



NORFOLK PUBLIC SCHOOLS

Rosemont Middle School

SCHOOL ACCOUNTABILITY PLAN

Year: 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools
Jeanne J. Kruger, Principal

October 16, 2006

Dear Rosemont 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 goal of our NPS School Board and Superintendent of Schools, Dr. Stephen C. Jones:

“Working Together to Become World Class”

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 four Indicators of World Class: “All achievement gaps will be closed, All students will be powerfully literate, All schools will exceed state and national standards, and All students will be ready to access exciting options and opportunities after graduation.” Each of our goals in the plan addresses one or more of these Indicators. Because your input and support are needed, I invite you to join us as we work to make Rosemont Middle School better.

Sincerely,

Jeanne J. Kruger
Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Kruger, Jeanne	Principal/A
Bynum, Jerome	Assistant Principal/A
Gregory, Nicole	6 th Grade Dean/A
Person, Darrick	8 th Grade Dean/A
Saunders, Sheila	7 th Grade Dean/A
Sheets, Michael	Teacher (GW Cohort)
Park, Corrie	Soc St Chr/T
Owens, Regina	SPED Chr/R
Spence, Alice	Guidance Chr/R
Durant, LaDawn	Coskl Chr/T
Jacobs, Tori	Math Chr /T
Justice, Janet	Science Chr /T
Knight, Kenneth	Electives Chair/T
Brightman, Renee	Health & PE Chr/T
Chaplain McConville	B/C – USS Vella Gulf
Simpson-Jones, Mary	PTA President / P
Darden, Stacy	Oakwood Community Development Center (OCDC) /C
Norris, Mary	Instructional Technology/R
Roberson, Marie	Media Specialist/R

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
2006		
August 21	8:00-3:00	Norfolk Botanical Gdn
August 29	8:00-10:15	Rosemont Media Cntr
Sept 7,		
Oct 3, 11, 29, 27		
Nov 3, 9, 15, 21,29		
Dec 7,15		
2007		
Jan 11, 17, 23, 32, Feb		
7, 15, 21, 27		
Mar 3,13,21,29		
April 5,19,25		
May 1,3,11		
June TBA		

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, 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>	<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 checked="" type="checkbox"/>	Teachers Meeting State Licensure		<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 checked="" 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 checked="" type="checkbox"/>	<u>Other</u>
<input type="checkbox"/> STAR Test Results	<input checked="" type="checkbox"/>	Incidents of Physical Violence	<input checked="" type="checkbox"/>	State Report Card* (also gives demographic information)
<input checked="" type="checkbox"/> Gates-MacGinitie Test Results	<input type="checkbox"/>	Incidents of Possession of Firearms in School	<input checked="" type="checkbox"/>	Other (please specify):
<input type="checkbox"/> PALS Test Results	<input type="checkbox"/>	Incidents of Possession of Weapons Other than Firearms in School	<input checked="" type="checkbox"/>	AYP
<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>Mathematics: Spring 2006 SOL Tests</p> <table border="1" data-bbox="235 451 457 568"> <thead> <tr> <th colspan="2">Overall Pass Rate</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>44%</td> </tr> <tr> <td>6</td> <td>29%</td> </tr> <tr> <td>5</td> <td>85%</td> </tr> </tbody> </table> <table border="1" data-bbox="235 594 457 711"> <thead> <tr> <th colspan="2">SPED Gap</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>29%</td> </tr> <tr> <td>6</td> <td>20%</td> </tr> <tr> <td>5</td> <td>4%</td> </tr> </tbody> </table> <table border="1" data-bbox="235 737 457 854"> <thead> <tr> <th colspan="2">Gender Gap</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>3%</td> </tr> <tr> <td>6</td> <td>16%</td> </tr> <tr> <td>5</td> <td>5%</td> </tr> </tbody> </table> <table border="1" data-bbox="235 880 457 997"> <thead> <tr> <th colspan="2">Ethnicity Gap</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>33%</td> </tr> <tr> <td>6</td> <td>13%</td> </tr> <tr> <td>5</td> <td>8%</td> </tr> </tbody> </table> <p>Focus Strands:</p> <table border="1" data-bbox="235 1081 457 1224"> <thead> <tr> <th colspan="2">Computation And Estimation</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>35%</td> </tr> <tr> <td>6</td> <td>32%</td> </tr> </tbody> </table> <table border="1" data-bbox="235 1250 457 1393"> <thead> <tr> <th colspan="2">Probability And Statistics</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>42%</td> </tr> <tr> <td>6</td> <td>33%</td> </tr> </tbody> </table>	Overall Pass Rate		7	44%	6	29%	5	85%	SPED Gap		7	29%	6	20%	5	4%	Gender Gap		7	3%	6	16%	5	5%	Ethnicity Gap		7	33%	6	13%	5	8%	Computation And Estimation		7	35%	6	32%	Probability And Statistics		7	42%	6	33%	<p>Increase the percentage of students scoring Proficient or better on daily math reviews</p> <p>Increase the percentage of students scoring Proficient or better on common monthly assessments.</p> <p>Decrease SPED, Gender, and Ethnicity achievement gaps on tri-weekly common assessment</p>	<p>Incorporate daily math reviews based on data from formative and summative assessments</p> <p>Include vocabulary development and acquisition activities in daily instruction</p> <p>Incorporate Rule of Four: Visual, Verbal, Algebraic and Numerical Representation</p> <p>Teach “Test Attack Plan” strategies and require students to justify answers on assessments</p> <p>Incorporate tri-weekly common assessments</p> <p>Reteach and Retest students not demonstrating proficiency on common assessments.</p> <p>School-wide Mock SOL Math Test</p>	<p>District level planning sessions to include springboard study group for mathematics teachers</p> <p>In-building professional development focused on educating African-American males</p> <p>Departmental staff development focused on vocabulary instruction</p>	<p>RMS SOL Teacher Accountability Plan (T.A.P.) - monthly</p> <p>Formal/ informal observations</p> <p>Lesson Plan checks</p> <p>SOL formatted quizzes in all courses</p> <p>Review of data from monthly common assessments and quarterly assessment data</p> <p>Vertical Walk Through feedback</p> <p>Departmental Minutes</p> <p>Agendas from building and district meetings and workshops</p>	<p>Increase the percentage of students scoring Proficient or better on Grade 6, and Grade 7 Math SOL Tests to 70% or better.</p> <p>Reduce SPED achievement gap by 25 Percent</p> <p>Reduce Gender achievement gap by 5 Percent</p> <p>Reduce Ethnicity achievement gap by 25 Percent</p> <p>Increase the percentage of students scoring Proficiency or better on computation and estimation strand to 70%.</p> <p>Increase percentage of students scoring Proficient or better on probability and statistics strand to 70%.</p>
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B. RLR : Spring 2006 SOL Tests

Overall Pass Rate	
7	66%
6	73%
5	79%

SPED Gap	
7	41%
6	49%
5	-

Gender Gap	
7	8%
6	9%
5	-

Ethnicity Gap	
7	23%
6	13%
5	13%

Focus Strands:

Comp. Of Printed Materials	
7	70%
6	74%

Use of Word Analysis Strategies and Information	
7	60%
6	65%

Increase the percentage of 8th grade students in all subgroups scoring Proficient or better on bi-weekly common assessments

Achieve a score of proficient or better on the 6th and 7th grade bi-weekly common assessments.

Decrease SPED, Gender, AND Ethnicity, achievement gaps on bi-weekly common assessments

Common bi-weekly assessments

Continue incorporating reading strategies in all content classes

Daily multiple-choice war4hm-ups with textual justifications

Teach "Test Attack Plan" strategies and require students to justify answers on multiple-choice assessments

Employ pre-reading, during-reading, and post-reading strategies for each guided reading lesson

Require students to respond to higher level questions during class discussions with the Special Ed Regular and Self-contained teachers

Interactive word walls consisting of content vocabulary and enrichment vocabulary with emphasis on context clues and word parts as clues to word meaning

Utilize graphic organizers to organize nonfiction information

Utilize computer reading programs to aid student in comprehension and to allow students to develop a familiarity with online testing

Collaborative planning among the Inclusion, Regular, and Self-Contained teachers

RMS Staff Development focused on educating the African American males

RMS Staff Development Seminars focused on reading and writing strategies

Departmental Staff Development sessions focused on reading/writing strategies and assessment of writing

District level English staff development activities

RMS SOL Teacher Accountability Plan (T.A.P)-Monthly

Formal/informal observations

Lesson plan checks

Vertical walk-through observations

SOL formatted quizzes in all courses

Review of data from bi-weekly common assessments and quarterly assessment data

Walk through feedback

Departmental Minutes

Agendas from building and district meetings and workshops

At least 75% of 6TH, 7TH, and 8th graders will score Proficient or better on the Spring 2006 RLR SOL Test

At least 75% of 8th graders will score Proficient or better on the Spring 2006 RLR SOL Test

Reduce SPED/Regular Education achievement gap by 30 percent

Reduce the Gender achievement gap by 5 percent

Reduce the Ethnicity achievement gap by 10 percent

Increase the Comprehension of Printed Material by 10 percent in sixth and seventh grade

Increase the use of word analysis strategies and information by 15 percent in sixth and seventh grade

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.	22 Long-Term Suspensions in 2005-2006	Reduce the number of long-term suspensions in 2006-2007 by at least one per quarter.	<p>Mentor challenging students as identified by StarBase Reports</p> <p>Discipline Assemblies for all grade levels</p> <p>Parental Contact Logs in TAP procedures/review for discipline</p> <p>Conflict Mediation</p> <p>Staff Development</p> <p>Project Ride utilization</p> <p>Weekly after-school parent-teacher conferences</p> <p>Inclusion of kinesthetic instructional activities and non-traditional assessments in all contents.</p> <p>Instructional focus on effective strategies for urban children, especially African-American males.</p> <p>Weekly guidance session with overage students</p> <p>Group session with Head Guidance Counselor at OCDC</p>	<p>New teacher mentoring on classroom management</p> <p>Participation in BEST, COMP, and TESA by eligible teachers</p> <p>Dean meetings with grade-level teams to focus on management strategies and appropriate referral writing</p> <p>Sharing of professional readings about effective instruction for urban minority learners, especially African-American males</p> <p>Instructional focus on effective strategies for urban children, especially African-American males at monthly staff meetings.</p>	<p>Review of TAP folders</p> <p>Review of parent contact logs in discipline situations/referrals</p> <p>Discipline Team minutes</p> <p>Monthly review of Discipline Data (Starbase and Datawarehouse) and report to staff at monthly meetings</p> <p>Attendance sheets reviewed from OCDC</p>	<p>A reduction of four term suspensions in 2006-2007 as compared to 2005-2006.</p>

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"> - Parents and community members will be more actively involved in school activities - PTA had 144 members in the 2005-2006. 	<ul style="list-style-type: none"> - Increase the number of opportunities for parents and community to interact with the school on a monthly basis. - Increase the opportunities for parents, community, and faculty to join the PTA - Increase partnerships with community businesses and organizations 	<ul style="list-style-type: none"> - Rosemont Bulletin and Principal's Message sent to families each grading period. - Informational brochures and Parent Bulletins available on front counter and in Media Center for all visitors - Utilize Parent Link to notify parents of school activities - PTA meetings to be held in conjunction with other school functions: <ul style="list-style-type: none"> RMS Family Photo Night Community Dinner Book Fair Student performances SOL Carnival Night - Weekly parent-teacher conferences - Partnership with Oakmont Community Development Center (OCDC) - College Career Day 	<ul style="list-style-type: none"> - Send at least one PTSA officer to a PTSA development conference. 	<ul style="list-style-type: none"> - Document the number of opportunities presented for parents and community to interact with the school by use of participant sign-in sheets - Document the number of opportunities for PTA membership enrollment - Attendance sheets reviewed from OCDC 	<ul style="list-style-type: none"> - Increase in the number of activities provided for the parents and community to be more actively involved with school activities to 40. - Increase the PTSA membership to 150 members. - Increase partnerships with community businesses and organizations

III. Plan Development and Dissemination Process

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

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

The primary individuals beyond the Instructional Leadership Correlate involved in developing Rosemont's Accountability Plan were volunteers from the Oakmont Community Development Center (OCDC). The Instructional Leadership Correlate and OCDC are presently involved in conversation about ways Rosemont can provide support to their after school program and how the program can support students from the Rosemont school community that attend OCDC. Also, the Head Guidance Counselor from Rosemont, Alice Spence, conducts weekly group sessions at OCDC. This developing relationship between OCDC and Rosemont will support objectives 2 and 3.

Methods Used to Communicate Our Plan

The Rosemont Middle School Accountability Plan for 2006-07 will be available in the Media Center and main office of Rosemont Middle School for parents and community members. It is sent via Group Wise to all staff at Rosemont Middle School. It will be posted on the RMS website after final approval from Dr. Cathy Lassiter, Executive Director of Middle Schools for NPS. The principal will communicate to parents and community the availability of the plan via the monthly newsletter and will send it electronically to any of the school community who request 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>
Building A Village: Team Building	August 30, 2006	All Professional Staff at Rosemont Middle School Facilitator: Susan Puryear	
Data Team Training	October 13, 2006	Certain RMS Data Team	Certificates
Assessment of Non-fiction, Content-Based Writing with the NPS/ VADOE Writing Rubric	November	Coski and SPED Staff Facilitator: Althea Joyner	Attendance Logs/Certificates
EdSoft Reports/Data Analysis Training	November	New Staff Facilitator: Mary Norris/Data Team	
Grading and Reporting Practices	August 21, 2006 October 16, 2006 September 21, 2006 (ERD)	All Professional Staff at Rosemont Middle School	Attendance Logs/Certificates
Online Test Training	March 15, 2007 (ERD)	All Professional Staff at RMS Facilitators: Data Team	Attendance Logs/Certificates
1-Teaching To Your Strengths Book Talk 2-Nonfiction Reading and Writing Strategies 3-Math Across the Curriculum	October 23, 2006 - 1 hr November 20, 2006 - 1 hr December 11, 2006 - 1 hr January 22, 2006 - 1 hr February 12, 2006 - 1 hr April 16, 2006 - 1 hr	All Professional Staff at RMS Facilitators: Mrs. Kruger-Book Talk Discussions, English Teachers, All Departments	Attendance Logs/Certificates
School Safety: Gang Awareness and Prevention	October 12, 2006 (ERD)	All Professional Staff at Rosemont Middle School, Certain Classified Staff Facilitators: Norfolk's Sheriff's Dept.	Attendance Logs/Certificates
Educating African-American Males Workshops	November 6, 2006 December 4, 2006 January 8, 2007 February 5, 2007 March 5, 2007 April 2, 2007 May 7, 2006	All Professional Staff at Rosemont Middle School	Attendance Logs/Certificates