



NORFOLK PUBLIC SCHOOLS

Madison Alternative School

SCHOOL ACCOUNTABILITY PLAN Year: 2006-2007

Dr. Stephen C. Jones, Superintendent of Schools
Dr. Julia Avery Muse, Principal

October 12, 2006

Dear Madison 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 Madison School better.

Sincerely,

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Dr. Julia Avery Muse	Building Principal - A
Dr. Cora DeBraux	Dean of Students - T
Larry Harvey	Guidance Counselor - T
Darnita Woodhouse	English Teacher-Middle - T
Debbie Williams	Math Teacher - Middle - T
Amy Kelleher	Special Needs/Special Ed.- T
Sherella Roundtree	Physical Education - T
Judith Gardner	Science - Middle School - T
James Mayo-Pitts	Social Studies - Middle - T
Valerie Saunders	Intensive Probation/Parole -T

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
September 27, 2006	8:35 A.M	Conference Room
October 3, 2006	3:30 P.M	Conference Room
November 7, 2006	3:30 P.M.	Conference Room
December 5, 2006	3:30 P.M..	Conference Room
January 9, 2007	3:30 P.M.	Conference Room
February 6, 2007	3:30 P.M.	Conference Room
March 6, 2007	3:30 P.M.	Conference Room
April 3, 2007	3:30 P.M.	Conference Room
May 8, 2007	3:30 P.M.	

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)
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<p><u>Continuous Growth of Student Academic Achievement</u></p>	<p><input checked="" type="checkbox"/> Promotion/Retention Data</p>	<p><input checked="" type="checkbox"/> Students Without Incidents of Possession of Weapons Other than Firearms in School</p>
<p><input checked="" type="checkbox"/> Standards of Learning Test Results</p>	<p><input checked="" type="checkbox"/> PSAT Participation</p>	<p><u>Active Engagement of Parents, Business, and Community in Educational Process</u></p>
<p><input checked="" type="checkbox"/> SAT Participation and Test Results</p>	<p><input checked="" type="checkbox"/> Teachers Meeting State Licensure</p>	<p><input checked="" type="checkbox"/> Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency</p>
<p><input type="checkbox"/> ACT Participation and Test Results</p>	<p><input checked="" type="checkbox"/> Classes Taught by Certified Teachers</p>	<p><input checked="" type="checkbox"/> Total Volunteer Hours by Parents and Community Members in Schools</p>
<p><input type="checkbox"/> Advanced Placement Exam Results and Enrollment</p>	<p><input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement</p>	<p>Direct Interactive Parent Contacts Involving Student Achievement</p>
<p><input checked="" type="checkbox"/> Dual Enrollment Class Results and Enrollment</p>	<p><u>Safe, Secure & Disciplined Learning Environment</u></p>	<p><input checked="" type="checkbox"/> Training Workshops Provided for Parents/Community</p>
<p><input type="checkbox"/> International Baccalaureate Results and Enrollment</p>	<p><input checked="" type="checkbox"/> District Stakeholder</p>	<p><u>Other</u></p>
<p><input type="checkbox"/> Governor's School Results and Enrollment</p>	<p><input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to School Climate and Student Discipline</p>	<p><input checked="" type="checkbox"/> Volunteer Log</p>
<p><input checked="" type="checkbox"/> STAR Test Results</p>	<p><input checked="" type="checkbox"/> Incidents of Physical Violence</p>	<p><input type="checkbox"/> Adequate Yearly Progress (AYP)</p>
<p><input checked="" type="checkbox"/> Gates-MacGinitie Test Results</p>	<p><input checked="" type="checkbox"/> Incidents of Possession of Firearms in School</p>	<p><input type="checkbox"/> State Report Card* (also gives demographic information)</p>
<p><input type="checkbox"/> PALS Test Results</p>	<p><input checked="" type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School</p>	<p><input checked="" type="checkbox"/> Completing Algebra I by the End of 8th Grade</p>
<p><input checked="" type="checkbox"/> Narrowing of the Achievement Gap</p>	<p><input checked="" type="checkbox"/> Students Without Incidents of Physical Violence in School</p>	<p><input checked="" type="checkbox"/> Other (please specify): ASVAB TEST</p>
<p><input checked="" type="checkbox"/> Attendance Data for Students and Staff</p>	<p><input checked="" type="checkbox"/> Students Without Incidents of Possession of Firearms in School</p>	
<p><input type="checkbox"/> Dropout Statistics</p>		
<p><input type="checkbox"/> Graduation Rates</p>		
<p><input checked="" type="checkbox"/> Reading on Grade Level</p>		
<p><input type="checkbox"/> Foreign Language</p>		
<p><input type="checkbox"/> Scholarships Earned</p>		

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>
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A.	<ul style="list-style-type: none"> * 55% of Grades 6-8 scored an average range of 7.0 on the pre-assessment STAR Reading Test 	<ul style="list-style-type: none"> * Increase the percentage of middle school students scoring proficient or better on STAR Reading Test. * Increase the number of students that can read and perform on grade level. 	<ul style="list-style-type: none"> * Teachers will use reading strategies daily during Reading and English blocks as morning warm-up activities. * Students will draw conclusions based on teacher questioning during guided reading lessons. * Students will use graphic organizers to make inferences and connections using evidence from text and real life situations. * Students will read and learn the meaning of unfamiliar words and phrases. * Students will compare and contrast information about topics contained in different selections. 	<ul style="list-style-type: none"> * Training during weekly collaborative planning meetings on using guided reading strategies such as (drawing conclusions and comparing and contrasting information). * Set up and manage word wall for meaning of unfamiliar words and phrases * Springboard Training * Training on using Literature Circles * Training on how to use evidence from text and real life situations. 	<ul style="list-style-type: none"> * Minutes of meetings * Formal and informal observations * Weekly review of lesson plans * Data Team review of monthly data * Professional development agendas and logs * KWL charts * Dictionaries and Thesaurus * Review of graphic organizers * Review of compare and contrast charts * Weekly meetings with cluster leaders as they discuss improvements of student academics. 	<ul style="list-style-type: none"> * At least 70% of students will score proficient or better on the STAR Reading Test. * Graph showing percentage of students scoring proficient or better on STAR Reading Test. * The achievement gap will close by 20% of students reading and performing on grade level. * Test results and graphs of the percentages of students passing the quarterly test will increase by 10%. * At least 70% of middle school students will score proficient on the post assessment of the STAR Reading Test.
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B.

* 70% of Grade 8 students scored proficient or better on the English Standards of Learning Test

* 80% of High School students scored proficient or better on the SOL English Test.

* Increase the percentage of Grade 8 students scoring proficient or better on English Standards of Learning Test.

* Increase the percentage of students scoring proficient on weekly, monthly, and quarterly assessments in English/Writing/ and Reading.

* Increase the percentage of high school students scoring proficient or better on SOL English test.

* Implement and use strategies for comparison and contrast concept on a monthly basis.

* Implement and use strategies for distinguishing between cause and effect concept on a monthly basis.

* Implement and use strategies for the concept of fact and opinion on a monthly basis.

* Workshops for teachers on using strategies to enhance reading comprehension and vocabulary development.

* Walkthrough feedback/Coaching

* Sharing session on the use of comparing and contrasting text

* Sharing session on the concept of cause and effect

* Sharing session on the concept of factual and fictional text

* Formal and informal observations

* Interactive notebooks

* Agendas and attendance log for Share Sessions.

* Attendance/Log for workshop

* Review of weekly lesson plans

* Weekly meetings with cluster leaders

* At least 80% of 8th grade students will score proficient or better on the English Standards of Learning Test.

* Graphs reflecting the percentage of students scoring proficient or better on 11th grade English SOL test.

* At least 90% of high school students will score proficient or better on the English SOL test.

C.

* 65% of high school students in grades (9-12) are proficient or better in the use of computer skills and technology

* Increase the percentage of high school students (9-12) enrolled in technology courses and using various software programs.

* Increase the percentage of middle school students able to create multimedia presentations.

* Teachers will require students to generate lessons in Powerpoint and prepare resumes for college/job readiness programs.

* Students will utilize non-linguistic representations/for written presentations.

* Use interactive software programs

* Provide opportunities for students to participate and create projects using technology on a daily basis.

* Teachers will integrate technology in their daily and monthly lessons.

* Attend workshops held by Instructional Technologist for using multimedia presentations and powerpoint lessons.

* Attend workshops held by Instructional Technologist for using the latest and updated software versions.

* Workshop agendas and attendance log

* Weekly review of lesson plans

* Lab sign-up sheets

* Collaboratively scored media reports and projects.

* Data team review of monthly statistics

* Professional development of agendas and logs

* Installation of computer software

* Installation of various computer hardware

* At least 75% of high school students in grades (9-12) will become proficient in computer skills and technology.

* Graphs indicating the percentage of students measuring proficiency in technology by quarterly assignments and media presentations.

* Graph reflecting the percentage of students in middle school using multimedia presentations on a monthly basis for projects and classroom assignments.

D.	<ul style="list-style-type: none"> * 45% of Grade 8 students scored proficient or better on the Math 8 SOL test * 62% of Grade 8 students scored proficient or better on the Science SOL test. * 60% of Grade 8 students scored proficient or better on the Social Studies/Civics portion of the SOL test. 	<ul style="list-style-type: none"> * Increase the percentage of students scoring proficient or better on a monthly, quarterly, and yearly assessment in Math, Science and Social Studies SOL tests after participating in the SOL Acceleration and Remediation Afterschool Program. * Increase the percentage of students scoring proficient or better on the quarterly assessment test in Math, Science and Social Studies after intervention. 	<ul style="list-style-type: none"> * Students will focus on algebraic expressions and order of operations. SOL 8.4 * Teachers will set objectives and provide feedback during scientific investigations * Students will make comparisons, predictions, and inferences using information displayed in frequency distributions; box-and-whisker plots; scattergrams, line, bar, circle, and picture graphs, and histograms. SOL 8.12 * Students will use logical reasoning to conduct scientific investigations, including observation, inference, hypothesizing, data collection, data analysis, drawing and supporting conclusions. PS.1 	<ul style="list-style-type: none"> * Walkthrough Feedback/Coaching * Note-taking and summarizing in content areas * Word Wall/content vocabulary * Setting up and managing scientific investigations to generate/test hypotheses * Review of Interactive Notebooks for Science, Math and Social Studies on a monthly basis. * Students will use the "Five-E's" in Science (Engage, Explore, Explain, Extend and Evaluate), on a weekly basis during classroom teaching. * Use of technology for vocabulary reinforcement * Peer observation and training in content areas 	<ul style="list-style-type: none"> * Review of lesson plans for SOL Acceleration and Remediation Afterschool Program * Professional Development agendas and logs * Periodic review of lesson plans * Informal and formal observations * Data team notebook/review of data * Monthly, quarterly and yearly assessment of student data from SOL Afterschool program * Peer observations * Self-evaluations/self monitoring * Collaborative and cluster meetings * Observations during science lab times 	<ul style="list-style-type: none"> * Graphs illustrating the percentage of students scoring proficient or better on a quarterly Math, Science and Social Studies assessment after intervention. * 70% of students will score proficient or better on Grade 8 Science SOL test after intervention. * 70% of Grade 8 students will score proficient or better on the SOL Social Studies test after intervention. * 70% of Grade 8 students will score proficient or better on the SOL Math test after intervention.
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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>
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A.	<ul style="list-style-type: none"> * Monthly report of discipline incidents * 04-05 Middle School 158 - Rule 42 - Conflict Indicators 16 - Law * 04-05 High School 69 - Rule 35 - Conflict Indicators 27 - Law * Areas of Concern: Rule *Violations/ Disruptions *Conflict Indicators/ Disrespect *Law Violations/ Disorderly Conduct 	<ul style="list-style-type: none"> * Decrease the number of student disruptions and classroom infractions. * Decrease the number of students showing patterns of rule violations by 25% * Decrease the number of students showing patterns of law violations by 50% * Decrease the number of students showing patterns of conflict indicators by 30%. 	<ul style="list-style-type: none"> *Teachers using the Teacher Expectations and Student Achievement (TESA) strategies. * Increase the use of (Responding to Individual Differences Program (RIDE). * Teachers will make at least one positive contact with a parent each day. * Resource staff will implement and use student and peer mediation for incidents. * Deans of Students will be more visible on there floors and in the classrooms. * Deans and teachers will implement and use the Student Behavior Modification plan * Incentives for students who avoid infractions and practice positive behavior. * Security checking all persons entering building 	<ul style="list-style-type: none"> * Peer observations and mentoring * Administrators and teacher conferences * Classroom management workshops * Peer mediation and conflict workshops * Project RIDE training *Cluster meetings * TESA workshops * Student Behavior Modification (SBM) training and workshops * Counseling sessions (groups and individuals) * Early intervention through parental contacts * Recognition assemblies * Weekly classroom strategies that focus on classroom management and positive behavior * Deans sessions with students and teachers * Training sessions with security personnel 	<ul style="list-style-type: none"> * Review of TESA monthly observations and evaluations report * Review of weekly discipline report * Review of bi-weekly behavior charts * Review of monthly teacher referrals * Conflict mediation reports * Monthly counselor evaluations and reports * Review of telephone log * Daily discipline logs/Monthly reports * Weekly cluster meeting minutes * Observations and classroom visits * Student Assistance Counselors (SAC) "Caught Being Good" rewards program * Positive teacher and student relationships * Attendance log from AVB Program 	<ul style="list-style-type: none"> * Monthly discipline report of incidents that reflect a decrease in the number of infraction referrals * Monthly discipline report that reflects the number of teachers writing two or more infraction referrals * "Dress Down Day" for students who meet their goals * Monthly report that reflects a decrease in the number of conflict indicators. * Monthly report that reflects a decrease in the number of rule violations * Monthly report that reflects a decrease in the number of law violations
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<p>B.</p>	<p>Increase the number of opportunities for students and teachers to interact</p> <p>Increase the number of opportunities for parents and teachers to interact</p>	<p>Decrease the number of administrative conferences and student referrals</p>	<ul style="list-style-type: none"> * Hold Administrator-Teacher conferences when teachers write three or more infraction referrals within a month to ascertain professional development needs * Teachers will use strategies from the Character Development curriculum on a weekly basis, especially middle school teachers * Clear and consistent application of the discipline plan and discipline logs by teachers * Counselors and Deans will hold difficult students accountable for classroom and school expectations * Student Assistant Counselors will spend time with difficult students 	<ul style="list-style-type: none"> * Role-play situations for students to observe behavior * Expand counseling services that promote positive behavior between student and teacher * Character development handouts for all teachers * Peer mediation sessions (DSC) * Project RIDE * Mentor training * TESA training * Active parental involvement * Deans holding discipline bi-weekly meetings 	<ul style="list-style-type: none"> * Review student daily behavior charts * Review school discipline plan * Attendance and documentation log * Review of weekly/monthly referrals * Peer mediation documentation * Observation of positive teacher-student relationships * Observation of positive teacher-parent relationships * Volunteer log * Classroom observations * Cluster minutes * Minutes from Deans' meetings * Agendas from Deans' meetings 	<ul style="list-style-type: none"> * Discipline report which reflects a decrease in administrative conferences * Increase in the number of positive interactions between teachers and students * Increase in the number of positive interactions between teachers and parents
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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>
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A.	<ul style="list-style-type: none"> * 15% of parents joined the Madison's PTA and became involved in school related activities 	<ul style="list-style-type: none"> * Increase the number of opportunities for parents and community members to assist in improving academic performance by 30% 	<ul style="list-style-type: none"> * Maintain and use Partners in Education and recruit new partners * Continue to develop relationships with community for tutoring and volunteer services * Hold weekly parent training workshops to support academic achievement for students * Establish an active PTA Membership Drive along with other school fundraisers. 	<ul style="list-style-type: none"> * Host monthly PTA meetings and other school related meetings * Hold job readiness seminars which will give students an introduction to the world of work * Solicit volunteers during the weekly parent and student orientation session * Develop and use a community project that will allow students to showcase their academic and career skills * Parent Liaison training 	<ul style="list-style-type: none"> * Attendance and participation from PTA meetings * Monitor number of school partnerships * Attendance log of partnerships * Attendance data from weekly orientation sessions * Mentoring classes * Office log of volunteers * Attendance of vocational speakers and business partners * Monthly newsletter to parents * Log of guest speakers from community * United Way contributions 	<ul style="list-style-type: none"> * 40% of parents will participate and join the PTA * 20% of parents will become actively involved in the school's PTA * Increase the number of students participating in school related activities by 30% * Increase in the number of parents participating in school related activities by 15%
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B.	<ul style="list-style-type: none"> * 5% of community businesses hired students to participate in afterschool employment during school year 	<ul style="list-style-type: none"> * Increase the number of partnerships with community businesses who are willing to offer part-time employment to well-prepared students 	<ul style="list-style-type: none"> * Enlist business support to aid in student job partnerships (Job Readiness Program) * Distribute monthly/quarterly newsletter to improve school communications at home and in the community * Provide partnership opportunities for community businesses to visit school to learn about the needs of the school. 	<ul style="list-style-type: none"> * Workshop for students that will assist with setting goals and concentrate on intensive resume writing, interview skills and dressing for success * Fieldtrip in the community to allow students to see some of the businesses, view the businesses' goals and mission statement. 	<ul style="list-style-type: none"> * Attendance from workshops * Business partnership attendance sheet * Number of businesses that are supportive for fieldtrip visits * Number of businesses that are visiting the school to learn about the needs of the school * Log of the number of school partnerships 	<ul style="list-style-type: none"> * 25% of community businesses will be supportive to hire well-prepared students for employment
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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

The implementation of Madison's Accountability Plan has been aided by the involvement of Empowerment 2010 and the Norfolk's Literacy Council. In addition, coordinators from central administration are scheduled to meet with us to continue to implement staff development opportunities to aid in the continuous academic achievement of all students.

Methods Used to Communicate Our Plan

Our school Accountability Plan will be presented and distributed to the entire staff during a faculty meeting. In addition, it will be on file in the main office accessible for parents and school community members to visibly see.

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 Staff Pre-Service Week Welcome Back/Vision of Madison/NPS Dr. J. A. Muse, Principal Classroom Routines & Assignments Handbook Expectation' Important Papers/Changes/Updates Dr. J. A. Muse, Principal Administrative Team Meeting Dr. J. A. Muse, Principal Discipline Meeting Dr. J. A. Muse, Principal Special Education Meeting Dr. J. A. Muse, Principal	August 28, 2006 Madison Alternative School Cafeteria	Faculty & Staff Administrators	Attendance Log Agenda Welcome Back Letter Issuing of Handbooks Handbook Log

<p>Instructional Procedures - Middle - IPP-Ed Teachers Dr. J. A. Muse, Principal Dr. C. DeBrau, Dean of Students Ms. Early, Instructional Specialist</p> <p>Instructional Procedures- High School & Elective Teachers Dr. J. A. Muse, Principal Dr. C. DeBrau, Dean of Students, Ms. L. Early-Instructional Specialist</p>	<p>August 29, 2006 Madison Conference Room</p>	<p>Teachers & Assistants Administrators</p>	<p>Attendance Log Agenda Implementation of Strategies for 2006-2007 School Year Handouts Lesson Plan Disk Lesson Plan Binders</p>
<p>School Bus Meeting Transportation Department/School Bus Drivers Dr. J. A. Muse, Principal</p>	<p>August 29, 2006 Madison Conference Room</p>	<p>School Bus Drivers Principial</p>	<p>Attendance Log Schedules Handouts Discussion Agenda</p>
<p>How to Use Data Dr. Richard Strauss Testing Research & Statistics Norfolk Public Schools</p>	<p>August 29, 2006 Madison - Room 212</p>	<p>All Teachers & Staff Testing Chairperson</p>	<p>Hands on Activity PowerPoint Presentation Handouts Discussion Questions & Answers</p>
<p>Teacher Appraisal System and Professional Growth Plan for Classroom Teachers and Instructional Personnel Dr. J. A. Muse, Principal</p>	<p>August 30, 2006 Madison Conference Room-213</p>	<p>All teachers on Summative for new school year 2006-2007</p>	<p>Booklets Agenda Attendance Log Sheet for Evaluation dates Discussion/Strands/Domains Questions & Answers Explanation of Summative</p>
<p>Child Abuse & Neglect Larry Harvey-Gudiance Counselor</p>	<p>August 30, 2006 Madison - Room 212</p>	<p>Middle & High School Teachers</p>	<p>Video/Child Abuse/Log Website Addresses/Certificates Handouts/Discussion/Agenda</p>

<p>e-Semler: Gradebook for Teachers On-line Web-based Training C. Seay-SIPC Personnel</p> <p>New Teachers' Meeting Dr. J. A. Muse, Principal</p> <p>Discipline That Works Dean of Students Dr. C. DeBraux & K. Elder</p>	<p>August 30, 2006 Madison - Room 212</p> <p>Madison - August 30, 2006 Room 213- Conference Room</p> <p>August 31, 2006 Room 204</p>	<p>Teachers</p> <p>High & Middle School</p> <p>All Faculty & Staff</p>	<p>Attendance Log Grading Periods (Quarterly & Final)/Participation Discussion/Hands on</p> <p>Agenda/Discussion/Attendance Assignment of Mentors</p> <p>Discipline Plan Attendance Log Review of Reports & Categories Explanation of Graphs (Data)</p>
<p>Welcome Back Message Superintendent's Breakfast Dr. Stephen C. Jones, Superintendent, NPS</p> <p>Video on Body Fluids Dr. J. A. Muse, Principal</p>	<p>August 31, 2006 Room 204</p> <p>August 31, 2006 Room 204</p>	<p>All Faculty & Staff</p> <p>Faculty & Staff Administrators Deans/Custodians</p>	<p>Video Attendance Sheet</p> <p>Video Attendance Sheet</p>

<p>Staff Development Gwen Cherry Community of Caring: Building Character. Any School. Every Child. All Day Long.</p> <p>Staff Development TRUE Colors Dr. Robert Ray Meadows Associate Director, 4-H Virginia Tech Blacksburg, VA</p> <p>Staff Development Janice Richison Instructional Technology Dept. Norfolk Public Schools</p>	<p>Madison School Cafeteria September 11, 2006</p> <p>Madison Alternative School Auditorium, September 21, 2006 Fall Staff Retreat</p>	<p>Faculty & Staff</p> <p>Faculty & Staff</p>	<p>Handouts Discussion Attendance Sheet</p> <p>Agenda Discussion Activities Hands-on Activity Questions & Answers Hand outs Attendance Log</p>
<p>Open House/PTA Meeting Dr. J. A. Muse, Principal</p>	<p>Madison Alternative School Auditorium September 25, 2006 7:00 - 9:00 P.M.</p>	<p>Faculty & Staff Parents PTA Board Students</p>	<p>Agenda Election of Officers Attendance Log Book PTA Membership Registration Parents' Sign In Sheet</p>