



NORFOLK PUBLIC SCHOOLS

Northside Middle School

SCHOOL ACCOUNTABILITY PLAN 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools

Dr. Andrea P. Tottossy, Principal

Mrs. Michelle R. Williams-Moore, Assistant Principal

Committee Members/Representation

Committee Meetings

Individual	Position	Date	Time	Location
Dr. Andrea P. Tottossy	A	9-21-06	1:00 p.m.	Media Center
Michelle R. Williams-Moore	A	10-12-06	1:00 p.m.	Media Center
Ernestine Hayes	T	11-3-06	10:00 a.m.	Room 104
Karen Rogers	T	12-1-06	10:00 a.m.	Room 104
Laura Hulings	T	1-5-07	10:00 a.m.	Room 104
Michele Hackworth	T	2-2-07	10:00 a.m.	Room 104
Sheila Nash	T	3-2-07	10:00 a.m.	Room 104
Doris Langhorne	A	4-20-07	10:00 a.m.	Room 104
Melanie Rathbun	T			
Duncan Hubbell	T			
Joan Stokes	R			
Laura Bazemore	P			
Shayna Hart	T/C			
<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.</p>		<p>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.</p>		

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)

<u>Continuous Growth of Student Academic Achievement</u>	X	Promotion/Retention Data	Students Without Incidents of Possession of Firearms in School
* Standards of Learning Test Results	X	PSAT Participation	Students Without Incidents of Possession of Weapons Other than Firearms in School
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 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		<u>Safe, Secure & Disciplined Learning Environment</u>	Opportunities for All to Become Involved with School Division Goal, Objectives, and Expectations
International Baccalaureate Results and Enrollment	X	NQSI Survey Data	X Interactive Parent Contacts Involving Student Achievement
Governor's School Results and Enrollment	X	Professional Development Hours and Involvement Related to School Climate and Student Discipline	<u>Other</u>
STAR Test Results	X	Incidents of Physical Violence	* State Report Card* (also gives demographic information)
X Gates-MacGinitie Test Results	X	Incidents of Possession of Firearms in School	Other (<i>please specify</i>):
PALS Test Results	X	Incidents of Possession of Weapons Other than Firearms in School	* AYP Data
* Narrowing of the Achievement Gap	X	Students Without Incidents of Physical Violence in School	* Data related to students who have been retained two or more times.
X Attendance Data for Students and Staff			X Data related to students who participated in the Northside Transition Program.
X 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

A.	<p>English: Writing SOL Pass Rates:</p> <table border="1" data-bbox="184 423 449 630"> <thead> <tr> <th colspan="2">Overall</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>91.3</td> </tr> <tr> <td>05</td> <td>77.5</td> </tr> <tr> <td>04</td> <td>73.6</td> </tr> <tr> <td>03</td> <td>64.5</td> </tr> <tr> <td>02</td> <td>74.7</td> </tr> <tr> <td>01</td> <td>61.0</td> </tr> </tbody> </table> <table border="1" data-bbox="184 656 449 886"> <thead> <tr> <th colspan="3">SPED Gap</th> </tr> <tr> <th></th> <th>SPED</th> <th>REG</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>68.7</td> <td>96.5</td> </tr> <tr> <td>05</td> <td>51.3</td> <td>81.3</td> </tr> <tr> <td>04</td> <td>37.0</td> <td>77.0</td> </tr> <tr> <td>03</td> <td>12.5</td> <td>69.7</td> </tr> <tr> <td>02</td> <td>36.1</td> <td>79.8</td> </tr> <tr> <td>01</td> <td>14.0</td> <td>69.3</td> </tr> </tbody> </table> <table border="1" data-bbox="184 912 449 1143"> <thead> <tr> <th colspan="3">Race/Ethnicity Gap</th> </tr> <tr> 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<p>Complete practice labs via on-line models</p> <p><u>Northside Power Strategies:</u></p> <p>Students will participate in writing across the curriculum by utilizing the Thomas Model (Northside's pre-writing tool) to support the development of five-paragraph essays.</p> <p>Students will participate in reading across the</p>	<p>Monthly vertical planning for all content teams</p> <p>Cross-departmental data analysis</p> <p>Monthly in servicing focused on research-based instructional strategies to include:</p> <ul style="list-style-type: none"> • Active Reading Strategies • Culturally responsive teaching • Vocabulary instruction • Content area writing • Content area reading • Interactive Notebooks • Use of common assessments • Kinesthetic learning • Developing effective anticipatory sets and closure <p>Utilize NPS professional development related to specific instructional needs</p> <p>Utilize the walkthrough process to obtain non-evaluative instructional feedback</p>	<p>Formal and informal observations</p> <p>Monitor lesson plans (Monthly IRG checks and weekly submissions)</p> <p>Conduct focused observations to include:</p> <ul style="list-style-type: none"> • Off-task rates of students • Levels of student engagement • Questioning strategies of teachers • Levels of student activities • Opportunities for students to openly share and think about their work • Inclusion of ALL students in the learning process <p>Professional development agendas and logs</p> <p>Departmental minutes</p> <p>Collaboratively scored content area writing prompts</p> <p>Analysis of student participation rate of quarterly benchmark assessments</p>	<p>English: Writing</p> <table border="1" data-bbox="1654 396 1919 656"> <thead> <tr> <th colspan="2">Benchmark to World Class</th> </tr> <tr> <th colspan="2">Overall</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>77.5</td> </tr> <tr> <td>06</td> <td>91.3</td> </tr> <tr> <td>07</td> <td>93.5</td> </tr> <tr> <td>08</td> <td>95.7</td> </tr> <tr> <td>09</td> 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			<p>curriculum by reading engaging, non-fiction reading materials.</p> <p>Students will utilize identified monthly content area reading strategies across the curriculum.</p> <p>Students will utilize interactive notebooks as a learning tool to enhance higher-level analytical skills.</p> <p>Students will justify answer choices on multiple-choice assessments.</p> <p>Students will participate in kinesthetic learning activities each day.</p> <p>Students will receive timely feedback related to academic activities and assessments.</p> <p>Students will receive daily essential vocabulary instruction via interactive word walls</p> <p>Students will participate in cooperative learning groups.</p> <p>Teachers will model academic expectations.</p> <p>Resource teachers introduce core content material in advance of instruction in collaborative classes.</p>	<p>Peer observations within same discipline.</p> <p>Quarterly planning days to analyze benchmark test data, develop remediation strategies, and create subsequent mid-phase assessments</p>	<p>Analysis of quarterly teacher feedback reports based on benchmark proficiency data, benchmark participation rates, quarterly grade distribution, gap analysis, and discipline data</p> <p>Analysis of student mastery by objective</p>	<table border="1"> <tr> <th colspan="2">Benchmark to World Class</th> </tr> <tr> <th colspan="2">Gender Gap</th> </tr> <tr> <td>05</td> <td>12.6</td> </tr> <tr> <td>06</td> <td>5.5</td> </tr> <tr> <td>07</td> <td>4.1</td> </tr> <tr> <td>08</td> <td>2.7</td> </tr> <tr> <td>09</td> <td>1.3</td> </tr> <tr> <td>10</td> <td>0.0</td> </tr> </table>	Benchmark to World Class		Gender Gap		05	12.6	06	5.5	07	4.1	08	2.7	09	1.3	10	0.0
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B.	<p>English: RLR 8 SOL Pass Rates:</p> <table border="1"> <thead> <tr> <th colspan="2">Overall</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>72.3</td> </tr> <tr> <td>05</td> <td>77.5</td> </tr> <tr> <td>04</td> <td>75.9</td> </tr> <tr> <td>03</td> <td>60.7</td> </tr> <tr> <td>02</td> <td>57.3</td> </tr> <tr> <td>01</td> <td>55.1</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">SPED Gap</th> </tr> <tr> <th></th> <th>SPED</th> <th>REG</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>52.8</td> <td>75.9</td> </tr> <tr> <td>05</td> <td>48.8</td> <td>76.7</td> </tr> <tr> <td>04</td> <td>50.0</td> <td>81.0</td> </tr> <tr> <td>03</td> <td>25.7</td> <td>69.1</td> </tr> <tr> <td>02</td> <td>41.7</td> <td>52.4</td> </tr> <tr> <td>01</td> <td>15.2</td> <td>61.2</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">Race/Ethnicity Gap</th> </tr> <tr> <th></th> <th>B</th> <th>W</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>62.5</td> <td>82.8</td> </tr> <tr> <td>05</td> <td>71.3</td> <td>78.6</td> </tr> <tr> <td>04</td> <td>67.6</td> <td>82.7</td> </tr> <tr> <td>03</td> <td>42.5</td> <td>75.0</td> </tr> <tr> <td>02</td> <td>37.5</td> <td>69.8</td> </tr> <tr> <td>01</td> <td>45.3</td> <td>63.4</td> </tr> </tbody> </table>	Overall		06	72.3	05	77.5	04	75.9	03	60.7	02	57.3	01	55.1	SPED Gap				SPED	REG	06	52.8	75.9	05	48.8	76.7	04	50.0	81.0	03	25.7	69.1	02	41.7	52.4	01	15.2	61.2	Race/Ethnicity Gap				B	W	06	62.5	82.8	05	71.3	78.6	04	67.6	82.7	03	42.5	75.0	02	37.5	69.8	01	45.3	63.4	<p>Increase the percentage of students demonstrating proficiency on the district benchmark assessments as determined by baseline data.</p> <p>Increase the percentage of students demonstrating mastery by objective from Form A to Form B on Northside Student Mastery Assessments, administered every two weeks.</p>	<p><u>Reading Power Strategies:</u></p> <p>Students will receive instruction in small groups and centers.</p> <p>Students will receive multi-sensory reading instruction as needed (SPED and ESL)</p> <p>Students will practice reading text and responding to questions on-line.</p> <p>Students will complete reading logs.</p> <p><u>Northside Power Strategies:</u></p> <p>Students will participate in writing across the curriculum by utilizing the Thomas Model (Northside’s pre-writing tool) to support the development of five-paragraph essays.</p> <p>Students will participate in reading across the curriculum by reading engaging, non-fiction reading materials.</p>	<p>Springboard Training for all Reading and Mathematics teachers at the 7th and 8th grade levels</p> <p>Monthly vertical planning for all content teams</p> <p>Cross-departmental data analysis</p> <p>Monthly in servicing focused on research-based instructional strategies to include:</p> <ul style="list-style-type: none"> Active Reading Strategies Culturally responsive teaching Vocabulary instruction Content area writing Content area reading Interactive Notebooks Use of common assessments Kinesthetic learning 	<p>Formal and informal observations</p> <p>Monitor lesson plans (Monthly IRG checks and weekly submissions)</p> <p>Conduct focused observations to include:</p> <ul style="list-style-type: none"> Off-task rates of students Levels of student engagement Questioning strategies of teachers Levels of student activities Opportunities for students to openly share and think about their work Inclusion of ALL students in the learning process <p>Professional development agendas and logs</p> <p>Departmental minutes</p>	<p>English: RLR 8</p> <table border="1"> <thead> <tr> <th colspan="2">Benchmark to World Class Overall</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>77.5</td> </tr> <tr> <td>06</td> <td>72.3</td> </tr> <tr> <td>07</td> <td>79.3</td> </tr> <tr> <td>08</td> <td>86.3</td> </tr> <tr> <td>09</td> <td>93.3</td> </tr> <tr> <td>10</td> <td>100</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Benchmark to World Class SPED Gap</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>27.9</td> </tr> <tr> <td>06</td> <td>23.1</td> </tr> <tr> <td>07</td> <td>17.3</td> </tr> <tr> <td>08</td> <td>11.5</td> </tr> <tr> <td>09</td> <td>5.7</td> </tr> <tr> <td>10</td> <td>0.0</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Benchmark to World Class Race/Ethnicity Gap</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>7.3</td> </tr> <tr> <td>06</td> <td>20.3</td> </tr> <tr> <td>07</td> <td>15.2</td> </tr> <tr> <td>08</td> <td>10.1</td> </tr> <tr> <td>09</td> <td>5.0</td> </tr> <tr> <td>10</td> <td>0.0</td> </tr> </tbody> </table>	Benchmark to World Class Overall		05	77.5	06	72.3	07	79.3	08	86.3	09	93.3	10	100	Benchmark to World Class SPED Gap		05	27.9	06	23.1	07	17.3	08	11.5	09	5.7	10	0.0	Benchmark to World Class Race/Ethnicity Gap		05	7.3	06	20.3	07	15.2	08	10.1	09	5.0	10	0.0
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Gender Gap		
	Boys	Girls
06	73.7	70.8
05	72.4	82.1
04	73.0	78.4
03	59.9	61.4
02	55.8	58.6
01	50.0	59.7

English: RLR 7
SOL Pass Rates:

Overall	
06	76.4

SPED Gap		
	SPED	REG
06	45.8	82.4

Race/Ethnicity Gap		
	B	W
06	73.7	80.0

Gender Gap		
	Boys	Girls
06	71.0	82.5

English: RLR 6
SOL Pass Rates:

Overall	
06	77.5

SPED Gap		
	SPED	REG
06	56.8	80.4

Race/Ethnicity Gap		
	B	W
06	77.8	81.0

Gender Gap		
	Boys	Girls
06	77.6	77.5

Students will utilize identified monthly content area reading strategies across the curriculum.

Students will utilize interactive notebooks as a learning tool to enhance higher-level analytical skills.

Students will justify answer choices on multiple-choice assessments.

Students will participate in kinesthetic learning activities each day.

Students will receive timely feedback related to academic activities and assessments.

Students will receive daily essential vocabulary instruction via interactive word walls

Students will participate in cooperative learning groups.

Teachers will model academic expectations.

Resource teachers introduce core content material in advance of instruction in collaborative classes.

Students will participate in daily "word within a word" strategies to emphasize essential content vocabulary and barrier words.

Utilize NPS professional development related to specific instructional needs

Utilize the walkthrough process to obtain non-evaluative instructional feedback

Peer observations within same discipline.

Collaboratively scored content area writing prompts

Analysis of student participation rate of quarterly benchmark assessments

Analysis of quarterly teacher feedback reports based on benchmark proficiency data, benchmark participation rates, quarterly grade distribution, gap analysis, and discipline data

Analysis of student mastery by objective

Benchmark to World Class	
Gender Gap	
05	9.7
06	2.9
07	2.2
08	1.4
09	0.7
10	0.0

English: RLR 7

Benchmark to World Class	
Overall	
06	76.4
07	82.3
08	88.2
09	94.1
10	100.0

Benchmark to World Class	
SPED Gap	
06	36.6
07	27.4
08	18.2
09	9.0
10	0.0

Benchmark to World Class	
Race/Ethnicity Gap	
06	6.3
07	4.7
08	3.1
09	1.5
10	0.0

Benchmark to World Class	
Gender Gap	
06	11.5
07	8.6
08	5.7
09	2.8
10	0.0

English: RLR 6:

Benchmark to World Class Overall	
06	77.5
07	83.1
08	88.7
09	94.3
10	100.0

Benchmark to World Class SPED Gap	
06	23.6
07	17.7
08	11.8
09	5.9
10	0.0

Benchmark to World Class Race/Ethnicity Gap	
06	3.2
07	2.4
08	1.8
09	0.8
10	0.0

Benchmark to World Class Gender Gap	
06	0.1
07	0.1
08	0.1
09	0.1
10	0.0

C.	<p style="text-align: center;">Algebra I SOL Pass Rates</p> <table border="1" style="width: 100%; text-align: center;"> <tr><th colspan="2">Overall</th></tr> <tr><td>06</td><td>66.7</td></tr> <tr><td>05</td><td>90.1</td></tr> <tr><td>04</td><td>98.7</td></tr> <tr><td>03</td><td>98.2</td></tr> <tr><td>02</td><td>73.9</td></tr> <tr><td>01</td><td>94.9</td></tr> </table> <table border="1" style="width: 100%; text-align: center;"> <tr><th colspan="3">SPED Gap</th></tr> <tr><th></th><th>SPED</th><th>REG</th></tr> <tr><td>06 (3)</td><td>100.0</td><td>65.8</td></tr> <tr><td>05 (4)</td><td>100.0</td><td>89.7</td></tr> <tr><td>04 (1)</td><td>100.0</td><td>98.7</td></tr> <tr><td>03 (2)</td><td>100.0</td><td>98.1</td></tr> <tr><td>02 (0)</td><td>n/a</td><td>73.9</td></tr> <tr><td>01 (2)</td><td>100.0</td><td>94.7</td></tr> </table> <table border="1" style="width: 100%; text-align: center;"> <tr><th colspan="3">Race/Ethnicity Gap</th></tr> <tr><th></th><th>B</th><th>W</th></tr> <tr><td>06</td><td>65.8</td><td>70.5</td></tr> <tr><td>05</td><td>92.6</td><td>91.1</td></tr> <tr><td>04</td><td>100.0</td><td>97.6</td></tr> <tr><td>03</td><td>100.0</td><td>97.6</td></tr> <tr><td>02</td><td>83.3</td><td>69.2</td></tr> <tr><td>01</td><td>90.5</td><td>95.7</td></tr> </table> <table border="1" style="width: 100%; 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Mathematics 8
SOL Pass Rates:

Overall	
06	60.4
05	74.4
04	78.9
03	63.5
02	48.6
01	55.1

SPED Gap		
	SPED	REG
06	41.2	63.8
05	59.5	76.7
04	55.6	81.0
03	21.4	69.1
02	19.4	52.4
01	20.5	61.2

Race/Ethnicity Gap		
	B	W
06	51.8	71.3
05	61.1	80.0
04	75.4	82.6
03	50.0	72.6
02	33.9	60.4
01	47.3	61.8

Gender Gap		
	Boys	Girls
06	56.3	64.7
05	69.6	78.7
04	80.9	77.1
03	62.0	64.8
02	47.0	50.0
01	54.2	55.9

Mathematics 7
SOL Pass Rates:

Overall	
06	24.1

Students will utilize identified monthly content area reading strategies across the curriculum.

Students will utilize interactive notebooks as a learning tool to enhance higher-level analytical skills.

Students will justify answer choices on multiple-choice assessments.

Students will participate in kinesthetic learning activities each day.

Students will receive timely feedback related to academic activities and assessments.

Students will receive daily essential vocabulary instruction via interactive word walls

Students will participate in cooperative learning groups.

Teachers will model academic expectations.

Resource teachers introduce core content material in advance of instruction in collaborative classes.

Students will participate in daily “word within a word” strategies to emphasize essential content vocabulary and barrier words.

Analysis of quarterly teacher feedback reports based on benchmark proficiency data, benchmark participation rates, quarterly grade distribution, gap analysis, and discipline data

Analysis of student mastery by objective

Mathematics 8

Benchmark to World Class	
Overall	
05	74.4
06	60.4
07	70.3
08	80.2
09	90.1
10	100.0

Benchmark to World Class	
SPED Gap	
05	17.2
06	22.6
07	17.0
08	11.4
09	5.8
10	0.0

Benchmark to World Class	
Race/Ethnicity Gap	
05	18.9
06	19.5
07	14.6
08	9.7
09	4.8
10	0.0

Benchmark to World Class	
Gender Gap	
05	9.1
06	8.4
07	6.3
08	4.2
09	2.1
10	0.0

SPED Gap		
	SPED	REG
06	9.3	26.7

Race/Ethnicity Gap		
	B	W
06	18.8	26.8

Gender Gap		
	Boys	Girls
06	23.9	24.4

Mathematics 6
SOL Pass Rates:

Overall	
06	36.8

SPED Gap		
	SPED	REG
06	24.2	38.4

Race/Ethnicity Gap		
	B	W
06	26.3	49.5

Gender Gap		
	Boys	Girls
06	39.1	34.5

Mathematics 7:

Benchmark to World Class Overall	
06	24.1
07	43.1
08	62.1
09	81.1
10	100.0

Benchmark to World Class SPED Gap	
06	17.4
07	13.1
08	8.8
09	4.5
10	0.0

Benchmark to World Class Race/Ethnicity Gap	
06	8.0
07	6.0
08	4.0
09	2.0
10	0.0

Benchmark to World Class Gender Gap	
06	0.5
07	0.38
08	0.25
09	0.13
10	0.0

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foldable graphic organizers.</p> <p><u>Northside Power Strategies:</u></p> <p>Students will participate in writing across the curriculum by utilizing the Thomas Model (Northside's pre-writing tool) to support the development of five-paragraph essays.</p> <p>Students will participate in reading across the curriculum by reading engaging, non-fiction reading materials.</p>	<p>Monthly vertical planning for all content teams</p> <p>Cross-departmental data analysis</p> <p>Monthly in servicing focused on research-based instructional strategies to include:</p> <ul style="list-style-type: none"> • Active Reading Strategies • Culturally responsive teaching • Vocabulary instruction • Content area writing • Content area reading • Interactive Notebooks • Use of common assessments • Kinesthetic learning <p>Utilize NPS professional development related to specific instructional needs</p> <p>Utilize the walkthrough process to obtain non-evaluative instructional feedback</p> <p>Peer observations within 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			<p>Students will utilize identified monthly content area reading strategies across the curriculum.</p> <p>Students will utilize interactive notebooks as a learning tool to enhance higher-level analytical skills.</p> <p>Students will justify answer choices on multiple-choice assessments.</p> <p>Students will participate in kinesthetic learning activities each day.</p> <p>Students will receive timely feedback related to academic activities and assessments.</p> <p>Students will receive daily essential vocabulary instruction via interactive word walls</p> <p>Students will participate in cooperative learning groups.</p> <p>Teachers will model academic expectations.</p> <p>Resource teachers introduce core content material in advance of instruction in collaborative classes.</p> <p>Students will participate in daily “word within a word” strategies to emphasize essential content vocabulary and barrier words.</p>		<p>Analysis of quarterly teacher feedback reports based on benchmark proficiency data, benchmark participation rates, quarterly grade distribution, gap analysis, and discipline data</p> <p>Analysis of student mastery by objective</p>	
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			Teachers will identify student proficiency by objective on all unit tests and mid-phase assessments.			
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Objective # 2: Safe, Secure, and Disciplined Learning Environment

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

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>																																																						
A.	<p><u>Suspension Data</u></p> <table border="1" data-bbox="184 451 432 683"> <thead> <tr> <th colspan="2">Total Number of Suspensions</th> </tr> </thead> <tbody> <tr> <td>05-06</td> <td>625</td> </tr> <tr> <td>04-05</td> <td>893</td> </tr> <tr> <td>03-04</td> <td>1048</td> </tr> <tr> <td>02-03</td> <td>800</td> </tr> <tr> <td>01-02</td> <td>507</td> </tr> <tr> <td>00-01</td> <td>593</td> </tr> </tbody> </table> <p><u>Infraction Data</u></p> <table border="1" data-bbox="184 764 432 878"> <thead> <tr> <th colspan="2">Attendance Infractions</th> </tr> </thead> <tbody> <tr> <td>05-06</td> <td>194</td> </tr> <tr> <td>04-05</td> <td>770</td> </tr> </tbody> </table> <table border="1" data-bbox="184 906 432 992"> <thead> <tr> <th colspan="2">Disruption Infractions</th> </tr> </thead> <tbody> <tr> <td>05-06</td> <td>450</td> </tr> <tr> <td>04-05</td> <td>761</td> </tr> </tbody> </table> <table border="1" data-bbox="184 1019 432 1138"> <thead> <tr> <th colspan="2">Insubordination Infractions</th> </tr> </thead> <tbody> <tr> <td>05-06</td> <td>559</td> </tr> <tr> <td>04-05</td> <td>892</td> </tr> </tbody> </table>	Total Number of Suspensions		05-06	625	04-05	893	03-04	1048	02-03	800	01-02	507	00-01	593	Attendance Infractions		05-06	194	04-05	770	Disruption Infractions		05-06	450	04-05	761	Insubordination Infractions		05-06	559	04-05	892	<p>Decrease the total number of suspensions in proportion with current enrollment on a monthly basis. Data to be analyzed at monthly SMART Team meetings.</p> <p>Decrease the total number of referrals in the three most highly referred areas: attendance, disruption and insubordination on a monthly basis. Data to be analyzed at monthly SMART Team meetings.</p>	<p>Continue Transition Program for rising sixth graders.</p> <p>Continue to provide a structured program that encourages student achievement for students who are two or more grade levels behind (Achievers Program).</p> <p>Continue “Breakfast with the Principal” program to acknowledge students for improvement in behavior, academics, and/or attendance.</p> <p>Continue a mentoring program with community leaders targeted to address the needs of all students.</p> <p>Continue a conflict mediation program.</p> <p>Continue bullying intervention through guidance.</p> <p>Increased differentiated activities in the classroom to promote student engagement in lessons.</p>	<p>Provide updated resources and data to raise awareness of delinquent activities.</p> <p>Provide feedback to teachers related to participation rates of students as part of observations.</p> <p>Provide list and cited references of research-based practices.</p> <p>Weekly SMART team strategies posted on GroupWise.</p> <p>Book Studies to open discuss of issues in education related to specific groups of students.</p> <p>Faculty meetings and inservice opportunities to model instructional strategies.</p>	<p>Monthly analysis of infraction referral data related to attendance, disruption and insubordination.</p> <p>Monthly analysis of suspension data.</p> <p>Records of book studies.</p> <p>Copies of references of research-based practices.</p> <p>Records of faculty meetings related to instructional strategies.</p>	<p>Suspension Data will reflect a decrease in the total number of suspensions in proportion with current enrollment on a monthly basis:</p> <table border="1" data-bbox="1675 618 1923 987"> <thead> <tr> <th>Month</th> <th>Suspensions not to exceed:</th> </tr> </thead> <tbody> <tr> <td>Sept</td> <td>63</td> </tr> <tr> <td>Oct</td> <td>122</td> </tr> <tr> <td>Nov</td> <td>181</td> </tr> <tr> <td>Dec</td> <td>240</td> </tr> <tr> <td>Jan</td> <td>299</td> </tr> <tr> <td>Feb</td> <td>358</td> </tr> <tr> <td>Mar</td> <td>417</td> </tr> <tr> <td>Apr</td> <td>476</td> </tr> <tr> <td>May</td> <td>535</td> </tr> <tr> <td>Jun</td> <td>594</td> </tr> </tbody> </table> <p>Infraction referrals in the most highly referred areas will decrease in proportion with current enrollment on a monthly basis:</p>	Month	Suspensions not to exceed:	Sept	63	Oct	122	Nov	181	Dec	240	Jan	299	Feb	358	Mar	417	Apr	476	May	535	Jun	594
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Continue student support services through Whidbee Scholars, Star Club, and mentor program to monitor student behavior, attendance and academics.

Implement “Scared Straight” Program for at-risk students, coordinated by the School Resource Officer.

Incorporate motivational speakers into recognition assemblies – coordinated by the Whale Done Correlate.

Attendance Infractions	
Month	Referrals not to exceed:
Sept	80
Oct	151
Nov	222
Dec	293
Jan	364
Feb	435
Mar	506
Apr	577
May	648
Jun	719

Disruption Infractions	
Month	Referrals not to exceed:
Sept	71
Oct	142
Nov	213
Dec	284
Jan	355
Feb	426
Mar	497
Apr	568
May	639
Jun	710

Insubordination Infractions	
Month	Referrals not to exceed:
Sept	98
Oct	189
Nov	28
Dec	371
Jan	462
Feb	553
Mar	644
Apr	75
May	826
Jun	917

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>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>																																																																		
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III Plan Development and Dissemination Process

How Individuals Beyond School Improvement Team Members Were Involved in Developing Our Plan

The instructional leadership team met for a retreat during the summer to analyze available data and provide direction for the upcoming 06-07 school year. When teachers returned for pre-service week, each content planning team worked collaboratively together to process Instructional Accountability Plans on a much more individual level. During this process, each team was challenged to articulate how they intend to meet the needs of individual learners to ensure gaps will continue to be eliminated. Teams were required to reflect on their own instructional goals and process what supports they would need to meet these goals. Feedback from these plans was included in the development of our accountability plan. The instructional leadership team ultimately developed Northside Power Strategies that span across all content areas as well as content-specific instructional strategies.

Additional feedback was obtained from departmental data analysis. Teachers worked in departmental teams to identify strengths and weaknesses based on a data analysis of last year's student proficiency data. Additionally, departments conducted cross-departmental data analyses where key points in the data were noted and suggestions for improvement were identified. Again, feedback from these processes was included in our accountability plan.

Methods Used to Communicate Our Plan

Northside's Accountability Plan is expected to be maintained in the Instructional Resource Guide of each teacher. The plan will be linked to Northside's web page. Additionally, copies of the plan will be made available to parents in the main office.

IV. Needs Assessment: School-wide Staff Development Focus

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

Staff Development			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Team Data Analysis (instructional and discipline data) Northside's Instructional Program <ul style="list-style-type: none"> • Content Reading • Content Writing • Interactive Notebooks • Lesson Design 	Pre-Service Week	All instructional personnel	Agendas Teacher Feedback Sheets Attendance Log Professional Development Certificates
OUR Kids – World Class Expectations Developed: Pride @ the 'Side Northside Middle School Code of Ethics	Pre-Service Week	All instructional personnel	Agenda Teacher Feedback Sheets Attendance Log Professional Development Certificates
Mathematics Pre-Assessment ARDT	Pre-Service Week	Mathematics Department	Agenda, Attendance Log
OUR Kids – World Class Data Analysis Cross-departmental data analysis (available data from UDW)	September Early Release Day	All instructional personnel	Agenda Group Discussion Feedback Sheets Attendance Log Professional Development Certificates
World Class Accountability Planning Identify Northside's Power Strategies	October Early Release Day	All instructional personnel	Agenda Attendance Log
World Class Vision and Accountability Common Vision Introduction of SMAs Instructional Non-Negotiables	October Faculty Meeting	All instructional personnel	Agenda Group Discussion Feedback Sheets Attendance Log Professional Development Certificates
Student Mastery Assessment Program (SMA)	October Vertical Meetings	Instructional personnel in reading and mathematics departments	Agenda Attendance Log
Update on Community Issues – Gangs (Presentation from VGIA conference) Grading Practices – Discussion from Teacher Study Groups Northside Achievers – data and successes	November Faculty Meeting	All instructional personnel	Agenda Attendance Log Survey sheets
Interactive Notebook Strategies – Idea Factory Northside Mentorship Program	December Faculty Meeting		Agenda Attendance Log
Active Reading Strategies – Idea Factory	January Faculty Meeting		Agenda, Attendance Log

Kinesthetic Learning – Idea Factory	February Faculty Meeting		Agenda, Attendance Log
Interactive Notebooks – Idea Factory	March Faculty Meeting		Agenda, Attendance Log
Common Assessments – Data Analysis	April Faculty Meeting		Agenda, Attendance Log
SOL Testing Procedures	May Faculty Meeting		Agenda, Attendance Log
Book Study: Cultural Proficiency: A Manual for School Leaders	November - February	Instructional Leadership Team	Agendas, Attendance Logs, Professional Development Certificates
Book Study: The Learning Leader: How to Focus School Improvement for Better Results	March - May	Instructional Leadership Team	Agendas, Attendance Logs, Professional Development Certificates
Book Study: QBQ: The Question Behind the Question	December – February	New Teachers, Principal	Agendas, Attendance Logs, Professional Development Certificates
Distribution and Discussion of Research-Based Best Practices	Continuous	All Instructional Personnel	Copies of Articles
Make-It-Take-It Workshops	Continuous	Mathematics Department	Agendas, Attendance Logs
Common Vertical Planning	Continuous – Monthly	All core instructional departments	Agendas, Attendance Logs
Common ½ day planning sessions to analyze benchmark assessment data and develop subsequent mid-phase assessments	Continuous – Quarterly	Science, History/Social Science, and Writing departments	Agendas, Attendance Logs
Common VGLA / VAAP Planning	Continuous – Quarterly	Collaborative Teachers	Agendas, Attendance Logs

Professional Development Hours Related to Safe, Secure & Disciplined Learning Environment

Staff Development			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Update on Community Issues – Gangs (Presentation from VGIA conference)	November Faculty Meeting	All Instructional Personnel	Agenda, Attendance Log
Northside Achievers Data and Successes	November Faculty Meeting	All Instructional Personnel	Agendas, Attendance Log
Northside Mentorship Program	December Faculty Meeting	All Instructional Personnel	Agendas, Attendance Log
Character Education Partnership: 13th National Forum	October 26 – 28, 2006	Select Instructional Personnel (Mentors for Leadership Program, SCA Sponsors)	Agendas, Conference Registration Confirmation