, and Research SOL Test</p> <p>61.7% of the 7th grade students scored proficient on the Reading, Literature, and Research SOL Test</p> <p>67.4% of the 8th grade students scored proficient on the Reading, Literature, and Research SOL Test</p>	<ul style="list-style-type: none"> - *Increase the percentage of 6th, 7th and 8th grade students scoring proficient or better on collaboratively developed weekly quizzes, monthly tests, , and NPS Quarterly Assessments 	<ul style="list-style-type: none"> *SOL Warm-ups daily *Word Power *Re-teach, revisit, reflect and retest using data *Test taking strategies using metacognition and annotative techniques (PL) * Student reflection of tests and writing *Word Walls *Graphic organizers *Active reading *Springboard implementation as relevant *Use of reading logs *Mock Reading Tests *Writing in the content *Higher Order Questioning *Use of manipulatives *Writing in Closure *Checking for understanding 	<ul style="list-style-type: none"> *6th , 7th, and 8th Grade Collaborative Scoring *Training in the Four Square Model as a School-Wide Writing Plan *Training in developing weekly writing prompts *Attendance at related workshops and conferences *Training in Reading and Writing for Teachers of Special Needs Students *Training in Reading Comprehension skills using Narrative and Expository texts *Training in Building Background Knowledge 	<ul style="list-style-type: none"> *Weekly review of writing notebooks to assess writing effectiveness *Holistic scoring of writings for consistency in grading *Review of lesson plans to monitor reading and writing activities integrated in daily lessons *Formal and Informal observations by the principal, assistant principal, and department chair 	<ul style="list-style-type: none"> *80% of the students will score proficient on the 6th , 7th , and 8th Grade RLR SOL Test as an indicator of World Class Status
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C.	<p>Non-minority students scored an average of 15.96 higher than minority students on the Reading SOL Test</p> <p>64.5% African American Students scored proficient on the 8th Grade Reading SOL Test/ 75.7% White Students scored proficient on the Reading SOL Test</p> <p>58.1% African American Students scored proficient on the 7th Grade Reading SOL Test/ 87.1% White Students scored proficient on the Reading SOL Test</p> <p>79.5% African American Students scored proficient on the 6th Grade Reading SOL Test/ 87% White Students scored proficient on the Reading SOL Test</p>	<ul style="list-style-type: none"> *Increase the percentage of 6th, 7th and 8th grade minority students scoring proficient or better on collaboratively developed weekly quizzes, monthly tests, and NPS Quarterly Assessments 	<ul style="list-style-type: none"> *Teachers will work with students on an individual basis to address skill deficits *Provide auditory, visual, and kinesthetic activities for addressing the needs of all learners and keeping students involved in the learning process *Use of multisensory approach to learning *Utilize vocabulary to build background knowledge *Continue the implementation of the school-wide initiative Word Power within lesson planning, morning announcements, and class changes *Increase instructional time of students based on needs *Develop Plans of Action to address individual needs by having teachers provide specific feedback to students and implement remediation practices after school *Monitor progress of students quarterly through The SOL Success Program by the Guidance Department * Work with New Teachers through The New Teacher Academy *Writing in the content *Higher Order Questioning *Use of manipulatives *Writing in Closure *Checking for understanding 	<ul style="list-style-type: none"> * Sharing Best Practices *Providing SOL info sessions for parents *Ongoing training for staff in mentoring students and relationship building *Inservice on Building Background Knowledge Study group on How Full is Your Bucket? 	<ul style="list-style-type: none"> *Formal and informal observations by the principal, assistant principal, and department chair *Review of lesson plans to monitor high interest materials and multisensory approach 	<ul style="list-style-type: none"> *80% of the minority students will score proficient on the 6th , 7th , and 8th Grade Reading SOL Test as an indicator of World Class Status
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D.	<p>None of the 6th grade students scored proficient on the Reading, Literature, and Research for VGLA</p> <p>50% of the 7th grade students scored proficient on the Reading, Literature, and Research for VGLA</p>	<ul style="list-style-type: none"> *Increase the percentage of 6th and 7th grade students scoring proficient or better on alternative assessments on a monthly basis 	<ul style="list-style-type: none"> *Re-teach, revisit, reflect and retest using data *Test taking strategies using metacognition and annotative techniques (PL) * Student reflection of tests and writing *Word Walls *Graphic organizers *Active reading *Springboard implementation as relevant *Writing in the content *Higher Order Questioning *Use of manipulatives *Writing in Closure *Checking for understanding 	<ul style="list-style-type: none"> *Training in the implementation of VGLA and VAAP by LCD and The Special Education Department *Opportunities to view models at other schools that were successful *Analysis of data and discussions of strategies within the department *Attendance at related workshops and conferences *Power Planning Sessions *Data Team Training *Springboard Training 	<ul style="list-style-type: none"> *Monthly Review of VGLA and VAAP Portfolios *Monthly Review of the Virginia Grade Level Assessment Checklist *Formal and informal observations by the principal, assistant principal, and department chair *Review of lesson plans to monitor high interest materials and multisensory approach 	<ul style="list-style-type: none"> *73% of the students will score proficient on the 6th and 7th Grade reading, Literature and Research VGLA as an indicator of World Class Status
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II. Objectives Linked to Needs and Tier 2 Indicators

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

Objective # 2: Safe, Secure, and Disciplined Learning Environment

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>
A.	*92.3% of the students attended school everyday	*Increase the percentage of students who attend school weekly by utilizing the attendance reports	<ul style="list-style-type: none"> *Encourage students to attend school everyday by providing incentives and recognition *Utilize the services of the attendance technician to visit homes *Send home attendance letters *Utilize automated phone system *Require students to bring documentation of absences *Recognize students with perfect attendance *Develop groups for students with excessive absences facilitated by the attendance technician 	<ul style="list-style-type: none"> *Inform all staff of the system-wide attendance policy *Distribute handouts on how to engage parents *Make parents and staff aware of Truancy Guidelines 	<ul style="list-style-type: none"> *Review of monthly reports of attendance technician and Student Information Processing Clerk (SIPC) *Review teacher attendance records quarterly *Review truancy court records 	*Increase student daily attendance to 95%
B.	606 incidents involved harassment, disruption, and insubordination for the 2005-2006 School Year	*Decrease the number of incidents involving harassment, disruption, and insubordination as evidenced by the monthly discipline report	<ul style="list-style-type: none"> *Provide lessons that are simulating and interesting *Recognize students who demonstrate appropriate behavior *Contact parents of students via conferences, notes, and telephone *Recognize students with good citizenship and behavior *Student Of The Month and Student Of The Quarter Awards Assemblies *Community of Caring Poster Contest *Utilize Gothas to promote Appropriate behavior 	<ul style="list-style-type: none"> *Provide inservice training on "How Full Is Your Bucket?" *Implement the Lake Taylor Middle School's Project M.O.R.A.L. (Mentoring Others With Respect, Attentiveness, and Loyalty) *Training for all staff in The Community of Caring Program 	<ul style="list-style-type: none"> *Discipline Reports *Records from Deans 	* Decrease the number incidents to 5% for a total no more than 576 incidents for the 2006-2007 school year

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.	<ul style="list-style-type: none"> · Last year, 130 · parents joined the · Lake Taylor Middle · School · ParentTeacher · Association (PTA) · · · · · 	<ul style="list-style-type: none"> · *Increase PTA membership · on a quarterly basis · · · · · · · · 	<ul style="list-style-type: none"> · *Encourage parents to join · the PTA through contest · *Hold PTA Membership · Drives quarterly · *Hold PTA monthly · meetings · *Provide parent workshops · and meetings · *Provide incentives and · recognition for classes as · PTA membership increases 	<ul style="list-style-type: none"> · *Training on how to · engage parents · *Community mapping · activity 	<ul style="list-style-type: none"> · *Monthly monitoring of · member intake · *Number of PTA · membership cards · distributed · *PTA records 	<ul style="list-style-type: none"> · *Increase in PTA · membership to 140 for the · 2006-2007 school year

III. Plan Development and Dissemination Process

We used a multistage process in developing our accountability plan and involved many individuals in order to ensure that it addressed the needs of all our students. Below you will find a very brief summary of how we ensured that many individuals (beyond the members of our planning team) were involved in the development of our plan. Also, we are outlining how we will present our plan and our school's performance to our stakeholders. Information included in both of these areas will be useful when writing the school's Tier 3 Narrative which helps paint a picture of our school's progress and tells the "story behind the numbers".

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

<p style="text-align: center;">Methods Used to Communicate Our Plan</p> <hr style="border-top: 1px dashed black;"/>
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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>
"All Means All" by Martin Flemings	July 25, 2006 and August 28, 2006	Faculty	Certificates of Participation, Attendance Log, Agenda
The Gap II by Pell Seaton and Deborah Self	July 25, 2006	Faculty	
Examining Data By Pamela Arline	July 26, 2006 and August 28, 2006	Faculty	
The Gap II by Pell Seaton and Deborah Self	July 26, 2006	Faculty	Certificates of Participation, Attendance Log, Agenda
Personal Accountability by Inez Blount-Mason	July 26, 2006	Faculty	Certificates of Participation, Attendance Log, Agenda
Community Mapping	August 30, 2006	Faculty	Attendance Log, Agenda
Community of Caring by Gwen Cherry	September 28, 2006	Faculty, Parents, and Students	Agenda
Team Planning by LCD Staff	September 14, 2006	Faculty	Certificates of Participation, Attendance Log, Agenda
Accountability Planning By Deborah Self, Stacie Parker, and Phyllis Diggs	October 2, 2006	Faculty	Attendance Log, Agenda
Collaborative Planning with the feeder schools (Booker T. Washington High School)	October 12, 2006	Math Department	Certificates of Attendance
How to Administer a Test by Todd Conroy	October 12, 2006	Faculty and Staff	Certificates of Participation, Attendance Log, Agenda
Strategic Planning by Department Chairs	October 12, 2006	Faculty	Certificates of Participation, Attendance Log, Agenda
Walkthrough visit with Northside Middle School	November 15, 2006	Selected Teachers	Certificates of Attendance
Walkthrough visit with Northside Middle School	December 14, 2006	Selected Teachers	Certificates of Attendance

Data Interpretation by Denise Walston	September 2006 to June 2007 - Ongoing	Math Department	Certificates of Participation, Attendance Log, Agenda
Mentorship Program Training (Project MORAL) by Jackie Wilson	September 2006 to June 2007 - Ongoing	Selected Faculty Mentors	Certificates of Participation, Attendance Log, Agenda
New Teacher Academy by Inez Blount-Mason	September 2006 to June 2007 - Ongoing	New Teachers	Certificates of Participation, Attendance Log, Agenda
Community of Caring by Deborah Self	September 2006 to June 2007 - Ongoing	Faculty and Students	Certificate of Participation
Best Practices	November 2006 to June 2007	Faculty	Certificates of Participation, Attendance Log, Agenda
"How Full is Your Bucket?" by Amanda Steadele	October 2006 to June 2007	Faculty	Attendance Log, Agenda