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NORFOLK PUBLIC SCHOOLS

Crossroads Elementary School

SCHOOL ACCOUNTABILITY PLAN
Year: 2007-2008

Dr. Stephen Jones, Superintendent of Schools
Mary K. Beers, Principal

October 15, 2007

Dear Crossroads 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 the road map for our 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 Crossroads Elementary a World Class School.

Sincerely,

Mary, K. Beers
Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation		Committee Meetings		
Individual	Position	Date	Time	Location
Mrs. Mary K. Beers	A	Instructional Team:	1:30 p.m. each Friday	Crossroads
Ms. Pamela Small	A	Leadership Team	Every 3 rd Tuesday - 8:00 a.m.	Crossroads
Mrs. Linda Edwards	R	Accountability/Data Team	Every 1 st Tuesday	Crossroads
Mrs. Kathryn Anhalt	P	Parent Advisory Council	Monthly	Crossroads
Mrs. Jill Scott	R			
Ms. Kathy Beaulieu	R			
Ms. Sharon Caskey	T			
Ms. Kelly Maguire	T			
Mrs. Heather Phillips	PT			
Mrs. Nadine Torres	R			
Mrs. Donna Koch	T			
Ms. Susan Davis	T			
Mr. Sandra Bethea	PT/C			
Mrs. Trisha Larson	T			
Mrs. Amy Moore	T			
Mrs. Margaret Adams	R			

Mrs. Kelly MacPherson	T	
Mrs. Pam Saks	PT	
Mrs. Fonda Fairweather	PT	
Ms. Donya Hollowell	R	
Mrs. Denise Ralston	R	
Mrs. Joan Boshart	R	
<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 Improvement Planning 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 Improvement Plan may be discussed are not included.</p>

A: Class Performance Measures

To support the achievement of the four targets of a World Class School District, the following Performance Measures have been identified: **Teacher Quality**

- Performance Measure A1: Teacher Retention
- Performance Measure A2: Highly Qualified Teachers
- Performance Measure A3: Teacher Attendance
- Performance Measure A4: Teacher Evaluation

B: Student Achievement

- Performance Measure B1: Graduation Rate
- Performance Measure B2: Certifications earned, received and CTE diplomas
- Performance Measure B3: Completion of Algebra I by the end of 8th grade
- Performance Measure B4: PSAT participation and achievement
- Performance Measure B5: AP or Dual Enrollment participation and achievement
- Performance Measure B6: SAT/ACT participation and achievement
- Performance Measure B7: IB Program Graduates
- Performance Measure B8: Reading on Grade Level
- Performance Measure B9: SOL Science
- Performance Measure B10: SOL History
- Performance Measure B11: SOL Math
- Performance Measure B12: SOL English
- Performance Measure B13: Promotion

C: Quality Learning Environment

- Performance Measure C1: Percent of Attendance by level & NCLB subgroups
- Performance Measure C2: Student Discipline & Infractions
- Performance Measure C3: Chronic Absenteeism
- Performance Measure C4: Safe Schools
- Performance Measure C5: School Environment

D: Leadership and Organizational Quality

- Performance Indicator D1: School-based Leadership

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 letter/number notation indicated for Tier I indicators corresponds to the Strategic Plan Performance Measure.

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"/> *	Standards of Learning Test Results (B9-12)
<input type="checkbox"/>	Graduation Rate (B1)
<input checked="" type="checkbox"/> *	<i>Narrowing the Achievement Gap (B9-12)</i>
<input type="checkbox"/>	Completed Algebra by End of Eighth Grade (B3)
<input checked="" type="checkbox"/>	<i>SOL Science (B9)</i>
<input type="checkbox"/>	PSAT Participation and Achievement (B4)
<input checked="" type="checkbox"/>	<i>SOL History (B10)</i>
<input type="checkbox"/>	SAT/ACT Participation and Achievement (B6)
<input checked="" type="checkbox"/>	<i>SOL Math (B11)</i>
<input type="checkbox"/>	Foreign Language Enrollment
<input checked="" type="checkbox"/>	<i>SOL English (B12)</i>
<input type="checkbox"/>	Scholarships Earned
<input checked="" type="checkbox"/>	Reading on Grade Level (B8)
<input checked="" type="checkbox"/>	Teacher Retention (A1)
<input checked="" type="checkbox"/>	<i>STAR Test Results</i>
<input checked="" type="checkbox"/>	Highly Qualified Teachers (A2)
<input checked="" type="checkbox"/>	<i>Gates-MacGinitie Test Results</i>
<input checked="" type="checkbox"/>	<i>Classes Taught by Highly Qualified Teachers (A2)</i>
<input checked="" type="checkbox"/>	<i>PALS Tests Results</i>
<input checked="" type="checkbox"/>	Professional Development Hours and Involvement Related to Academic Achievement
<input checked="" type="checkbox"/> *	Other (please specify): <i>DRA</i>
<input checked="" type="checkbox"/>	Attendance Data for Staff (A3)

<input type="checkbox"/>	International Baccalaureate Program Enrollment, Results, Graduates (B7)	<input type="checkbox"/>	
<input type="checkbox"/>	Advance Placement or Dual Enrollment Participation and Achievement (B5)	<input checked="" type="checkbox"/>	Attendance Data for Students & NCLB Subgroups (C1)
<input type="checkbox"/>	Certifications Earned, Received and CTE Diplomas (B2)	<input checked="" type="checkbox"/>	<i>Chronic Student Absenteeism (C3)</i>
<input checked="" type="checkbox"/>	Promotion/Retention/Dropout (B13)	<input type="checkbox"/>	Governor's School Results and Enrollment

Tier 1 Indicators (shading indicates areas in which data must be collected at the school level)			
<u>Safe, Secure & Disciplined Learning Environment</u>		<u>Active Engagement of Parents Business and Community in Educational Process</u>	
<input checked="" type="checkbox"/>	District Survey Data (C4,C5)	<input checked="" type="checkbox"/>	Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
<input checked="" type="checkbox"/>	<i>Safe Schools (C4)</i>	<input checked="" type="checkbox"/>	Total Volunteer Hours by Parents and Community Members in Schools
<input checked="" type="checkbox"/>	<i>School Environment (C5)</i>	<input checked="" type="checkbox"/>	Direct Interactive Parent Contacts Involving Student Achievement
<input checked="" type="checkbox"/>	Incidents of Physical Violence (C2)	<input checked="" type="checkbox"/>	Training Workshops Provided for Parents/Community
<input type="checkbox"/>	<i>Incidents of Possession of Firearms in School (C2)</i>	<input type="checkbox"/>	<u>Other</u>
<input type="checkbox"/>	<i>Incidents of Possession of Weapons Other than Firearms in School (C2)</i>	<input type="checkbox"/>	Local Benchmarks/Standards of Excellence
<input type="checkbox"/>	<i>Students Without Incidents of Physical Violence in School (C2)</i>	<input type="checkbox"/>	State Benchmarks/Standards of Excellence
<input type="checkbox"/>	<i>Students Without Incidents of Possession of Firearms in School (C2)</i>	<input type="checkbox"/>	National Benchmarks/Standards of Excellence
<input type="checkbox"/>	<i>Students Without Incidents of Possession of Weapons Other than Firearms in School (C2)</i>	<input type="checkbox"/>	International Benchmarks/Standards of Excellences
<input checked="" type="checkbox"/>	<i>Students with Incidents of Harassment in School (C2)</i>	<input checked="" type="checkbox"/>	Volunteer Log
<input checked="" type="checkbox"/>	<i>Students with Incidents of Insubordination in School (C2)</i>	<input checked="" type="checkbox"/>	Adequate Yearly Progress
<input checked="" type="checkbox"/>	<i>Students with Incidents of Disruption in School (C2)</i>	<input type="checkbox"/>	State Report Card

II. 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 #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>
B8	<p>81% of all K-2 students met or exceeded grade level independent levels on DRA assessments with a special ed. inclusion gap of 30%.</p> <p>2007 K 86% 1st 76% 2nd 80%</p> <p>2006 K 73% 1st 71% 2nd 86%</p> <p>2005 K 90% 1 71% 2 83%</p>	<p>Increase the percentage of K-2 students scoring proficient or better on common monthly reading assessments and third quarter DRA while decreasing the special education achievement gap</p>	<p>-Implement differentiated literacy work stations -Effective use of Breakthrough to Literacy reports and K-2 portfolio data to differentiate instruction -Provide daily time for students to read on their independent level during work stations and begin guided reading by rereading familiar text - Daily review of Dolch words -Utilizing All About Spelling program -Use graphic organizers to enhance retellings and to support comprehension -During shared reading teachers will model</p> <ul style="list-style-type: none"> • Before/during/ after strategies • Fluency strategies • Think Alouds • Retelling • Summarizing <p>-AR training by media specialist for first grade and then kindergarten</p>	<p>-Effective instructional approaches for teaching</p> <ul style="list-style-type: none"> • Fluency • Vocabulary • Independent reading <p>- Workshops on</p> <ul style="list-style-type: none"> • Comprehension • Reading strategies – before, during, and after • Think Alouds • Retellings <p>-Making meaning workshop - Sharing of professional development opportunities attended by individuals at admin and summarized in notebook for all staff to review</p>	<p>-Workshop agendas, attendance logs, and feedback forms -Formal and informal observations -Periodic review of lesson plans -Reading portfolio assessment -Data team meetings -Walkthroughs: internal and external -Professional Development logs -Compass Learning reports -Mid year conferences -Post observation conferences -Leadership team meetings -Half day planning -Grade level meetings</p>	<p>90% of all K-2 students will meet or exceed independent DRA grade levels in the fourth quarter with a special ed. inclusion gap of less than 15%.</p>

	<i>Identified Need</i>	Tier 2 Indicator	<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>
			second semester -Double dosing for all students reading below grade level standards			

	<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>
B9	<p>83 % of all 3rd grade students demonstrated proficiency on the science SOL test but did not meet the district benchmark with a special education achievement gap of 28%</p> <p>89% of all 5th grade students demonstrated proficiency on science SOL test with a Black/White achievement gap of 4%</p> <p>Black/White Gap 2007 4% 2006 22% 2005 20% 2004 13%</p>	<p>Increase the percentage of Grade 3 students scoring proficient or better on the quarterly tests, common monthly tests, and SOL-formatted science assessments while decreasing the special education achievement gap</p> <p>Increase the percentage of Grade 5 students scoring proficient or better on the quarterly tests, common monthly tests, and SOL-formatted science assessments while decreasing the special education achievement gap</p>	<p>-Teachers will implement interactive notebooks -Teacher will increase utilization of technology in the classroom -Teachers will continue use of the science lab -Teachers will utilize the SMARTboard -Teachers will require students justify their answers on monthly and quarterly assessments</p>	<p>-Half -day planning for each grade level with emphasis on Marzano’s strategies of identifying similarities and differences and generating and testing hypotheses and the powerful literacy strategy of managing complex information by analyzing, synthesizing, and evaluating -Follow-up training on interactive notebooks -Training on Study Island -Training on science exemplars - Sharing of professional development opportunities attended by individuals at admin and summarized in notebook for all staff to see</p>	<p>-Workshop agendas, attendance logs, and feedback forms -Formal and informal observations -Periodic review of lesson plans -Reading portfolio assessment -Data team meetings -Walkthroughs: internal and external -Professional Development logs -Compass Learning reports -Mid year conferences -Post observation conferences -Leadership team meetings -Half day planning -Grade level meetings</p>	<p>93 % of Grades 3 students will demonstrate proficiency on the final SOL science test and reduce the achievement gap for special education</p> <p>93 % of Grades 5 students will demonstrate proficiency on the final SOL science test and maintain or decrease the achievement gap of 4% for Black/White</p>

	<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>
B11	<p>78% of all 4th grade students demonstrated proficiency on the Math SOL test with a Black/White achievement gap of 12% and a special education gap of 48.5%</p> <p>Black/White 2006-2007 70% Gap 23% 2005-2006 64% Gap 19%</p> <p>Special Ed 2006-2007 Gap 48.5% 2005-2006 Gap 55%</p>	<p>Increase the percentage of Grade 4 students scoring proficient or better on the quarterly tests, common monthly tests, and SOL-formatted math assessments while decreasing the black/white and special education achievement gap</p>	<ul style="list-style-type: none"> - Teachers will set objectives/ provide specific feedback in small groups -Teachers will increase the frequency of math exemplars to be used based on unit -Teachers will utilize math journals for developing vocabulary through note-taking -Teachers will focus instruction on intensive conceptual learning over skill/procedural learning -Teachers will use manipulatives to model and monitor student understanding -Teachers will use a variety of technology to meet the students' needs -Double dosing for all students performing below grade level standards - Utilize hands-on equations 	<ul style="list-style-type: none"> -Needs based training on the use of manipulatives to enhance instruction - Analyze data from quarterly assessments during half day planning to identify needs and create activities to close the achievement gap -Training on the implementation of researched based strategies - Sharing of professional development opportunities attended by individuals at admin and summarized in notebook for all staff to review 	<ul style="list-style-type: none"> -Workshop agendas, attendance logs, and feedback forms -Formal and informal observations -Periodic review of lesson plans -Reading portfolio assessment -Data team meetings -Walkthroughs: internal and external -Professional Development logs -Compass Learning reports -Mid year conferences -Post observation conferences -Leadership team meetings -Half day planning -Grade level meetings 	<p>85% of all grade 4 students will demonstrate proficiency on the Math SOL test with an achievement gap of less than 10% for Black/White and less than 20% for special education</p>

	<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>
B12	<p>79% of all grade 3 students demonstrated proficiency on the 3rd grade English SOL test with an achievement gap of 42% for special education students. In addition, overall pass percentage did not meet the district benchmark</p> <p>Special Ed. Gap</p> <p>2007 42% 2006 63% 2005 43% 2004 44%</p>	<p>Increase the percentage of Grade 3 students scoring proficient or better on the quarterly tests, common monthly tests, and SOL-formatted reading assessments while decreasing the special education achievement gap</p>	<p>-During guided reading teachers will model</p> <ul style="list-style-type: none"> • Before/during/ after strategies • Fluency strategies • Think Alouds • Retelling • Summarizing <p>-Teachers will model the use of note-taking</p> <p>- Teachers will use the Compass Learning reading components to meet the students' needs</p> <p>-Teachers will utilize a variety of technology to meet the students' needs</p> <p>-Teachers will model the use of SQR3 and QAR to enhance comprehension</p> <p>-Double dosing for all students reading below grade level standards</p>	<p>-Shared, guided and interactive reading strategies</p> <p>-In-services on strategies for closing the achievement gap</p> <p>- Reading First workshops:</p> <ul style="list-style-type: none"> • Comprehension • Before/during/ after strategies • Fluency • Think alouds • Retellings • Summarizing • SQR3 <p>-Powerful Literacy</p> <ul style="list-style-type: none"> • strategy of managing complex information • analyzing • synthesizing • evaluating <p>-Compass Learning</p> <p>-SMARTboard</p> <p>-Sharing of professional development opportunities attended by individuals at admin and summarized in notebook for all staff to review</p>	<p>-Workshop agendas, attendance logs, and feedback forms</p> <p>-Formal and informal observations</p> <p>-Periodic review of lesson plans</p> <p>-Reading portfolio assessment</p> <p>-Data team meetings</p> <p>-Walkthroughs: internal and external</p> <p>-Professional Development logs</p> <p>-Compass Learning reports</p> <p>-Mid year conferences</p> <p>-Post observation conferences</p> <p>-Leadership team meetings</p> <p>-Half day planning</p> <p>-Grade level meetings</p>	<p>91% of all Grade 3 students will demonstrate proficiency on the English SOL test with an achievement gap of less than 30% for special education</p>

	<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>
B12	<p>94% of all Grade 5 students demonstrated proficiency on the 5th grade SOL writing test with a special ed. achievement gap of 27%.</p> <p>Special Education Gap 2007 27% 2006 37% 2005 25% 2004 29%</p>	<p>Increase the percentage of Grade 5 students scoring proficient or better on the quarterly tests, common monthly writing assessments while decreasing the special education achievement gap</p>	<p>-Teachers will integrate word study across the curriculum -Teacher will conduct one on one and small group conferences utilizing the NPS writing composition evaluation sheet. -Teacher will model writing through</p> <ul style="list-style-type: none"> • Mini lessons • Literature • Think alouds <p>-Teachers will utilize a variety of technology to meet the students' needs -Double dosing for all students writing below grade level standards</p>	<p>-Workshops that focus on best practices in educating special education students (such as William and Mary's TTAC) -Compass Learning writing software -Discussion on materials and conferences associated with William and Mary and ODU TTAC -Sharing of professional development opportunities attended by individuals at admin and summarized in notebook for all staff to review</p>	<p>-Workshop agendas and attendance logs and feedback forms -Formal and informal observations -Periodic review of lesson plans -Data Team meetings and notes -Walkthroughs: internal and external -Writing portfolio assessments -Staff development log -Compass Learning reports</p>	<p>95% of all Grade 5 students will demonstrate proficiency on the Writing SOL tests with an achievement gap of less than 20% for special education</p>

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

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

	Identified Need	Tier 2 Indicator	Instructional Strategies	Related Professional Development	How Will We Assess Implementation?	What Will We Look for as Student Results?
C2	<p>There were student referrals related to disruption (76), insubordination (78), and harassment (83) with a gap of 66 % between Black and White males.</p> <p>Disruption Incidents 2007 76 2006 30 2005 21</p> <p>Afr. Am./White Gap 2007 59% 2006 50% 2005 57%</p> <p>Insubordination Incidents 2007 78 2006 27 2005 22</p> <p>Black/White Gap 2007 56% 2006 63% 2005 77%</p> <p>Harassment Incidents 2007 146 2006 72 2005 53</p> <p>Black/White Gap 2007 66% 2006 46% 2005 59%</p>	<p>Decrease the number of monthly incidents for insubordination, harassment, and disruption by tracking incidents on a monthly basis and setting benchmarks to decrease the Black/White gap</p>	<p>-The discipline committee will analyze data monthly to determine areas of concern to share with the faculty</p> <p>-Behavior Assistance Team (BAT) will assist in the creation of behavior intervention plans</p> <p>- Safety patrols</p> <p>-Develop additional student clubs based on discipline data</p> <ul style="list-style-type: none"> • Art • Media • Music • CHROME <p>-Guidance counselor will continue the student mentorship program</p> <p>-Teachers role play expected behaviors and discuss characteristics of each category</p> <p>-Continued referrals to in-district resources and out-of-district resources</p> <p>-Discipline assemblies</p> <p>-Bullying Program</p>	<p>-New teacher mentoring</p> <p>-Parent workshops addressing safety and discipline</p> <p>-Workshops addressing discipline gap</p> <p>-Mentor training</p> <p>-Staff development training from an outside resource</p> <p>-Cultural training for ALL personnel</p> <p>-LCD workshops on differentiated discipline strategies</p>	<p>-Discipline data</p> <p>-Student, parent and teacher surveys</p> <p>-sign in sheets and attendance log</p> <p>-Reference notebook for workshops</p> <p>-Minutes from BAT</p>	<p>-Decrease the number of student referrals related to disruption, insubordination, and harassment gap by 30% while decreasing the Black/White gap</p>

Objective #3: Active Engagement of Parents, Business, and Community in the Educational Process

	Identified Need	Tier 2 Indicator	Instructional Strategies	Related Professional Development	How Will We Assess Implementation?	What Will We Look for as Student Results?
	<p>Volunteers and partners in education averaged 288 volunteer hours per month with a range from 144-588 hours per month.</p>	<p>Increase the number of volunteer hours monthly by recruiting more community partners in education and parents.</p>	<ul style="list-style-type: none"> -The Parent Advisory Committee and Partners in Education will meet quarterly to increase communication between the school and the community. -Crossroads' website will be advertised in the quarterly parent newsletter. -The Parent Liaison will survey parents for times and topics of workshops. -Volunteer jobs and information will be posted on Crossroads' website -Parentlink -Parent eSembler -Guidance Counselors Mentor Program -Contact Norview High for "Big Buddies" - Special luncheons for mothers, fathers, guardians, and grandparents -Parent Liaison will recruit volunteers from the military, sororities/fraternities, police officers, and firefighters -Effectively utilize Room Guardians 	<ul style="list-style-type: none"> -Volunteer orientation and training for tutoring -Workshops based on surveys -Room Guardian training -Compensatory Education training on helping ESL parents and students 	<ul style="list-style-type: none"> -Agendas -Sign-in sheets -Monitor website -Volunteer log -Volunteer bulletin board -Parent University sign in sheets 	<p>To have a minimum of 300 volunteer hours per month for volunteers and partners in education.</p>

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 entire staff reviewed the Accountability Plan during the September faculty meeting. The instructional team, student committee, data/accountability team and the parent advisory committee also reviewed the Accountability Plan in their first meetings and made suggestions and revisions. Input was also requested from Leadership and Capacity Development. The revised copy was reviewed by the instructional team, parent advisory board, and in grade level planning.

Methods Used to Communicate Our Plan

- Faculty meeting
- Parent Teacher Association
- Parent Advisory Board
- Data/Accountability Committee
- Instructional Team Meetings
- Early Release

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>
Math Expressions	2007-2008 School Year	Special Education and all K through 5 teachers	Attendance Logs, Professional Development Log, Schedules, and Hand-Outs
SQR3	2007-2008 School Year	All K through 5 teachers	Schedules, Professional Development Log and Grade Level Notebooks
Volunteer Workshops	September 2007; January, 2008	Volunteers and parents	Logs, Sign-in Sheets
Classroom Management	2007-008 School Year	Special Education and All K through 5 teachers	Schedules, Grade Level Notebooks