



NORFOLK PUBLIC SCHOOLS

Norfolk Detention **School**

SCHOOL ACCOUNTABILITY PLAN

Year: 2006-07

Dr. Stephen Jones, Superintendent of Schools

Karen H. Perry, ***Principal***

October 31, 2007

Dear Norfolk Detention 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 Norfolk Detention School better.

Sincerely,

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Karen Perry	A
Sharon Pitt	R
Arethlia Thomas	R
Shelia Artis	T
Catherine Towler	T
Martin Towe	T
Johnny Bell	T
Robert Young	T
Kim Dickens	T
Stephanie Henderson	T
Meredith Parker	T
Vernice Trotter	T
Randy Walston	T
Robert Young	T
Antonio Ensley	B
Rodney Malone	B
Tanya Edmonds	B
Major J. Connolly-Smith	B
John Horton	B
Lillian Brinkely	B
Jim Davis	B
James Parker	B
Carl Brockett	C
Luther Bokins	B
Michael McIntosh	R
Joyce Beamon	R
Sharon Houston	C
Cynthia Thompson	C
Chris Twisdale	S
Brenda & Michael Tillman	P

Committee Meetings

Date	Time	Location
9/20/07	2:30	Norf. Detention Sch
10/18/07	2:30	Norf. Detention Sch
10/30/07	2:30	Norf. Detention Sch
11/7/07	2:30	Norf. Detention Sch
11/21/07-Adv. Bd	12:00	Norf. Detention Sch
12/4/07	2:30	Norf. Detention Sch
1/8/08	2:30	Norf. Detention Sch
1/28/08-Adv. Bd	12:00	Norf. Detention Sch
2/5/08	2:30	Norf. Detention Sch
3/4/08	2:30	Norf. Detention Sch
4/1/08	2:30	Norf. Detention Sch
4/17/08-Adv. Bd	12:00	Norf. Detention Sch
5/6/08	2:30	Norf. Detention Sch
6/3/08	2:30	Norf. Detention Sch
6/10/08-Adv. Bd	12:00	Norf. Detention Sch

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.

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.

World Class Performance Measures

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

A: 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 checked="" 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 type="checkbox"/> Teacher Retention (A1)
<input type="checkbox"/> <i>STAR Test Results</i>	<input type="checkbox"/> Highly Qualified Teachers (A2)
<input checked="" type="checkbox"/> <i>Gates-MacGinitie Test Results</i>	<input type="checkbox"/> <i>Classes Taught by Highly Qualified Teachers (A2)</i>
<input type="checkbox"/> <i>PALS Tests Results</i>	<input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement
<input type="checkbox"/> International Baccalaureate Program Enrollment, Results, Graduates (B7)	<input type="checkbox"/> Attendance Data for Staff (A3)
<input type="checkbox"/> Advance Placement or Dual Enrollment Participation and Achievement (B5)	<input type="checkbox"/> Attendance Data for Students & NCLB Subgroups (C1)
<input type="checkbox"/> Certifications Earned, Received and CTE Diplomas (B2)	<input type="checkbox"/> <i>Chronic Student Absenteeism (C3)</i>
<input type="checkbox"/> Promotion/Retention/Dropout (B13)	<input type="checkbox"/> Governor's School Results and Enrollment
	<input type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement

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 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"/> Safe Schools (C4)	<input checked="" type="checkbox"/> Total Volunteer Hours by Parents and Community Members in Schools
<input checked="" type="checkbox"/> School Environment (C5)	<input checked="" type="checkbox"/> Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/> Incidents of Physical Violence (C2)	<input checked="" type="checkbox"/> Training Workshops Provided for Parents/Community
<input type="checkbox"/> Incidents of Possession of Firearms in School (C2)	<input type="checkbox"/> <u>Other</u>
<input type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School (C2)	<input type="checkbox"/> Local Benchmarks/Standards of Excellence
<input checked="" type="checkbox"/> Students Without Incidents of Physical Violence in School (C2)	<input type="checkbox"/> State Benchmarks/Standards of Excellence
<input type="checkbox"/> Students Without Incidents of Possession of Firearms in School (C2)	<input type="checkbox"/> National Benchmarks/Standards of Excellence
<input type="checkbox"/> Students Without Incidents of Possession of Weapons Other than Firearms in School (C2)	<input type="checkbox"/> International Benchmarks/Standards of Excellences
<input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to School Climate and Student Discipline	<input checked="" type="checkbox"/> Volunteer Log
	<input type="checkbox"/> Adequate Yearly Progress
	<input type="checkbox"/> State Report Card
	<input type="checkbox"/> Other (please specify):

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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<p>A. Increase the reading level, for students in detention 100 days or more by 1.5 to 2 grade levels</p>	<p>Increase planning to focus on reading across the curriculum</p>	<p>1. Create a reading centered environment in each classroom</p> <p>* Teachers will develop lesson plans which show grouping for direct instruction in guided reading and writing.</p> <p>* Teachers will employ BEST practice strategies for reading in their lesson plans.</p> <p>*On a daily basis, students will engage in activities that enhance vocabulary of interactive word walls</p> <p>*On a daily basis, each reading class will incorporate content area textbook reading strategies</p>	<p>Teachers will participate in professional development that focuses on the implementation of classroom reading instruction to meet the needs of all students.</p> <p>* BEST Practice Reading Workshops</p> <p>* Communication Skills Training Sessions</p> <p>2. Teachers will attend reading strategy sessions within the school sponsored by the reading and communication skills teacher</p> <p>3. Reading teachers will attend content area textbook strategy sessions within the school with subject area teachers</p>	<p>1. Weekly review of lesson plans</p> <p>2. Formal and informal observations</p> <p>3. Pre and post reading tests</p> <p>4. Reading placement and diagnostic tests</p> <p>5. Reading and writing journals and portfolios</p> <p>6. Ongoing informal assessments, authentic assessments of reading skills and strategies which include:</p> <p>*Rereading *Summarizing *Paraphrasing *Fact/Opinion *Main Idea *Editorials *etc.</p>	<p>Increase the reading levels for students in detention 100 days or more by 1.5 to 2 grade levels as indicated by:</p> <p>1. An increase in post test reading scores</p> <p>2. An increase in the number of students reading fluently and on grade level</p> <p>3. An increase in formal and informal reading assessment scores</p> <p>4. An extended vocabulary in oral and written communication</p>
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<p>B.</p>	<p>Targets 1-3- 4</p> <p>Increase the reading level, for students in detention 100 days or more by 1.5 to 2 grade levels</p> <p>CONTINUED</p>	<p>Increase reading levels through an intense focus on:</p> <ol style="list-style-type: none"> 1. Phonics Instruction 2. Fluency 3. Comprehension 4. Vocabulary 	<p>2. Direct Instruction which focuses on the following:</p> <ul style="list-style-type: none"> * Oral reading of familiar text with a buddy or partner * Developing skills in word recognition, speed, accuracy and proper expression * Explicit, formal instruction in comprehension strategies such as: graphic organizers, DRTA, SQ3R, PAR, Two-column Notetaking, Outling, Comp/Contrast, etc. * Employ various vocabulary building strategies <p>A. School-wide reading contests and spelling bees</p> <p>B. Before, after and weekend reading initiatives</p>	<ol style="list-style-type: none"> 1. Reading teachers will attend relevant workshops provided by LCD. 2. All content area teachers will participate in professional development in teaching reading in their content area. 3. On a weekly basis, reading teachers will study and share best practices and activities related to powerful literacy. 4. During common planning time, reading teachers will develop lesson plans, common assessments and units of study. 5. A portion of each faculty meeting will be devoted to tips and strategies on reading across the curriculum 	<ol style="list-style-type: none"> 1. Weekly review of lesson plans 2. Formal and informal observations 3. Pre and post reading tests 4. Reading placement and diagnostic tests 5. Reading and writing journals and portfolios 6. Ongoing informal assessments, teacher-made assessments of reading skills and strategies which include: <ul style="list-style-type: none"> * Rereading * Summarizing * Paraphrasing * Fact/Opinion * Main Idea * Editorials * etc. 	<p>Increase the reading levels for students in detention 100 days or more by 1.5 to 2 grade levels as indicated by:</p> <ol style="list-style-type: none"> 1. An increase in post test reading scores 2. An increase in the number of students reading fluently and on grade level 3. An increase in formal and informal reading assessment scores 4. An extended vocabulary in oral and written communication 5. Increase in student scores on quarterly tests
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C.	<p>Increase in 8th grade writing SOL results for students in detention 80 days prior to SOL testing</p>	<p>Increase writing skills by teaching writing as a process; integrated with reading across the curriculum; provide teacher support and encouragement as students work through the process of writing; the teaching and practices of metacognitive strategies planning how to approach a given task, monitoring comprehension, and evaluation progress</p>	<p>Daily writing activities include:</p> <ul style="list-style-type: none"> * Writing in journals * Teach/Reteach the writing process in every content area * Teachers will incorporate reading responses and /or process entries in their daily lesson plans * Writing for a variety of purposes and audiences (expository, descriptive, technical and functional) in every content area. * Teach students ways to organize informational writing such as: Compare/Contrast Descriptive Sequential Cause and Effect and Persuasive 	<ol style="list-style-type: none"> 1. Teachers will participate in all district-wide staff development activities for reading/writing across the curriculum. 2. Communication skills teachers will host in-house staff development sessions on the writing process, writing prompts, assessing writing, writing rubrics, writing strategies, high-interest reading material, ect. 3. Plan inservice sessions with T/TAC-Training and Technical Assistance Center to increase teacher knowledge, best practices for instructional strategies, and resources, aimed for the needs of students with disabilities 	<ol style="list-style-type: none"> 1. Weekly review of lesson plans 2. Formal and informal observations 3. Pre and post writing prompts 4. Diagnostic placement test 5. Reading and writing journals and portfolios 6. Guided Writing-the teacher and students work together to develop a piece of writing 7. Ongoing informal assessments <ul style="list-style-type: none"> * Retelling * Conferences * Information Reading Inventories * Teacher-made Assessments 	<p>A 80% increase in writing scores on:</p> <ol style="list-style-type: none"> 1. SOL Writing Tests 2. Writing samples in various genres 3. Written responses in content lesson assignments 4. Problem solving and inquiry writing activities 5. Published writings and school sponsored contests, student magazines and newspapers, i.e., Teen Ink and Getting Ready 6. Increase in student scores on quarterly tests
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D.	Increase middle school math SOL scores for students in detention 80 days prior to SOL testing	Increase vocabulary levels through reading, writing and discussions	<ol style="list-style-type: none"> 1. Use rule of four to represent problem situations: graphically, algebraically, verbally and numerically 2. Use reading, writing and data collection strategies from Springboard training and activities 3. Increase the number of tutors in math 4. Multiple assessment techniques aligned with instruction will be used to assess student mastery 5. On a weekly basis students will justify and defend conclusions using manipulatives, pictures, diagrams, written explanation and nonlinguistic representations 	<ol style="list-style-type: none"> 1. Staff development workshops which focus on educational assessment, technology, standards-based instruction, IEP, precision teaching, remediation strategies and diverse learners 2. Attend math study groups for Math 6, Math 7 and Math 8 3. Attend Springboard and Power Planning Sessions 	<ol style="list-style-type: none"> 1. Formal and informal observation 2. Review of teacher lesson plans 3. Student generated paragraphs, tables, equations (generalizations) and graphs of data 	<ol style="list-style-type: none"> 1. An 80% increase in scores on: <ul style="list-style-type: none"> SOL Writing Tests formative and summative teacher-made tests written responses in content lesson assignments problem solving and inquiry activities 2. Increase in student scores on quarterly tests
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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>
A.	Over 50% of students in Norfolk Detention School have some gang affiliation	Reduce the number of students involved or affiliated with a gang	<p>1. During Character Education class:</p> <ul style="list-style-type: none"> * students will attend gang awareness training * student will listen to presentations by former gang members *students will learn the new laws as they relate to gangs in Virginia <p>2. Local, state, and federal agencies will provide training in gang awareness and pervention</p> <p>3. Norfolk Gang Task Force will make presentations to both students and parents.</p>	<p>Teachers will participate in gang awareness training</p> <p>All character education teachers will hold collaborative planning sessions</p> <p>Teachers will attend workshop on the new laws pertaining to gang and gang affiliation</p>	<p>Monthly log of business and community partners and supporting agencies</p> <p>Parent program evaluation forms</p>	<p>Monthly Pre and Post anonymous test on gangs</p> <p>Anonymous student surveys on gang affiliation</p> <p>A 25% decrease in the number of students entering detention on gang related charges</p>

B.				
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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.	<p>Target 2 Norfolk Detention has a 47% rate of recidivism</p>	<p>Increase the number of mentors for students who have been assigned to detention two or more times</p>	<p>Develop a mentorship committee, with vision, goals, and objectives.</p> <p>Develop a plan for monitoring the mentorship program</p> <p>Provide training sessions for mentors</p> <p>Establish ground rules and policies for the mentorship program</p> <p>Encourage student support for the mentorship program</p> <p>Devise a point system and incentives for participation</p>	NONE	<p>Monthly log of mentors</p> <p>Quarterly focus sessions for mentors</p>	<p>25% increase in the number of mentors</p> <p>A 25% reduction in the number of students assigned to detention two or more times</p>
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B.	<p>Target 2</p> <p>Twenty-seven percent of parents attend Parent Empowerment Workshops provided by the school</p>	<p>Increase the percentage of parent participation in all Parent Empowerment Workshops provided by the school</p>	<ol style="list-style-type: none"> 1. Survey parents for suggested workshop topics 2. Provide bi-monthly parent workshops on the following topics: <ul style="list-style-type: none"> * SOLs/Study Skills * Obtaining Vocational and Technical Skills * Developing Discipline and Coping Skills * Bullying Prevention Skills * Drug Prevention Skills * Gang Awareness 3. Provide parents information bags full of support literature 4. Provide a suggestion/help box for parents 5. Contact each parent to assess the student's previous school experiences and current needs 	NONE	<ol style="list-style-type: none"> 1. Sign-in logs for parent workshops 2. Analysis of workshop evaluation forms 3. Log of parents' questions and suggestions with responses 	<ol style="list-style-type: none"> 1. A 50% increase in the number of parent workshops 2. A 50% reduction in the number of behavior violations
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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

Although our school is located within the walls of a juvenile detention facility, we seek to improve the academic skills of each student as well as address their social and emotional needs. The accountability team for Norfolk Detention School is made up of a unique group of individuals. This team has been charged with the responsibility of identifying specific needs and establishing the best instructional strategies for all students assigned to Norfolk Detention School. Many individuals from various business community and court service agencies, who could not support the team on regular bases, offered many suggestions and great ideas. Many have offered their services to help meet the objectives laid out in our plan. We are very proud of not only our accountability team, but those new partners who have vowed to make our plan a success and improve the academic performance of the students we serve.

Methods Used to Communicate Our Plan

Our plan has been communicated via open meetings using powerpoint presentations, displays, transparencies, handouts and open discussion forums.

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>
Monthly Faculty Meetings - Focus: Differentiated Classroom Instruction Reading Strategies SOL Test Strategies Reading and Writing Across the Curriculum Lesson Design and Quality Homework Instruction Powerful Literacy The Master Teacher - Presentations and Discussion Meeting the Needs of Our Special Education Population Effective Instructional Strategies for the Overage for Grade Student Book Talk - "Eight Habits of the Heart"	Every 1st and 3rd Tuesday of each month at 2:30 p.m. October 2007 October 2007 November 2007 September 2007 - May 2008 September 2007 - May 2008 Sept., Nov., Feb. and April 1st Tuesday of each month September 2007 - June 2008 August 2007 - June 2008 January/February 2008	All Teachers and Staff	Attendance Logs and Meeting Agendas
LCD: Reading and Writing Power Planning Session for Writing SOL	1st and 2nd Semester	Reading and Communications Skills Teachers	Attendance Log and Meeting Agendas

LCD: Math and English Middle School Study Groups	1st and 2nd Semester	All Middle School Math and English Teachers	Attendance Log and Meeting Agendas
Gang Awareness and Prevention Training Gangs - Understanding the Law	August 2007 January 2008	All Faculty and Staff	Attendance Log and Meeting Agendas
T-TAC Training - Strategies for addressing and meeting the educational needs of students with disabilities	December 2007	All Faculty and Staff	Attendance Log and Meeting Agendas
DOE Sponsored Training: Meeting the educational needs of our special education students	October 31, 2007 Spring 2008	All Special Education Teachers	Meeting Agendas