

# NORFOLK PUBLIC SCHOOLS



**Ghent School**

## **SCHOOL ACCOUNTABILITY PLAN** **Year: 2007-2008**

***Dr. Stephen Jones, Superintendent of Schools***  
***Christina Boone, Principal***

October 30, 2007

Dear Ghent 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 Ghent School better.

Sincerely,

Christina Boone  
Principal



## 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 8<sup>th</sup> 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)

<b><u>Continuous Growth of Student Academic Achievement</u></b>	
<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 type="checkbox"/> Teacher Retention (A1)
<input 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 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 checked="" 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"/> <b>Professional Development Hours and Involvement Related to Academic Achievement</b>

**Tier 1 Indicators** (shading indicates areas in which data must be collected at the school level)

<u>Safe, Secure &amp; 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 type="checkbox"/> Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
<input 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 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 checked="" type="checkbox"/> <b>Other: 2006-07 Discipline Report</b>
<input type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School (C2)	<input checked="" type="checkbox"/> Local Benchmarks/Standards of Excellence
<input type="checkbox"/> Students Without Incidents of Physical Violence in School (C2)	<input checked="" 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 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 checked="" type="checkbox"/> Other (please specify): <i>Minority Parent Involvement</i>

## 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><b>SOL Achievement Gaps in Grade 3 (minority/white):</b>            Science: 15.4%            History: 7.7%            English: RLR: 12.8%</p> <p><b>SOL Achievement Gaps in Grade 3 for Black Females as compared to other subgroups:</b>            Science: 27.3%            History: 13.6%            Math: 9.9%            English: RLR: 7.9%</p>	<p>Increase the percentage of minority students performing at or above proficient levels on district quarterly assessments.</p> <p>Increase the percentage of minority students performing at or above proficiency on monthly cross-curricular writing assessments with collaborative scoring using teacher-created scoring rubric based on power standard for the assessed unit of material.</p> <p>Increase the percentage of minority students performing at or above proficiency on monthly performance assessments with collaborative scoring using teacher-created scoring rubrics based on power standard for the assessed unit of material.</p> <p>Increase the percentage of minority students performing at or above proficiency on monthly teacher created reading tests based on specific objectives covered from the curriculum during the time period.</p>	<p>*Consistent use of interactive notebooks for core content areas.            *Consistent use of interactive literacy centers requiring students to engage in activities and discussion with an emphasis on non-fiction reading and writing.            *Consistent use of powerful literacy/building background knowledge strategies in all subject areas.            *Implementation of the use of power standards to create rubrics for use in formative assessment including monthly cross-curricular writing and performance assessments as well as implementation of collaborative scoring of assessments.</p>	<p>Interactive notebook training conducted during preservice week and throughout the year.</p> <p>Ongoing professional development on the creation of literacy centers that require students to analyze, synthesize, and evaluate text with an emphasis on non-fiction reading and writing.</p> <p>Ongoing professional development on the identification of power standards and the creation of rubrics for cross-curricular writing and performance assessments as well as collaborative scoring of assessments.</p> <p>Professional development/book talks on how to meet the needs of a variety of learners.</p>	<p>*Increase in the amount of instructional time spent on students engaging in activities requiring analysis, synthesis, and evaluation of text in core content areas as evidenced through teacher observation and monitoring of lesson plans.            *Increase in the amount of time teachers spend identifying power standards for units of study, creating rubrics based on these standards, and collaboratively scoring/discussing student work as evidenced through meeting agendas and weekly professional development agendas.            *Monitoring of teacher data, teacher observations, and lesson plans to ensure that strategies involving student interaction and the establishment of relevancy of content is seen in 90% of classes.</p>	<p>Graphed data on quarterly assessments, monthly formative assessments, monthly cross-curricular writing and performance assessments will demonstrate at or above proficiency levels for minority students with positive trending over time</p> <p>The achievement gap (minority/white) in all curricular areas will be &lt;7% in science and math and &lt;4% in history.</p> <p>The achievement gap (Black Females as compared to other subgroups) will be:            &lt;15% in science            &lt;7% in history            &lt;5% in math; and            &lt;4% in English: RLR.</p>

<p>B.</p>	<p><b>6<sup>th</sup> Grade minority/white achievement gap was 25.1% on the SOL Math test.</b></p> <p><b>38% of 6<sup>th</sup> grade students scored between &lt;370 and 430 on the SOL Math test.</b></p> <p><b>7<sup>th</sup> Grade minority/white achievement gap was 13.5% on the SOL Math Test.</b></p> <p>Largest area of weakness for both grades 6 &amp; 7 were Number and Number Sense, as well as Patterns, Functions, and Algebra.</p>	<p>Increase the percentage of 6<sup>th</sup> &amp; 7<sup>th</sup> grade students scoring proficient on quarterly and monthly math assessments.</p> <p>Increase the percentage of students scoring proficient on monthly writing and performance assessments with a focus on Number and Number Sense as well as Patterns, Functions, and Algebra.</p> <p>Increase the percentage of 6<sup>th</sup> and 7<sup>th</sup> grade students scoring at proficient levels or above on quarterly district assessments.</p>	<p>Students will demonstrate their understanding of mathematics using non-linguistic representations (interactive notebooks and math manipulatives).</p> <p>Students will have ample opportunities to communicate mathematical ideas with peers (group work).</p> <p>Students will create relationships between math, their personal lives and the world around them (establishment of relevancy of mathematics in their world by bringing their world into the mathematics classroom through anticipatory sets, independent practice, and closure).</p> <p>Students will justify answers to daily math assignments in writing, demonstrating proof of understanding.</p> <p>Continue implementation of school-wide writing and performance assessments with a focus in the areas of Number and Number Sense as well as Patterns, Functions, and Algebra.</p>	<p>*Teachers will work together as a team with the assistance of the math resource teacher to promote:</p> <p>* Use of manipulatives in the classroom</p> <p>* Interactive notebooks</p> <p>* Math Talk</p> <p>* Mathematical relationships through community outreach</p> <p>* Collaborative examination of student work</p>	<p>*Teacher/student observations (formal/informal)</p> <p>*Monitor daily lesson plans</p> <p>*Data on quarterly and monthly math assessments will be disaggregated by race, graphed, and monitored with reteaching of areas in which students do not demonstrate proficiency</p> <p>Monitor student performance on writing assessments, daily math reviews, performance assessments, and interactive notebooks</p>	<p>The achievement gap between minority/white students on the 6<sup>th</sup> grade SOL Math test will be &lt; 15%.</p> <p>The achievement gap between minority/white students on the 7<sup>th</sup> grade SOL math test will be &lt; 9%.</p>
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<p>C.</p>	<p><b>The minority/white achievement gap for pass advanced in English: RLR on the SOL test was:</b></p> <p><b>Grade 3: 34.3</b>  <b>Grade 4: 36</b>  <b>Grade 5 23.1</b></p>	<ul style="list-style-type: none"> <li>· Increase the percentage of minority students scoring proficient or better on quarterly and monthly cross-curricular writing assessments.</li> <li>· Increase the percentage of minority students scoring proficient or better on monthly cross-curricular performance assessments.</li> <li>· Increase the percentage of minority students scoring above proficiency on quarterly district assessments.</li> <li>· Increase the percentage of minority students scoring above proficiency on formative monthly teacher-created reading assessments.</li> <li>· Increase the number of minority students at grades 3, 4, and 5 on honor roll each quarter.</li> </ul>	<ul style="list-style-type: none"> <li>*Teachers will use open-ended and higher level questions during direct instruction as well as through activities student engage in for independent practice.</li> <li>*Teachers will decrease the use of worksheets and monitor student growth through the use of performance assessments and accompanying rubrics.</li> <li>*Students will use character analysis charts to make inferences and draw conclusions.</li> <li>*Students will participate in activities to build vocabulary.</li> <li>*Students will summarize verbally, in writing, and through non-linguistic representations in interactive notebooks.</li> <li>*Students will read and write across the curriculum.</li> <li>*Teachers will use flexible grouping and cooperative learning.</li> <li>*Teachers will engage in collaboratively scoring students' work in all content areas.</li> </ul>	<ul style="list-style-type: none"> <li>*The gifted resource teacher will conduct in-services on how to design tiered assignments and create tasks requiring deeper levels of understanding.</li> <li>*The gifted resource teacher and communication skills specialist will conduct weekly staff development on reading strategies.</li> <li>*In-services and book talks on specific strategies based on concepts of differentiation and addressing needs of a variety of learners using:  <i>Tate's Worksheets</i>  <i>Don't Grow Dendrites</i>,  <i>Marzano's Building Background Vocabulary</i>, and  <i>Thompson's Through Ebony Eyes</i>.</li> <li>*Continued focus on implementing Habits of Mind techniques.</li> <li>*Ongoing professional development on the examination of student work.</li> </ul>	<ul style="list-style-type: none"> <li>*Formal and Informal observations</li> <li>*Staff Development agendas and logs</li> <li>*Monitor lesson plans for implementation of authentic assessments</li> <li>*Monitor use of rubrics for student assessment</li> <li>*Monitor results from monthly/quarterly reading assessments by analyzing sub-group data</li> <li>*Monitor implementation of literacy centers regarding student interaction with text and each other</li> <li>*Monitor number of hours teachers spend on examining student work as a grade level as evidenced by meeting agendas and professional development agendas</li> </ul>	<p>The gap between minority and white students scoring pass advanced on the English: RLR SOL tests will decrease:</p> <p>3<sup>rd</sup> grade: &lt; 20%  4<sup>th</sup> grade: &lt; 22%  5<sup>th</sup> grade: &lt; 15%</p>
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<p>D.</p>	<p><b>The percentage of students reading on grade level or above based on the comprehension score on the Gates-MacGinitie reading assessment given in June, 2006:</b></p> <p><b>Grade 5: 82%</b>  <b>Grade 6: 67%</b>  <b>Grade 7: 53%</b></p>	<ul style="list-style-type: none"> <li>- Increase the percentage of students scoring at or above proficient levels on district quarterly reading tests</li> <li>- Increase the percentage of students scoring at or above on end of unit reading tests</li> <li>- Increase the percentage of students correcting and revising inaccurate work on reading assignments, tests and quizzes</li> </ul>	<p>Teachers will use literature circles, novel studies, and Springboard Units for the basis for reading instruction.</p> <p>Change master schedule to accommodate students in middle school identified as scoring below grade level in reading to be assigned a reading class.</p> <p>Teachers will use interactive notebooks in all subjects and incorporate a variety of non-fiction material in the reading program.</p> <p>Teachers will use flexible grouping and cooperative learning.</p> <p>Assessment results will be analyzed to determine specific areas of weakness and a plan will be devised to address these needs following each quarterly assessment and each SOL Reading mock assessment given.</p> <p>Reading books will be available in media center for parent check out overnight.</p>	<p>Initial Springboard training and subsequent ongoing training throughout the year</p> <p>Interactive notebook training conducted during preservice week and throughout the year</p> <p>Ongoing professional development on the use of literature circles</p> <p>Training with SEAS on formative assessment development and analysis of data</p>	<p>Monitor reading instruction through formal/informal observations and lesson plan checks</p> <p>Change to master schedule to incorporate reading instruction for students scoring below grade level on the Gates-MacGinitie test administered in June 2006</p> <p>Monitor/assist with teacher analysis of data and monitor to ensure plans for improvement are implemented. Continued monitoring for student improvement</p> <p>Monitor the number of students correcting and revising assignments, tests, and quizzes</p>	<p>The percentage of students who read on grade level or above based on the comprehension score on the Gates-MacGinitie reading assessment given in 2008 will be:</p> <p>Grade 6: 86%  Grade 7: 80%  Grade 8: 65%</p>
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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.	<p>On the 2006-07 NPS District Stakeholder Survey 77% of the students reported that they felt safe at school.</p> <p>On the 2006-07 NPS District Stakeholder Survey 32% of the students felt bullying was a problem at the school.</p> <p>The major conflict indicator (20%) on the 2006-07 student discipline report was harassment.</p>	<p>There will be a decrease in the incidents of harassment as indicated on monthly tracking of discipline data by the discipline team.</p> <p>There will be an increase in the number of students using appropriate behaviors as evidenced by data in the Caught Being Good Program.</p> <p>There will be an increase of students to serve as mentors to youngsters who bully through the Young Ladies' and Young Gentlemen's Club.</p> <p>Positive responses to end-of-year survey of students involved in programs (Young Ladies' and Young Gentlemen's Club</p> <p>Monthly tracking of TAT data will indicate a decrease in teacher referrals to TAT for harassment</p>	<p>*Continue cafeteria behavior program to recognize classes with appropriate behavior and monitor students who demonstrate inappropriate behavior.</p> <p>*Continue use of conflict mediation.</p> <p>*Implementation of Saturday detention program for middle school students for minor offenses including rule and conflict indicators.</p> <p>*Continue to target students susceptible to bullying/harassment for membership in the Young Ladies' and Young Gentlemen's Club and encourage them to become mentors to others.</p> <p>*Creation of a voluntary group of middle school students to learn how not to become victims of bullying and help raise awareness throughout the school.</p> <p>*Creation of an anonymous system where students can report bullying to adults in the school.</p>	<p>Professional development will be provided on an as needed basis with specific teachers/grade levels that need assistance in classroom management or discipline based on monthly discipline reports.</p>	<p>Monitor monthly discipline referrals</p> <p>Monitor percentage of students involved in Caught Being Good</p> <p>Monitor percentage of student participation in Young Ladies' and Young Gentlemen's Club</p> <p>Monitor TAT data</p> <p>Monitor percentage of students serving Saturday Detention for harassment</p> <p>Monitor and track number of students using anonymous system to report bullying</p>	<p>At least 80% of students will report that they feel safe at school on the 2007-08 NPS District Stakeholder Survey.</p> <p>No more than 20% of students the students will report that they feel bullying is a problem at the school on the 2007-08 NPS District Stakeholder Survey.</p> <p>The percentage of incidents of harassment on the 2007-08 discipline report will be &lt;15%.</p>

<p>B.</p> <p>A 32% gap exists between referrals of African American and white students.</p> <p>The ratio of referrals of African American and white females is 7:1.</p> <p>BF – 7 WF – 1</p> <p>The ratio of referrals of African American and white males is almost 2:1 (1.73:1).</p> <p>BM – 19 WM - 11</p>	<p>Monthly monitoring of data will indicate a decrease in the number of referrals for African American students.</p> <p>Monthly monitoring of individual teacher data will indicate a decrease in the number of referrals for African American students.</p> <p>Monthly monitoring of <i>Caught being Good Program</i> will indicate an increase in the number of students caught using appropriate behavior.</p> <p>End of quarter surveys will indicate positive responses from students involved in targeted intervention groups.</p>	<p>Identify those students who are frequently referred:</p> <p>A Gentleman’s Club will be formed which will meet twice a month to promote positive behaviors and mentoring to students.</p> <p>A Ladies’ Club will be formed and will meet once a week to promote positive behaviors and mentoring to students.</p> <p>Implement increased teacher usage of clear and consistent discipline plan and discipline log.</p> <p>Continue the use of a character traits bulletin board to display students’ work as it relates to the trait of the month.</p>	<p>*The Department of Pupil Personnel will provide inservice training to teachers on an as needed basis as determined by individual teacher discipline data to add to cultural awareness and effective interventions.</p> <p>*The discipline team will implement staff development as needed to raise faculty awareness of available resources to address incident referral gap due to ethnicity through individual coaching with teachers and mailbox inservices providing research-based articles on meeting the needs of minority students.</p> <p>*Provide teachers with their own individual referral data each month.</p> <p>*Peer observations, mentoring and classroom management workshops will be conducted.</p> <p>*The book, <u>Through Ebony Eyes</u>, will be the focus of book talks to help establish awareness and effective behavior management of African American students.</p>	<p>Monthly monitoring of discipline data with regard to referral numbers</p> <p>Individual monitoring of students involved in clubs and mentoring</p> <p>Monitoring of individual teacher referral data to determine staff development needs or the need for individual coaching with regard to culturally responsive</p> <p>The character traits bulletin board will be evaluated to determine whether or not students understand monthly traits</p>	<p>The referral gap between African American males and white males will decrease to 0%.</p> <p>(No more than a 1:1 ratio)</p> <p>The referral gap between African American females and white females will decrease by 300%</p> <p>(No more than a 2:1 ratio)</p>
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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>
A.	35% of parents surveyed stated that they would be interested in attending parent training/ workshops if held on the weekend or evenings.	<p>The number of parents participating in parent workshops will increase by 20% for the 2007-08 school year.</p> <p>Evaluations of workshops and training will indicate workshops are meeting the needs of working parents.</p>	<p>Survey parents on specific interests they have in training. Create a schedule based on these results.</p> <p>Provide parent workshops/training to parents on alternating weekends and evenings.</p>	Study of relevant research both for topics to be covered in training as well as increasing parent participation in schooling as necessary.	<p>Monitor the number of parents attending evening and weekend workshops</p> <p>Monitor evaluation feedback from parents attending evening and weekend workshops</p>	<p>Parent participation in school-related workshops and trainings will increase by 15%.</p> <p>Evaluation feedback from parents attending evening and weekend workshops will be 75% positive.</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**

Individuals serving on a variety of committees and in a range of capacities at Ghent were involved with the development of this plan. Members of the leadership team, including key resource teachers were instrumental in identifying areas of need, Tier 2 indicators, and instructional strategies. The team of teachers primarily responsible for providing professional development were able to look at the needs and create a well-designed professional development plan based on identified school needs as well as needs identified by all teachers through a survey of their personal professional development needs. The professional development team will work hand in hand with administration to provide cohesive professional development each month centered around a specific area of need and these areas will be the focus of follow-up observations and data team meetings to ensure that professional development is meeting the needs of staff, students, and parents.

#### **Methods Used to Communicate Our Plan**

The Ghent School Accountability Plan will be made available to all staff members and will be reviewed at a faculty meeting. Formal copies will be available in the media center as well as the office. In addition, the plan will be posted on 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.

<b>Staff Development</b>			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Creation of cross-curricular performance assessments	Ongoing	All teachers	Attendance Logs Faculty Meeting Agendas Professional Development Handouts
Creating tiered assignments	Ongoing	All teachers	Attendance Logs Faculty Meeting Agendas Professional Development Handouts
Creating powerful rubrics for scoring	Ongoing	All teachers	Attendance Logs Faculty Meeting Agendas Professional Development Handouts
Creating literacy workstations	Ongoing	All elementary teachers	Attendance Logs Faculty Meeting Agendas Professional Development Handouts
Examining student work (collaborative scoring)	Ongoing	All teachers	Attendance Logs Faculty Meeting Agendas Professional Development Handouts
Identifying beliefs about minority learners and strategies to improve student learning	Ongoing	Leadership team book talks All teachers	Attendance Logs Faculty Meeting Agendas Professional Development Handouts
Graphing subgroup data, analyzing it, and creating a plan to address needs	Ongoing	All teachers	Attendance Logs Faculty Meeting Agendas Professional Development Handouts
Using technology to engage all students in learning	Ongoing	All teachers	Attendance Logs Faculty Meeting Agendas Professional Development Handouts
Using technology to assist your student at home	Ongoing	Parents	Attendance Logs Handouts
Assisting your child for success in school	Ongoing	Parents	Attendance Logs Handouts