



NORFOLK PUBLIC SCHOOLS

School of International Studies at
Meadowbrook School

SCHOOL ACCOUNTABILITY PLAN 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools
Mrs. Lynnell Gibson, Principal

October 16, 2006

Dear School of International Studies at Meadowbrook 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 School of International Studies at Meadowbrook School better.

Sincerely,

Lynnell Gibson

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Ebony Elijah	T
Joli Kane	T
Barbara Dowdy	T
Alexander Witowski	T
Paul Jones	T
Evelyn Lee	T
Lavonya Blowe	T
Katina Dunbar	T
Veronica Tutwiler	T
Lynnell Gibson	A
Advisory Board Members	C

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 23	8:00 a.m.	Room 11
September 3	2:15 p.m.	Room 11
September 10	2:15 p.m.	Room 11
September 20	2:15 p.m.	Room 11
October 4	2:15 p.m.	Room 11
October 11	2:15 p.m.	Room 11
October 12	2:15 p.m.	Room 11
December 4	2:15 p.m.	Room 11
January 22	2:15 p.m.	Room 11
February 5	2:15 p.m.	Room 11
March 5	2:15 p.m.	Room 11
May 7	2:15 p.m.	Room 11
June 15	9:00 a.m.	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 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>	<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 checked="" type="checkbox"/> SAT Participation and Test Results	<input checked="" type="checkbox"/>	Teachers Meeting State Licensure	<input type="checkbox"/>	<u>Active Engagement of Parents, Business, and Community in Educational Process</u>
<input type="checkbox"/> ACT Participation and Test Results	<input checked="" 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 type="checkbox"/>	Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/> International Baccalaureate Results and Enrollment	<input type="checkbox"/>	NQSI Survey Data	<input type="checkbox"/>	Training Workshops Provided for Parents/Community
<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"/>	<u>Other</u>
<input type="checkbox"/> STAR Test Results	<input type="checkbox"/>	Incidents of Physical Violence	<input checked="" 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
<input type="checkbox"/> PALS Test Results	<input type="checkbox"/>	Incidents of Possession of Weapons Other than Firearms in School	<input checked="" type="checkbox"/>	Other (please specify): Program Completion
<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 type="checkbox"/> Dropout Statistics				
<input type="checkbox"/> Graduation Rates				
<input checked="" type="checkbox"/> Reading on Grade Level				

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 #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 results?</i>
A.	<p>Program Completion</p> <p>According to school enrollment data- STARBASE, 98% of students were eligible to return for the 2006-07 school year.</p>	<p>Increase the percentage of students who maintain a 3.0 grade point average on an interim and quarterly basis</p>	<p>The guidance counselor will offer sessions to focus on organization skills and academic strategies to improve their grade point average (small groups, individual counseling, parent and student workshops)</p> <p>Staff and guidance will monitor goals for achievement and identify ways to assist students</p> <p>Teachers will use cooperative learning strategies (think-pair-share,</p> <p>Teachers will use differentiated instruction (jigsaw, tiered instruction, cubing, activating prior knowledge, nonlinguistic representations, graphic organizers, etc.)</p>	<p>Book Talks on Cultural Responsiveness (<i>Cultural Proficiency; Academically Successful African American Females</i>)</p> <p>Training for Mentoring Program for all staff members by the guidance counselor</p> <p>Training in Differentiated Instruction</p>	<p>Interim and Quarterly academic reviews of each student enrolled in the school</p> <p>Monitor student progress through the Keeping Track of Students Program</p> <p>Mentors will submit interim and quarterly logs of support given to students</p>	<p>Increase the student completion rate to 100%.</p>

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B.	<p>Math SOL Pass Rates</p> <p>Grade 6</p> <table border="1"> <tr><td colspan="2">Overall</td></tr> <tr><td>06</td><td>87%</td></tr> </table> <p>Grade 7</p> <table border="1"> <tr><td colspan="2">Overall</td></tr> <tr><td>06</td><td>62.2</td></tr> </table> <p>Geometry</p> <table border="1"> <tr><td colspan="2">Overall</td></tr> <tr><td>06</td><td>92</td></tr> <tr><td>05</td><td>75</td></tr> </table>	Overall		06	87%	Overall		06	62.2	Overall		06	92	05	75	Increase the percentage of students scoring proficient or better on bi-weekly assessments and baseline data determined in the first, second, and third quarterly testing cycles	<p>Students will generate SOL study guides based on daily math reviews</p> <p>Teachers will use bi-weekly math review accountability quizzes to determine students' instructional needs</p> <p>Students will participate in Springboard lessons</p> <p>Teachers will use the Rule of Four algebraic, numerical, verbal, and graphic strategy when introducing concepts</p>	<p>Monthly in-services at building and district levels</p> <p>Springboard training for all Math teachers</p> <p>Quarterly Planning and review of data dates at the building level</p> <p>Walkthrough protocols to collaborate on math instruction with Azalea Gardens Middle and Ruffner Academy</p> <p>Data Team Training</p> <p>Power Planning</p> <p>Springboard Training</p>	<p>Monthly data team reviews of common assessments (tests, quizzes, end of semester exams)</p> <p>Formal, informal, peer observations</p> <p>Agendas from in-services, department meetings, trainings</p> <p>Posting quarterly assessments on bulletin boards</p>	<p>Math SOL Pass Rate</p> <p>Grade 6</p> <table border="1"> <tr><td colspan="2">Benchmark to World Class</td></tr> <tr><td>06</td><td>87</td></tr> <tr><td>07</td><td>94.5</td></tr> <tr><td>08</td><td>100</td></tr> <tr><td>09</td><td>100</td></tr> <tr><td>10</td><td>100</td></tr> </table> <p>Grade 7</p> <table border="1"> <tr><td colspan="2">Benchmark to World Class</td></tr> <tr><td>06</td><td>62.2</td></tr> <tr><td>07</td><td>80.2</td></tr> <tr><td>08</td><td>87.2</td></tr> <tr><td>09</td><td>94.2</td></tr> <tr><td>10</td><td>100</td></tr> </table> <p>Geometry</p> <table border="1"> <tr><td colspan="2">Benchmark to World Class</td></tr> <tr><td>06</td><td>92</td></tr> <tr><td>07</td><td>96</td></tr> <tr><td>08</td><td>100</td></tr> <tr><td>09</td><td>100</td></tr> <tr><td>10</td><td>100</td></tr> </table>	Benchmark to World Class		06	87	07	94.5	08	100	09	100	10	100	Benchmark to World Class		06	62.2	07	80.2	08	87.2	09	94.2	10	100	Benchmark to World Class		06	92	07	96	08	100	09	100	10	100
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C.	<p>Number of students scoring Pass Advanced on SOL tests and end of course tests</p> <p>Grade 6</p> <table border="1"> <tr><td colspan="2">Overall</td></tr> <tr><td>06</td><td>29</td></tr> </table> <p>Algebra I</p> <table border="1"> <tr><td colspan="2">Overall</td></tr> <tr><td>06</td><td>8</td></tr> </table> <p>Geometry</p> <table border="1"> <tr><td colspan="2">Overall</td></tr> <tr><td>06</td><td>06</td></tr> <tr><td>05</td><td>0</td></tr> </table> <p>Reading 6</p> <table border="1"> <tr><td colspan="2">Overall</td></tr> <tr><td>06</td><td>59</td></tr> </table> <p>Reading 7</p> <table border="1"> <tr><td colspan="2">Overall</td></tr> <tr><td>06</td><td>66</td></tr> </table> <p>Reading 8</p> <table border="1"> <tr><td colspan="2">Overall</td></tr> <tr><td>06</td><td>63</td></tr> <tr><td>05</td><td>31</td></tr> <tr><td>04</td><td></td></tr> </table>	Overall		06	29	Overall		06	8	Overall		06	06	05	0	Overall		06	59	Overall		06	66	Overall		06	63	05	31	04		<p>Increase the number of students scoring 80% or better on bi-weekly assessments and baseline data determined in the first, second, and third quarters</p>	<p>Teachers will use word wall strategies to reinforce learning (examples: word associations, categorizing, comparing/contrast)</p> <p>Teachers will use differentiated instruction to address students' individual learning needs and learning styles</p> <p>Teachers will use small group academic and test taking strategy sessions (examples: working backwards, elimination, essential vocabulary, keywords, distractors, dissecting)</p> <p>Students will participate in developing and in using word wall strategies</p> <p>The guidance will conduct a learning styles assessment for each sixth grader and teachers will address audio, visual, and kinesthetic learning modalities</p> <p>Teachers will incorporate technology to address weak areas (vocabulary, number sense, problem solving)</p> <p>History teachers will use document-based questions for writing in lessons.</p> <p>History teachers will use Bloom's taxonomy to develop higher-level questions.</p> <p>History teachers will use primary source documents and visuals during instruction</p> <p>Science teachers will use the 5 E's to reinforce concepts.</p>	<p>Springboard training for all Communication Skills teachers</p> <p>AP Vertical Team training for all History teachers</p> <p>Data Team Training</p> <p>Training for teaching science using the 5 Es for all science teachers</p>		<p>Math SOL Pass Rate</p> <p>Grade 6</p> <table border="1"> <tr><td colspan="2">Benchmark to World Class</td></tr> <tr><td>06</td><td>29</td></tr> <tr><td>07</td><td>32</td></tr> <tr><td>08</td><td>35</td></tr> <tr><td>09</td><td>40</td></tr> <tr><td>10</td><td>45</td></tr> </table> <p>Algebra I</p> <table border="1"> <tr><td colspan="2">Benchmark to World Class</td></tr> <tr><td>06</td><td>8</td></tr> <tr><td>07</td><td>15</td></tr> <tr><td>08</td><td>20</td></tr> <tr><td>09</td><td>25</td></tr> <tr><td>10</td><td>30</td></tr> </table> <p>Geometry</p> <table border="1"> <tr><td colspan="2">Benchmark to World Class</td></tr> <tr><td>06</td><td>6</td></tr> <tr><td>07</td><td>10</td></tr> <tr><td>08</td><td>16</td></tr> <tr><td>09</td><td>22</td></tr> <tr><td>10</td><td>30</td></tr> </table> <p>Math 7</p> <table border="1"> <tr><td colspan="2">Benchmark to World Class</td></tr> <tr><td>06</td><td>16</td></tr> <tr><td>07</td><td>18</td></tr> <tr><td>08</td><td>20</td></tr> <tr><td>09</td><td>23</td></tr> <tr><td>10</td><td>25</td></tr> </table>	Benchmark to World Class		06	29	07	32	08	35	09	40	10	45	Benchmark to World Class		06	8	07	15	08	20	09	25	10	30	Benchmark to World Class		06	6	07	10	08	16	09	22	10	30	Benchmark to World Class		06	16	07	18	08	20	09	23	10	25
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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>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How will we assess Implementation?</i>	<i>What will we look for as results?</i>																																						
A.	<p>According to DSS, 36 % of students feel respected by their peers</p> <table border="1"> <tr> <th colspan="2">Overall</th> </tr> <tr> <td>06</td> <td>36</td> </tr> <tr> <td>05</td> <td>44</td> </tr> </table>	Overall		06	36	05	44	<p>Decrease negative behaviors among students as measured by monthly STARBASE data.</p> <table border="1"> <tr> <th colspan="2">Overall</th> </tr> <tr> <td>06</td> <td>17</td> </tr> <tr> <td>05</td> <td>23</td> </tr> <tr> <td>04</td> <td>32</td> </tr> </table>	Overall		06	17	05	23	04	32	<p>Students will participate in classroom counseling lessons to focus on respecting each other</p> <p>Students will sign a bus pledge and receive monthly recognition for appropriate bus behavior</p> <p>Students will be recognized for positive character traits</p> <p>Students will participate in a mid-year and end of the year auction</p> <p>Sixth graders will participate in Strengths Finder</p> <p>Students will receive quarterly recognition for good citizenship Teachers and staff will recognize students' positive behavior by distributing <i>Caught Being Good Guys</i></p>	<p>Strengths Finder for Teachers-</p> <p>Sharing students' strengths with teachers-</p> <p>Monitoring Classroom Management</p> <p>Teachers will receive inservices on bullying prevention from the guidance counselor</p>	<p>Posting of students' strengths in building</p> <p>Monthly forums beginning of school year (August, September, October, November, February, April, May) with students, parents, and administrator</p> <p>Distribution of Ambassador bucks</p> <p>Monitoring of referrals for al infractions</p>	<p>Decrease in number of conflict indicators as evidenced in STARBASE</p> <table border="1"> <tr> <th colspan="2">Benchmark to World Class</th> </tr> <tr> <td>06</td> <td>17</td> </tr> <tr> <td>07</td> <td>10</td> </tr> <tr> <td>08</td> <td>5</td> </tr> <tr> <td>09</td> <td>3</td> </tr> <tr> <td>10</td> <td>0</td> </tr> </table> <p>Increase in number of students who feel respected by their classmates as evidenced by the DSS survey</p> <table border="1"> <tr> <th colspan="2">Benchmark to World Class</th> </tr> <tr> <td>06</td> <td>36</td> </tr> <tr> <td>07</td> <td>50</td> </tr> <tr> <td>08</td> <td>60</td> </tr> <tr> <td>09</td> <td>70</td> </tr> <tr> <td>10</td> <td>80</td> </tr> </table>	Benchmark to World Class		06	17	07	10	08	5	09	3	10	0	Benchmark to World Class		06	36	07	50	08	60	09	70	10	80
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B.	<p>According to STARBASE, discipline infractions occur most frequently in transition areas (bathrooms, auditorium, hall, school buses, and in locker rooms)</p> <p style="text-align: center;">Buses</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td colspan="2" style="text-align: center;">Overall</td></tr> <tr><td style="text-align: center;">06</td><td style="text-align: center;">5</td></tr> <tr><td style="text-align: center;">05</td><td style="text-align: center;">6</td></tr> <tr><td style="text-align: center;">04</td><td style="text-align: center;">20</td></tr> </table> <p style="text-align: center;">Locker Rooms</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td colspan="2" style="text-align: center;">Overall</td></tr> <tr><td style="text-align: center;">06</td><td style="text-align: center;">11</td></tr> <tr><td style="text-align: center;">05</td><td style="text-align: center;">1</td></tr> <tr><td style="text-align: center;">04</td><td style="text-align: center;">2</td></tr> </table>	Overall		06	5	05	6	04	20	Overall		06	11	05	1	04	2	<p>Increase appropriate behavior in transition areas (bathrooms, auditorium, hall, school buses, and in locker rooms) as measured by monthly STARBASE data</p>	<p>Teachers will recognize and reward positive behaviors with <i>Caught Being Good Guys</i></p> <p>Staff will provide daily information on positive character development on the school's news show</p> <p>Students will receive instruction from the guidance counselor who will teach classroom lessons and small group sessions on bully prevention and character education</p>	<p>Review of expectations with bus drivers and staff</p>	<p>Meetings with bus drivers</p> <p>Number of buses included in monthly reward program</p> <p>Lesson plans, agendas from meetings</p> <p>Discipline Reports</p>	<p>Decrease in infractions in transition areas</p> <p style="text-align: center;">Buses</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td colspan="2" style="text-align: center;">Benchmark to World Class</td></tr> <tr><td style="text-align: center;">06</td><td style="text-align: center;">5</td></tr> <tr><td style="text-align: center;">07</td><td style="text-align: center;">4</td></tr> <tr><td style="text-align: center;">08</td><td style="text-align: center;">0</td></tr> <tr><td style="text-align: center;">09</td><td style="text-align: center;">0</td></tr> <tr><td style="text-align: center;">10</td><td style="text-align: center;">0</td></tr> </table> <p style="text-align: center;">Locker Rooms</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td colspan="2" style="text-align: center;">Benchmark to World Class</td></tr> <tr><td style="text-align: center;">06</td><td style="text-align: center;">11</td></tr> <tr><td style="text-align: center;">07</td><td style="text-align: center;">8</td></tr> <tr><td style="text-align: center;">08</td><td style="text-align: center;">5</td></tr> <tr><td style="text-align: center;">09</td><td style="text-align: center;">3</td></tr> <tr><td style="text-align: center;">10</td><td style="text-align: center;">0</td></tr> </table>	Benchmark to World Class		06	5	07	4	08	0	09	0	10	0	Benchmark to World Class		06	11	07	8	08	5	09	3	10	0
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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 # 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 results?</i>																								
A.	<p>Business Partnerships</p> <p>According to school data, 50% of business partnerships actively support or participate in the school program.</p> <table border="1"> <tr><td>Current Partners</td></tr> <tr><td>ODU</td></tr> <tr><td>NSU</td></tr> <tr><td>TCC</td></tr> <tr><td>Food Lion</td></tr> <tr><td>LTHS</td></tr> <tr><td>French Ladies Society</td></tr> <tr><td>NATO</td></tr> <tr><td>Model PTA</td></tr> <tr><td>BTW</td></tr> <tr><td>Lost Boys of Sudan</td></tr> <tr><td>South Africa Partnership</td></tr> </table>	Current Partners	ODU	NSU	TCC	Food Lion	LTHS	French Ladies Society	NATO	Model PTA	BTW	Lost Boys of Sudan	South Africa Partnership	<p>Increase opportunities for businesses to partner either a grade level, a department, or the entire school as measured by participation and support from partnerships</p>	<p>Teachers will provide more opportunities for business to share their professions/trades</p> <p>Teachers will host an annual career day</p> <p>The FL department will host a fall flea and craft show</p> <p>Staff will organize and carry out an international education week celebration</p> <p>Staff will host a school-wide Azalea festival and participate in city-wide activities</p> <p>Students will participate in annual/monthly presentations from countries of study (NATO, etc.)</p> <p>Students will participate in high school night</p>	<p>Advisory Board Meetings to orient and seek input from board members and staff about the goals for the year</p> <p>Guidance will conduct training for staff on five high school specialties</p> <p>Investigate membership in an international organization</p>	<p>Monitor the number of businesses/organizations who inquire about and who actually partner with the school</p> <p>Monitor number of businesses who sponsor /support school related events or volunteer in the school</p> <p>Agendas from meetings, events, inservices</p>	<p>Increase in actual support and/or involvement by partnerships</p> <table border="1"> <tr><td colspan="2">Benchmark to World Class</td></tr> <tr><td>06</td><td>50</td></tr> <tr><td>07</td><td>75</td></tr> <tr><td>08</td><td>80</td></tr> <tr><td>09</td><td>90</td></tr> <tr><td>10</td><td>100</td></tr> </table>	Benchmark to World Class		06	50	07	75	08	80	09	90	10	100
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B.	<p>International Studies Curriculum</p> <p>International studies curriculum has been implemented by 60% of the staff.</p>	Increase school specialty to full implementation on a monthly basis	<p>Teachers will meet quarterly to monitor implementation of curriculum</p> <p>Teachers will meet quarterly to plan visits and community events that support the curriculum</p> <p>Students will complete monthly activities in each subject area for the designated focus country</p> <p>Students will complete end of the year projects for a selected subject area</p> <p>Students will participate in events that support the international studies curriculum (International Education Week, Azalea Festival, Capstone Experience)</p>	Participation in planning, implementing, monitoring, and evaluating curriculum	<p>Lesson plans</p> <p>Monthly learning activities</p> <p>Display of student work</p> <p>Agendas from meetings, planning sessions, events</p> <p>Multicultural fieldtrips</p> <p>Contest participation</p> <p>National Exams</p> <p>International Fiesta</p>	<p>Curriculum Implementation</p> <table border="1"> <thead> <tr> <th colspan="2">Benchmark to World Class</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>60</td> </tr> <tr> <td>07</td> <td>100</td> </tr> <tr> <td>08</td> <td>100</td> </tr> <tr> <td>09</td> <td>100</td> </tr> <tr> <td>10</td> <td>100</td> </tr> </tbody> </table>	Benchmark to World Class		06	60	07	100	08	100	09	100	10	100
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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

We have included the staff in developing our school improvement plan from the beginning stages. On October 10, 2006, we will meet with the School's Advisory Board and share our improvement plan. At this time, we will seek input and feedback from the advisory board members. In addressing our academic goals for the year, we will ask representatives from Norfolk State and Old Dominion University to provide support in math and reading. As we review our objectives on safety, we will seek insight from the advisory board on how we can continue to project a positive image of our school. Since our international studies curriculum has to be supported by the community at large, we will also seek the advisory board's input and assistance in planning for the events that have been slated for the year.

Methods Used to Communicate Our Plan

We have used electronic e-mail and personal interactions to communicate our plan to all stakeholders. Phone calls have been made to solicit support and feedback in communicating our plan. In addition to the district's performance report that is posted on the school's website, we send home newsletters and weekly announcements to parents and students so that they are abreast of the school's progress. We began the year with a letter that welcomes parents and students and announces our Check Out Your Classroom Event. We host an Open House in September and frequent parent forums to give parents and students the opportunity to share their ideas. The November newsletter will highlight the school's goals for 2006-07 and seek support from parents as a whole. We will have copies of the improvement plan available in the main office for parents who would like to review it.

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>
Differentiated Instruction	August 29, 2006 September 11, 2006 October 2, 2006 December 11, 2006 January 8, 2007 February 12, 2007 April 2, 2007 May 14, 2007	All Teachers	Agendas, attendance logs, collaborative planning reports, certificates
Using Word Walls to reinforce learning	September 21, 2006 December 11, 2006 February 12, 2007 April 2, 2007 May 14, 2007	All Instructional Staff	Agendas, attendance logs, certificates
Mentoring Middle Schoolers	October 12, 2006 January 8, 2007 March 12, 2007 May 14, 2007	All Staff	Agendas, attendance logs, collaborative planning reports, certificates
Incorporating Technology into Instruction	August 2006-June 2007	All Faculty	TSIP Portfolio, Observations, Lesson Plans, Collaborative Planning Reports, Agendas
Culturally Responsive Teaching to close all gaps (Books on AA females and males)	November 6, 2006 January 8, 2007 March 15, 2007	All Staff	Agendas, attendance logs, collaborative planning reports, certificates
International Studies Speciality	June 2006-June 2007	All Staff	Integrate international studies curriculum (all Subjects)
Quarterly Planning and review of data dates for each department at the building level	English, History, Math, Science	Department Teachers	Agendas, attendance logs, summary of meetings