



NORFOLK PUBLIC SCHOOLS

Tanners Creek School

SCHOOL ACCOUNTABILITY PLAN 2007-2008

Dr. Stephen C. Jones, Superintendent of Schools

Mrs. Kathleen Mein, Principal

Mrs. Celeste Jones, Assistant Principal

A Message from the Principal . . .

October 17, 2007

Dear Tanners Creek 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 Tanners Creek School better.

Sincerely,

Mrs. Kathleen Mein
Principal

TCES VISION: Working together to promote quality teaching and learning for ALL in a safe and goal-oriented environment in order to become lifelong learners and world-class citizens.

TCES MISSION: We will participate in powerful teaching and learning activities to become successful and productive citizens.

SCHOOL LEADERSHIP TEAM

Committee Members/Representation

Individual	Position
Kathleen Mein	Principal
Celeste Jones	Assistant Principal
Tennille Toomer	Pre-K Chair
Robin Healey	Kindergarten Chair
LeAndra Bunch	First Grade Chair
Jennifer Roach	Second Grade Chair
Marlene Rieland	Third Grade Chair
Holly Luning	Fourth Grade Chair
Patricia Merritt	Fifth Grade Chair
Aubrey Stankiewicz	Special Education Chair
Patricia Murray	Resource Chair
Anne Cutright	School Counselor
Barbara Morgan	Teacher of the Year
Michael Jackson	Instructional Technology
Pam Griffon; Joan Johnson & Sue Havice	Co-Chairs English Vertical Team
Laquetta Mackey	Chair Math Vertical Team
Nicole Griffin	Chair Science Vertical Team
Mary Knollenberg	Chair H/SS Vertical Team
Celeste Jones & Marsha Brown	Co-Chairs Discipline Vertical Team
Tiffany Wilkins	Parent
Annie Wainwright	Student

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
8/10/07	8:30-2:30	Media Center
9/26/07	7:30-9:00	Media Center
10/31/07	7:30-9:00	Media Center
11/28/07	7:30-9:00	Media Center
12/19/07	7:30-9:00	Media Center
1/30/08	7:30-9:00	Media Center
2/27/08	7:30-9:00	Media Center
3/19/08	7:30-9:00	Media Center
4/30/08	7:30-9:00	Media Center
5/28/08	7:30-9:00	Media Center

Please note: This table includes initial dates for the full School Leadership Team. **These meetings will be used to develop, refine, and monitor progress toward meeting the target indicators and implementation of instructional strategies outlined in our Accountability Plan.** Sub-committee meetings and other occasions when the School Accountability Plan may be discussed are not included.

I. Needs Assessment

Data for Tier 1 Indicators (division and state expectations) were compiled, reviewed and analyzed as part of our needs assessment process. This analysis included division and school level results. The Tier 1 Indicators noted below with an “X” were reviewed as part of our needs assessment process. Please note that an asterisk (*) indicates information we viewed as most important in our needs assessment process. As a result of the team’s review of the data, analyses, and discussions, and keeping in mind Norfolk Public Schools’ long range plans, we were able to identify needs and to develop corresponding Tier 2 Indicators (selected by each school) and instructional strategies tied to each of our identified needs. The Tier 2, school-based indicators, represent classroom and building-level data that can be tracked on a monthly basis. Each school in our division **selects seven (7) Tier 2 Indicators** to focus on during the year. **Of these seven (7) Tier 2 Indicators, at least three (3) must support continuous growth of student academic achievement, at least one (1) must support a disciplined learning environment, and at least one (1) must support the active engagement of parents, business, and the community in the educational process. The other two indicators can support any of the three School Board objectives.**

Tier 1 Indicators (shading indicates areas in which data must be collected at the school level)			
<u>Continuous Growth of Student Academic Achievement</u>		<u>Safe, Secure & Disciplined Learning Environment</u>	<u>Active Engagement of Parents, Business, and Community in Educational Process</u>
X		X	X
X	Standards of Learning Test Results	X	Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
X	STAR Test Results	X	Total Volunteer Hours by Parents and Community Members in Schools
X	Gates-MacGinitie Test Results	X	Incidents of Physical Violence
X	PALS Test Results	X	Incidents of Possession of Firearms in School
X	Narrowing of the Achievement Gap	X	Incidents of Possession of Weapons Other than Firearms in School
X	Attendance Data for Students and Staff	X	Students Without Incidents of Physical Violence in School
X	Teachers Meeting State Licensure	X	Students Without Incidents of Possession of Firearms in School
X	Classes Taught by Certified Teachers	X	Students Without Incidents of Possession of Weapons Other than Firearms in School
	Number of Students Reading on Grade Level		
	Professional Development Hours and Involvement Related to Academic Achievement		
			<u>Other</u>
			State Report Card* (also gives demographic information)
			Adequate Yearly Progress (AYP)

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>Students not meeting Spring benchmark on PALS:</p> <table border="1"> <tr> <td></td> <td>06</td> <td>07</td> </tr> <tr> <td>K</td> <td>24%</td> <td>15%</td> </tr> <tr> <td>1st</td> <td>17%</td> <td>11%</td> </tr> <tr> <td>2nd</td> <td>60%</td> <td>24%</td> </tr> </table> <p>2007 Third grade students passing Reading SOL: 66.4%</p> <p>Specific Focus: <i>Summarize informational text; Draw conclusions; Identify important details</i></p> <p>Students passing advanced on SOL Reading:</p> <table border="1"> <tr> <td></td> <td>06</td> <td>07</td> </tr> <tr> <td>3rd</td> <td>29%</td> <td>15%</td> </tr> <tr> <td>4th</td> <td>25%</td> <td>34%</td> </tr> <tr> <td>5th</td> <td>32%</td> <td>32%</td> </tr> </table> <p>Students passing advanced on SOL Math:</p> <table border="1"> <tr> <td></td> <td>06</td> <td>07</td> </tr> <tr> <td>3rd</td> <td>-36%</td> <td>37%</td> </tr> <tr> <td>4th</td> <td>-7%</td> <td>23%</td> </tr> <tr> <td>5th</td> <td>-31%</td> <td>41%</td> </tr> </table> <p>Students passing advanced on SOL Science:</p> <table border="1"> <tr> <td></td> <td>06</td> <td>07</td> </tr> <tr> <td>3rd</td> <td>-24%</td> <td>21%</td> </tr> <tr> <td>5th</td> <td>-17%</td> <td>14%</td> </tr> </table> <p>Students passing advanced on 2006 SOL History/Social Science:</p> <table border="1"> <tr> <td></td> <td>06</td> <td>07</td> </tr> <tr> <td>3rd</td> <td>-42%</td> <td>41%</td> </tr> <tr> <td>5th</td> <td>-42%</td> <td>19%</td> </tr> </table>		06	07	K	24%	15%	1 st	17%	11%	2 nd	60%	24%		06	07	3 rd	29%	15%	4 th	25%	34%	5 th	32%	32%		06	07	3 rd	-36%	37%	4 th	-7%	23%	5 th	-31%	41%		06	07	3 rd	-24%	21%	5 th	-17%	14%		06	07	3 rd	-42%	41%	5 th	-42%	19%	<p>Increase the percentage of students scoring passed advanced on common grade-level assessments in Reading, Math, Science, & H/SS and the increase the number of students scoring at practitioner and expert levels on performance based assessments on a monthly basis.</p>	<p>Students will read a wide variety of texts to improve comprehension & fluency and teachers will reinforce effort and provide recognition using the Accelerated Reading (AR) <i>World Travelers Maps</i> PL1.</p> <p>Students will set AR reading goals at the beginning of quarter using ZPD. PL9</p> <p>K-5 teachers will monthly teach comprehension strategies & skills to make connections between learning & life and evaluate the impact of current issues using comparing/ contrasting; classifying, metaphors & analogies. PL2</p> <p>3-5 students will manage complex information by analyzing, synthesizing & evaluating using Interactive Science Notebooks (3-5) (PK-2/Resources-Class Interactive Notebooks. PL4</p> <p>Students will use performance-based assessments, such as Exemplars to use critical/creative thinking and problem solving. PL 5</p> <p>K-5 teachers will teach & assess the same monthly reading comprehension power standards for skills & strategies: OCTOBER: Identify Imp Ideas/Themes & Main Idea/Predictions NOVEMBER: Make Connections Using Background Knowledge & Facts/Details/Sequence DECEMBER: Visualization & Summarizing JANUARY: Ask Questions & Author's Purpose/Figurative Language FEBRUARY: Fix-Up Strategies & Context Clues/Compare & Contrast MARCH: Make Inferences Fact & Opinion APRIL: Synthesize Information, Cause & Effect</p>	<p>Vertical teams & data-driven decision making using common monthly assessments & quarterly district tests.</p> <p>Monthly collaborative scoring of performance based assessments that includes Exemplars.</p> <p>School-wide training in reading strategies/ skills to improve comprehension at weekly grade-level meetings.</p> <p>School-wide training in how to best use the Accelerated Reader (AR) program at weekly grade level meetings.</p>	<p>Monthly Vertical Team Notes from English; Math; Science; H/SS; & Discipline Vertical Teams.</p> <p>Walkthroughs during Communication Skills, Math, Science & H/SS blocks.</p> <p>Monitor lesson plans for direct teaching of vocabulary, word study, & fluency.</p> <p>Monitor consistent use of teaching comprehension strategies.</p> <p>Monitor use of Interactive Notebooks</p> <p>World maps by grade-levels-map AR points of students traveling around the world.</p> <p>Monthly collaborative scoring of performance based assessments.</p>	<p>Graph quarterly percentage of K-2 students meeting PALS benchmarks.</p> <p>Graph the percentage of 3rd grade students scoring 70% or higher on quarterly Reading TfHS.</p> <p>Graph the percentage of K-5 students scoring practitioner and expert levels on performance-based assessments.</p> <p>15% increase in passed advanced levels on Reading, Math, Science, H/SS TfHS & SOL Assessments</p>
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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

Disabled students meeting the DRA Spring grade level benchmark

	06	07
K	100%	
1 st	25%	
2 nd	50%	

ENGLISH SOL

	Gr3		Gr.4		Gr 5	
	Disabled		Non-disabled		Non-disabled	
	pt gap	pt gap	pt gap	pt gap	pt gap	pt gap
05	59				51	
06	29		11		34	
07	+3		33		+9	

English SOL Category Results:

	06	07
3 rd	19%	31%
4 th	18%	22%
5 th	17%	14%

Not proficient in use Word Analysis & Reference Resources.

MATH SOL

	Gr.3		Gr.4		Gr. 5	
	Disabled		Non-disabled		Non-disabled	
	pt gap	pt gap	pt gap	pt gap	pt gap	pt gap
05	27				67	
06	42		2		21	
07	13		4		+7	

Math SOL Category Results

	06	07
3 rd	32%	13%
4 th	58%	25%
5 th	17%	16%

Not proficient in Probability & Statistics.

	06	07
3 rd	27%	20%
4 th	53%	29%
5 th	21%	8%

Not proficient in Patterns, Function, and Algebra

Close the achievement gap in reading and math between disabled & non-disabled students on common monthly grade-level assessments and district assessments

Teachers will double dose struggling readers and literacy teachers will triple dose K-3 disabled students in daily guided reading lessons

Integrate reading surgery lessons during guided reading groups one day a week.

Teachers will use of K-5th grade guided reading lesson plans for fiction and nonfiction.

K-5 teachers will implement literacy workstations as outlined by Debbie Diller to provide students with practice reading and writing.

K-5 teachers will implement math workstations/menus so students can practice math problem solving.

K-5 students in participate in a monthly writing fair- *Using Literature to Teach Writing.*

K-5 teachers will consistently sign-up for media lessons on the use of reference materials in the media center.

School-wide training in setting up and managing literacy workstations outlined by Debbie Diller during pre-service week.

Using Literature to Teach Writing at weekly staff development.

Peer Observations on how to teach guided reading lessons.

School-wide training on setting up and managing Math Menus/ Work-stations during weekly staff development.

Monitor guided reading

Monitor & review lesson plan

Walk-Through Feed Back

Literacy Coaching

Vertical Team Data Notebooks

Formal/Informal Observations

Monitor K-5 content area word walls

K-2 Literacy E-Portfolio

3-5 Literacy Portfolios

Ongoing DRA's

Graph % of students scoring proficient or better on common grade level assessments

85% of 3rd graders will score on or above grade level on 4th quarter STAR.

75% of Special Ed students will score proficient on English & Math SOLs.

Close the achievement gap between regular and special education on Reading and Math SOL Assessments.

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.

Identified Need	Tier 2 Indicator	Instructional Strategies	Related Professional Development	How Will We Assess Implementation?	What Will We Look for as Student Results?																																																												
<p>Grade 2: Math <i>TfHS</i> % Pass</p> <p>05 49%</p> <p>06 51%</p> <p>07 59%</p> <p>SOL % Pass MATH</p> <table border="1"> <thead> <tr> <th></th> <th>Gr.3</th> <th>Gr 4</th> <th>Gr.5</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>72%</td> <td></td> <td>68%</td> </tr> <tr> <td>04</td> <td>78%</td> <td></td> <td>83%</td> </tr> <tr> <td>05</td> <td>74.5%</td> <td></td> <td>83.5%</td> </tr> <tr> <td>06</td> <td>86%</td> <td>52%</td> <td>88%</td> </tr> <tr> <td>07</td> <td>82%</td> <td>73%</td> <td>94%</td> </tr> </tbody> </table> <p>SOL % Pass SCIENCE</p> <table border="1"> <thead> <tr> <th></th> <th>Gr.3</th> <th>Gr.5</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>64%</td> <td>65%</td> </tr> <tr> <td>04</td> <td>80%</td> <td>86%</td> </tr> <tr> <td>05</td> <td>82%</td> <td>81%</td> </tr> <tr> <td>06</td> <td>76%</td> <td>80%</td> </tr> <tr> <td>07</td> <td>75%</td> <td>83%</td> </tr> </tbody> </table> <p>Science SOL Category Results</p> <table border="1"> <thead> <tr> <th></th> <th>06</th> <th>07</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>33%</td> <td>29%</td> </tr> <tr> <td>5th</td> <td>21 %</td> <td>28%</td> </tr> </tbody> </table> <p>Not proficient in Force, Motion, Energy & Matter.</p> <table border="1"> <thead> <tr> <th></th> <th>06</th> <th>07</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>23 %</td> <td>40%</td> </tr> <tr> <td>5th</td> <td>31%</td> <td>21%</td> </tr> </tbody> </table> <p>Not proficient in Earth/Space Systems & Cycles.</p>		Gr.3	Gr 4	Gr.5	03	72%		68%	04	78%		83%	05	74.5%		83.5%	06	86%	52%	88%	07	82%	73%	94%		Gr.3	Gr.5	03	64%	65%	04	80%	86%	05	82%	81%	06	76%	80%	07	75%	83%		06	07	3 rd	33%	29%	5 th	21 %	28%		06	07	3 rd	23 %	40%	5 th	31%	21%	<p>Increase the percentage of students scoring proficient or better on common monthly and quarterly assessments in math and science in the areas of problem solving, scientific investigations, and measurement.</p>	<p>Teachers will include at least one problem solving question in their Daily Math Review. PL5 -PL12</p> <p>Teachers will use at least one math/science Exemplar per month to assess student performance.</p> <p>Students will generate scientific investigations & participate in the Science Fair (2) and Family Math Nights (2). PL3</p> <p>K-5 students will use nonlinguistic representations/ graphic organizers in Science Interactive Notebooks</p> <p>K-5 students will daily use science & math vocabulary notebooks based on terms covered for a specific topic. PL4 -PL5 –PL7</p> <p>K-5 students will use math/science study guides based on objectives & produce one report based on a science topic each quarter PL2 – PL3</p> <p>3-5 students will use First in Math, Accelerated Math and other computing technology to practice and reinforce math skills. PL 2-10-14</p> <p>K-5 teachers will include nonfiction texts for read aloud & class libraries PL2 – PL4</p>	<p>K-5 training on how to use data to develop Daily Math Reviews (DMR) during weekly staff development</p> <p>Setting up & managing scientific investigations to optimize measurement and problem solving skills.</p> <p>3-5 training on how to use math journals with <i>Hands-On</i> equations during weekly staff development.</p>	<p>Staff Development Agenda and attendance log.</p> <p>Walkthroughs during labs</p> <p>Formal and Informal Observations</p> <p>Review of First in Math and Accelerated Math computer generated reports.</p> <p>Data Team review of data</p> <p>Periodic review of lesson plans</p>	<p>At least 85% of students will score proficient or better in the Scientific Investigation strand of the Science SOL test.</p> <p>At least 85% of students will score proficient or better in the Problem Solving strand of the Math SOL test.</p> <p>At least 85% of students will score proficient or better in the Measurement strand of the Math SOL test.</p> <p>Graph of percentage of students scoring proficient or better on NPS Quarterly Assessments in Math and Science.</p> <p>K-2 Graph of students scoring expert thru novice on Quarterly Common Exemplars.</p>
	Gr.3	Gr 4	Gr.5																																																														
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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 strategic

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.	<p>Decrease the number of Infraction referrals for male students:</p> <p>06 07 84 72</p> <p><u>Focus Categories:</u> Disruption Harassment Disrespect</p> <p>Students disagreed that students treat each other with respect. 06 07 47% 68%</p> <p>Students agreed that students excluded others because they were different. 06 07 51% 69%</p>	<p>Decrease the number of infraction referrals for males Discipline Gap on monthly discipline report</p>	<p>Day of Discipline-3 times a year administrators will hold in classrooms.</p> <p>K-5 student leadership opportunities as class representatives at monthly Student Government meetings.</p> <p>4-5 student leadership as safety patrols.</p> <p>Teachers will utilize Teachers Assistance Team (TAT) – Team for instructional strategies, classroom management, and individual student behavior improvement plans.</p> <p>Bi-monthly meetings with SPED teachers focusing on meeting needs of disabled students.</p> <p>Teachers will implement class meetings that focus on powerful learning in caring and respectful classrooms.</p> <p>Counselors will pull small groups of students based on emotional needs and continue the Bullying Prevention Program. PL11</p> <p>Teachers will consistently implement behavior plans for selected students and adjust them as necessary. PL2, PL11</p>	<p>Discipline Vertical Team monthly meetings that focus on student data analysis & strategies for improving Performance.</p> <p>Day of Discipline during pre-vice week.</p> <p>Classroom management and discipline training for new teachers using the <i>Tough Kid Handbook</i> during after-school sessions.</p>	<p>Monitoring the Discipline Data for --Infraction Referrals --Bullying Incidences</p> <p>Formal and Informal Observations</p> <p>Discipline Vertical Team Observations</p> <p>Workshop agendas</p> <p>Periodic Review of Lesson Plans</p>	<p>Decreased number of infraction referrals as documented by the Starbase Discipline Report</p> <p>Decreased Gap of African American -- Multi Racial/White Male Discipline Incidents</p> <p>Graph of the Gap of African American -- Multi Racial/White Male Discipline Incidents showing a decrease of 50%.</p> <p>Increased percentage of positive responses from students and parents on the District Stakeholders Survey (NQSI)</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.	<p>Continue to increase the number of volunteer hours to support student achievement.</p> <p>Total Volunteer Hours</p> <table border="1"> <tr> <td>03</td> <td>04</td> <td>05</td> </tr> <tr> <td>595</td> <td>275</td> <td>630</td> </tr> <tr> <td>06</td> <td>07</td> <td></td> </tr> <tr> <td>1256</td> <td>1497</td> <td></td> </tr> </table>	03	04	05	595	275	630	06	07		1256	1497		<p>Increase the number of parent, military, and community volunteers based on monthly parent report.</p>	<p>Hold monthly parent workshops in Parent Center to support academic achievement ie discipline, reading, ADHD, & nutrition.</p> <p>Invite community speakers to speak at monthly student government meetings.</p> <p>Increase community mentoring & tutoring programs.</p> <p>Classroom volunteers support academic success of students (Office & Classroom logs/Picture ID Data Sheets for volunteers)</p> <p>Communicate with parents via PTA monthly Newsletter, Grade-level progress reports & Parentlink.</p> <p>Continue family learning nights</p> <p>Implement career awareness lessons in counselors' lessons with follow-up by teachers (guest speakers & fieldtrips)</p> <p>Increase community partnerships with high school & college students, community and Rotary Club members reading to students.</p> <p>Recognize outstanding parent/community on bulletin boards & Awards ceremony.</p>	<p>Bi monthly meetings in the Parent Center.</p>	<p>Volunteer sign-in logs</p> <p>Parent workshop calendar</p> <p>Classroom libraries</p> <p>Common grade level weekly communication with parents</p> <p>Monitor lesson plans emphasizing career awareness</p>	<p>Increase in student achievement and emotional growth.</p>
03	04	05																
595	275	630																
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1256	1497																	

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

Tanners Creek's leadership team is made up of representatives from the total school community. The leadership team met for a leadership retreat in August. During the leadership retreat, data, instructional strategies, and staff development outlined in the 2006-07 Accountability Plan was reviewed. The leadership team disaggregated a variety of school data (surveys, test scores, assessments, and program outcomes) from the previous school according to the achievement of diverse groups of students and dialogue focused on the efforts and strategies needed to raise student achievement for all children. During pre-service week the staff organized into Vertical-Data teams (English, Math, Science, History/Science & Discipline) to identify and organize instructional activities that reflected our focused set of actions to meet Tier 2 indicators, and professional development training needed to support successful implementation of instructional strategies. Vertical teams were formed around Tier 2 indicators to discuss instructional practices necessary for all students to learn. During the months of September and October, the leadership team will seek the ideas, feelings, concerns, and input from grade levels, parent groups, para-educators, and other stakeholders. The identified needs will be prioritized by the leadership team. The leadership team will consistently monitor the progress of our Accountability Plan during monthly meetings scheduled from September to June. Additionally the leadership team will study the book *Go Team!* by Ken Blanchard, Alan Randolph, and Peter Grazier to learn new ways to work in teams so as to create a high performance learning community.

Methods Used to Communicate Our Plan

The Leadership Data Team is responsible for communicating our plan to their representative groups as well as seek their input on the plan throughout the year. Staff members report at grade-level meetings, team meetings, and at subcommittee meetings. The student member of the Leadership Data Team communicates the plan to major clubs and organizations in the school. Parent and community members communicate the plan at PTA Board meetings, parent workshops, and family activities. The administrative team will communicate our plan to civic leagues, community task force, and area churches. Excerpts from the plan will be distributed in the PTA monthly newsletter and the school website.

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>
<i>Assessment for Learning-</i> Monthly collaborative scoring of performance based assessments that includes Exemplars.	Monthly Faculty Meetings	All Staff	Attendance Logs Agendas
<i>Shared Decision Making & Collaboration</i> Vertical teams & data-driven decision making using common monthly assessments & quarterly district tests.	Monthly Meetings	All Staff	Attendance Logs Agendas
<i>Reading Power Standards</i> School-wide training in reading strategies/skills to improve comprehension.	Pre-Service Week Weekly Grade-level Staff Development Demonstrations & Coaching by Communication Skills Specialist & Literacy Teachers.	All Staff	Attendance Logs Agendas
<i>Wide Reading & Writing Practice</i> School-wide training in setting up and managing literacy workstations outlined by Debbie Diller. Writing Fair Topics: <i>Using Literature to Teach Writing</i>	Pre-Service Week Weekly Grade-level Staff Development Demonstrations & Coaching by Communication Skills Specialist & Literacy Teachers.	All Staff	Attendance Logs Agendas
<i>Math Practice</i> School-wide training on setting up and managing Math Menus/ Workstations.	Weekly Grade-level Staff Development Demonstrations & Coaching by Math Teacher Specialist.	All Staff	Attendance Logs Agendas

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Staff Development			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
<p><i>Math Problem Solving</i> Setting up & managing scientific investigations to optimize measurement and problem solving skills. 3-5 training on how to use math journals with <i>Hands-On</i> equations during weekly staff development.</p>	<p>Weekly Grade-level Staff Development. Demonstrations & Coaching by Math Teacher Specialist.</p>	All Staff	Attendance Logs Agendas
<p><i>Classroom Management</i> Day of Discipline/ Time Out Room Classroom management and discipline training for new teachers using the <i>Tough Kid Handbook</i>.</p>	<p>Pre-service Week November-January</p>	<p>All Staff New Teachers & Selected Staff</p>	<p>Attendance Logs Agendas Attendance Logs Agendas</p>
<p><i>Parent & Community Involvement</i> Bi monthly meetings in the Parent Center</p>	September-June	Parents & Community Volunteers	Attendance Logs Agendas