



**NORFOLK PUBLIC SCHOOLS**  
**Little Creek Elementary School**

**SCHOOL ACCOUNTABILITY PLAN**  
**YEAR: 2007-2008**

*Dr. Stephen Jones, Superintendent of Schools*  
*T. Michele Logan, Principal*  
*Ayanna Reid, Assistant Principal*

October 15, 2007

Dear Little Creek Elementary 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 Little Creek Elementary School better.

Sincerely,

T. Michele Logan

Principal

## SCHOOL ACCOUNTABILITY TEAM

### Committee Members/Representation

### Committee Meetings

Individual	Position	Date	Time	Location
T. Michele Logan	Principal	September 13 (GAPP)	1:30	Math Lab
Ayanna Smith Reid	Assistant Principal	September 14 (VT)		Various Locations
Katie Turner	Instructional Specialist	September 27 (GAPP)		Math Lab
Sandy McQuerrey	School Wide Teacher	October 11 (GAPP)		Math Lab
Julia Simmons	Communication Skills Specialist	October 25 (GAPP)		Math Lab
Kim Roush	1 <sup>st</sup> Gr. Teacher	November 2, (VT)		Various Locations
Teresa Rito	2 <sup>nd</sup> Gr. Teacher	November 8 (GAPP)		Math Lab
Ernie Goldstein	3 <sup>rd</sup> Gr. Teacher	December 6 (GAPP)		Math Lab
Ruth Coleman	4 <sup>th</sup> Gr. Teacher	January 10 (GAPP)		Math Lab
Olivia Daniels	5 <sup>th</sup> Gr. Teacher	January 11 (VT)		Various Locations
Jacquela Poyner	Special Education Teacher Literacy	January 11 (VT)		Math Lab
Linda Gardner	Teacher Teacher	January 24 (GAPP)		Math Lab
Dolly Perkey	Literacy Teacher	February 7 (GAPP)		Math Lab
Benita Rhodes	Literacy Teacher	February 21 (GAPP)		Math Lab
Joan Stephens	Literacy Teacher	March 13 (GAPP)		Math Lab
Randy Couch	Literacy Teacher	March 14 (GAPP)		Math Lab
Jennifer Durkin	Technology Teacher	April 10 (GAPP)		Math Lab
Ken Mayer	Technology Facilitator	April 24 (GAPP)		Math Lab
Altoya Brinkley	Gifted Teacher	May 2 (VT)		Various Locations
Marc Balthazar	Head Custodian			
Teresa Bray	Head Custodian			
Tinika Edwards	Guidance			
Phyllis Priebe	Guidance			
Cynthia Corbin	PTA President			VT- Vertical Team
Clara James	Parent			GAPP-Grade level Planning Protocol

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 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 1 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.**

<b>Tier 1 Indicators</b> (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 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 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 checked="" 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 checked="" type="checkbox"/> <b>Professional Development Hours and Involvement Related to Academic Achievement</b>

<b>Tier 1 Indicators</b> (shading indicates areas in which data must be collected at the school level)	
<b><u>Safe, Secure &amp; Disciplined Learning Environment</u></b>	<b><u>Active Engagement of Parents Business and Community in Educational Process</u></b>
<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"/> 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"/> <b><u>Other</u></b>
<input type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School (C2)	<input type="checkbox"/> Local Benchmarks/Standards of Excellence
<input 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 checked="" 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>
A.	<p><b><u>DRA Pass Rate for Kindergarten students</u></b>  <b>06 - 07 85%</b>            85% of Grade 1 students scored proficient or better in Reading on DRA assessments. <b>G</b></p> <p><b><u>PALS Pass Rate for Kindergarten students</u></b>  <b>06-07 - 89%</b></p> <p><b><u>DRA Pass Rate for Grade 1 students</u></b>  <b>05 – 06 72%</b>  <b>06 – 07 57%</b>            57% of Grade 1 students scored proficient or better in Reading on DRA assessments. <b>G</b></p> <p><b><u>PALS Pass Rate for Grade 1 students</u></b>  <b>06-07 - 82%</b></p> <p><b><u>DRA Pass Rate for Grade 2 students</u></b>  <b>05 - 06 71%</b>  <b>06 – 07 74%</b>            74% of Grade 2 students scored proficient or better in Reading on DRA assessments. <b>G</b></p> <p><b><u>PALS Pass Rate for Grade 2 students</u></b>  <b>06-07 - 87%</b></p>	<p>Increase the percentage of students meeting DRA and PALS benchmarks in Reading in Grades K-2. <b>G</b></p>	<p>Through teacher modeling of story retelling strategies, the student will make generalizations about: Characters, Setting, Problem/Solution, Beginning, middle, endings of Stories <b>PL</b></p> <p>Teachers will implement an extensive set of strategies to intensify word study instruction by:</p> <ul style="list-style-type: none"> <li>Using daily word wall routines</li> <li>Using the kinetics modality for daily word sorting</li> <li>Using Kagan’s Cooperative Learning strategies</li> <li>Increasing daily word study instruction by 15 minutes</li> <li>Using Marzano’s strategies of nonlinguistic representation</li> <li>of compare/contrast</li> </ul> <p>Students will apply word wall words to dictation sentences and writing of stories (K-2)</p> <p>Continue the use of QAR (Question and Answer Relationship) strategy on all grade levels <b>PL3</b></p> <p>Continue the use of SR3 and SQ3R daily in all subject areas (K-5) <b>PL3</b></p> <p>Implement the use of GAPP (Grade Level Planning Protocol)</p>	<p>Professional Development on taking Running Records and administering DRA’s</p> <p>Professional Development on using Guided Reading strategies using :</p> <ul style="list-style-type: none"> <li>Fountas &amp; Pinnell Guided Reading Book</li> <li>Debbie Diller Reading for Meaning</li> </ul> <p>Professional Development in QAR, SR3, and SQ3R strategies</p> <p>Professional Development on effective instructional strategies using <b>Classroom Instruction that Works</b></p> <ul style="list-style-type: none"> <li>Non-linguistic representations</li> <li>Identifying similarities and differences</li> <li>Cooperative Learning</li> <li>Questions, cues &amp; advance organizers</li> </ul> <p>Professional Development on Doug Reeves Assessments Strategies:</p> <ul style="list-style-type: none"> <li>Collaborative scoring of writing samples</li> <li>Multiple opportunities for student success</li> </ul>	<p>Administrators will monitor application of instructional strategies through formal and informal observations</p> <p>Internal and external walkthroughs</p> <p>Data Team Notebooks</p> <p>Professional Development sign in logs</p> <p>Monthly reviewing of monthly and common grade assessments data in collaborative planning meetings</p> <p>Dictation sentences on monthly assessments reviewed</p> <p>Administrators will make random lesson plan collection</p>	<p>85% of students in grade K-2 will meet quarterly DRA benchmarks on e-portfolios</p> <p>85% of students in grades K-2 will score 85% or higher on monthly reading assessments</p>

			lessons to increase student achievement		
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	<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><u>SOL Pass Rate English Grade 3</u></b>            00 – 48%    04 – 78%            01 – 54%    05 -- 82%            02 – 86%    06 – 72%            03 – 65%    07 - 72%</p> <p>61.9% of African American students and 77.5% White students scored proficient or better on the grade 3 English SOL Test (15.6 Gap) <b>G</b></p> <p>50% of Special Education students and 72% of regular education students scored proficient or better on the grade 3 English SOL test (22% Gap) <b>G</b></p> <p><b>Specific area for improvement</b>  <b>Reporting Category: Word Study</b>            Use apostrophes properly with possessive nouns            Use an index to locate information  <b>Reporting Category: Comprehension</b>            Draw conclusions from a story or paragraph            Use graphic organizers            Make predictions based on information in a text  <b>PALS Pass Rate for Grade 3 students</b>            06-07    62.5%  <b>STAR Test</b>            05 – 06        70.1%            06 – 07        63.2 %            63.2 % of third grade</p>	<p>Increase the percentage of students scoring proficient or better on common monthly and quarterly assessments in English.</p>	<p>Continue use of Marzano strategies with emphasis on nonlinguistic representations such as graphic organizers and Interactive Notetaking <b>PL2</b></p> <p>Teachers will implement an extensive set of strategies to intensify word study instruction by:</p> <ul style="list-style-type: none"> <li>Using daily word wall routines</li> <li>Using the kinetics modality for daily word sorting</li> <li>Using Kagan’s Cooperative Learning strategies</li> <li>Increasing daily word study instruction by 15 minutes</li> <li>Using Marzano’s strategies of nonlinguistic representation of compare/contrast</li> </ul> <p>Teachers will continue to use QAR (Question and Answer Relationship) strategy on all grade levels <b>PL3</b></p> <p>Teachers will continue the use of SR3 and SQ3R strategies daily in all subject areas (K-5) <b>PL3</b></p> <p>Implement the use of GAPP (Grade Level Planning Protocol ) lessons to increase student achievement</p>	<p>Professional Development on effective instructional strategies using <u>Classroom Instruction that Works</u></p> <ul style="list-style-type: none"> <li>Identifying similarities and differences</li> <li>Non-linguistic representations</li> <li>Cooperative Learning</li> <li>Questions, cues &amp; advance organizers</li> </ul> <p>Professional Development on Word Wall routines and Spelling analysis, Guided &amp; Shared Reading</p> <p>Professional Development on Kagan’s Cooperative Learning Strategies</p> <p>Professional Development on QAR, SR3 and SQ3R Strategies</p> <p>Professional Development on Word Study and Interactive Note-taking</p> <p>Professional Development on Doug Reeves Assessments Strategies:</p> <ul style="list-style-type: none"> <li>Collaborative scoring of writing samples</li> <li>Providing multiple opportunities for</li> </ul>	<p>Administrators will monitor instruction through random lesson plan collection</p> <p>Administrators will make formal and informal observations.</p> <p>Internal and external walkthroughs</p> <p>Data Team Notebooks</p> <p>Grade level sweeps during Communication Skills block</p> <p>Administrative monitoring of instructional strategies</p> <p>Administrators and teachers will review reports from grade level common assessments, monthly and quarterly assessments</p>	<p>Charting the percent of students who demonstrated an increased performance on monthly and quarterly tests by narrowing the achievement gap. <b>G</b></p> <p>85% of students in grade 3 scoring proficient or better in demonstrating comprehension of printed materials strand of the spring (07-08) SOL tests</p> <p>50% of Special Education students in grade 3 scoring proficient or better in demonstrating comprehension of printed materials strand of the Spring (07-08) SOL tests</p> <p>Little Creek School will continue to meet the requirement for AYP (Adequate Yearly Progress) for 07-08 school year. <b>G</b></p> <p>Charting the percent of students who demonstrate increased performance on Monthly and Quarterly Assessments</p>

	students scored at or above grade level on the STAR Reading Test			student success		
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	<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.</p>	<p><b><u>SOL Pass Rate English 4<sup>th</sup> Grade</u></b>  06- 90.4%  07- 83%</p> <p>74.1% of African American students and 91.7% White students scored proficient or better on the Grade 4 English SOL Test (17.6 Gap) <b>G</b></p> <p>50% of Special Ed. students and 87.8% of Regular Ed. students scored proficient or better on the Grade 4 English SOL test (49.1% Gap)</p> <p><b>Specific areas for improvement</b>  <u>Reporting Category:</u>  <u>Comprehension of printed materials:</u>  Locate information in a passage to support conclusions</p> <p>Identify supporting details  Describe how word choice affects author's purpose</p> <p>Make inferences based on information contained in a text</p>	<p>Increase the percentage of students scoring proficient or better on common monthly, and quarterly assessments in English.</p>	<p>Continue use of Marzano strategies with emphasis on nonlinguistic representations such as graphic organizers and Interactive Notetaking <b>PL2</b></p> <p>Teachers will implement an extensive set of strategies to intensify word study instruction by:</p> <ul style="list-style-type: none"> <li>• Using daily word wall routines</li> <li>• Using kinetics modality for daily word sorting</li> <li>• Use Kagan's Cooperative Learning strategies</li> <li>• Increase daily word study instruction by 15 minutes</li> </ul> <p>Continue the use of QAR (Question and Answer Relationship) strategy on all grade levels <b>PL3</b></p> <p>Continue the use of SR3 and SQ3R strategies daily in all subject areas (K-5) <b>PL3</b></p> <p>Implement the use of GAPP (Grade Level Planning Protocol ) lessons to increase student achievement</p>	<p>Professional Development on effective instructional strategies using <u>Classroom Instruction that Works</u></p> <ul style="list-style-type: none"> <li>◆ Identifying similarities and differences</li> <li>◆ Non-linguistic representations</li> <li>◆ Cooperative Learning</li> <li>◆ Questions, cues, and advance organizers</li> </ul> <p>Professional Development on Word Wall routines and Spelling analysis, Guided and Shared Reading</p> <p>Professional Development On Kagan's Cooperative Learning strategies</p> <p>Professional Development on QAR, SR3 and SQ3R Strategies</p> <p>Professional Development on Word Study and Interactive Note-taking</p> <p>Professional Development on Doug Reeves Assessments Strategies:</p> <ul style="list-style-type: none"> <li>• Collaborative scoring of writing samples</li> <li>• Providing multiple opportunities for student success</li> </ul>	<p>Administrators will monitor instruction through random lesson plan collection</p> <p>Administrators will monitor weekly strategies through formal and informal observation</p> <p>Internal and external walkthroughs</p> <p>Grade level sweeps during Comm. Skills block</p> <p>Administrative monitoring of instructional strategies</p> <p>Administrators and teachers will review reports from grade level common assessments, monthly and quarterly assessments</p>	<p>Charting the percent of students who demonstrated an increased performance on monthly and quarterly tests by narrowing the achievement gap. <b>G</b></p> <p>80% of students in grade 4 scoring proficient or better in demonstrating comprehension of printed materials strand of the spring (07-08) SOL tests</p> <p>50% of Special Education Students in grade 4 scoring proficient or better in demonstrating comprehension of printed materials strand of the spring (07-08 ) SOL tests</p> <p>Little Creek School will continue to meet the requirement for AYP (Adequate Yearly Progress) for 07-08 school year. <b>G</b></p> <p>Charting the percent of students who demonstrated increased performance on Monthly and Quarterly Assessments</p>
	<p><b><i>Identified Need</i></b></p>	<p><b><i>Tier 2 Indicator</i></b></p>	<p><b><i>Instructional Strategies</i></b></p>	<p><b><i>Related Professional Development</i></b></p>	<p><b><i>How Will We Assess Implementation?</i></b></p>	<p><b><i>What Will We Look for as Student Results?</i></b></p>
	<p><b><u>SOL Pass Rate</u></b></p>	<p>Increase the percentage</p>	<p>Students will use kinesthetic,</p>	<p>Professional Development</p>	<p>Administrators will</p>	<p>Charting the percent of</p>

<p><b>for Grade 5 English Reading - Writing</b></p> <table border="0"> <tr><td>00 – 58%</td><td>89%</td></tr> <tr><td>01 – 54%</td><td>91.5%</td></tr> <tr><td>02 – 84.3%</td><td>89%</td></tr> <tr><td>03 – 92.2%</td><td>93.8%</td></tr> <tr><td>04 – 91.2%</td><td>95.8%</td></tr> <tr><td>05 – 85%</td><td>88.8%</td></tr> <tr><td>06 - 80%</td><td>83 %</td></tr> <tr><td>07- 92%</td><td>94%</td></tr> </table> <p>33.3% of Special Ed. students and 96.8% of Regular Ed. students scored proficient or better on the Grade 5 English/ Writing SOL test (63.4% Gap) <b>G</b></p> <p><b>Specific Areas for improvement</b>  <u>Reporting Category: Plan, compose, and revise in a variety of forms:</u>  Identify repetition in a sentence</p> <p><u>Reporting Category: Edit for correct use of language, capitalization, punctuation, and spelling</u></p> <p>Identify correct spelling  Identify correct use of comma in a series  Use apostrophes properly with possessive nouns.</p>	00 – 58%	89%	01 – 54%	91.5%	02 – 84.3%	89%	03 – 92.2%	93.8%	04 – 91.2%	95.8%	05 – 85%	88.8%	06 - 80%	83 %	07- 92%	94%	<p>of students scoring proficient or better on monthly and quarterly assessments in Grade 5 Writing.</p>	<p>auditory and visual modalities) in their regular word study lessons to improve spelling and word study skills. <b>PL7</b></p> <p>Teachers will model the use of graphics organizers.</p> <p>Students will use graphic organizers to plan and organize their writing.</p> <p>Student selected writing topics will be used to improve voice, word selection and author’s purpose.</p> <p>Teachers will share quality literature with students to provide examples of various genres of writing. <b>PL</b></p>	<p>on identifying literature</p> <p>Professional Development on modeling and creating a plan for writing</p> <p>Professional Development on differentiating practice materials</p> <p>Professional Development on Doug Reeves Assessments Strategies:</p> <ul style="list-style-type: none"> <li>• Collaborative scoring of writing samples</li> <li>• Multiple opportunities for student success</li> </ul>	<p>monitor instruction through random lesson plan collection</p> <p>Administrators will monitor weekly strategies through formal and informal observation</p> <p>Internal and external walkthroughs</p> <p>Grade level sweeps during Communication Skills block</p> <p>Administrative monitoring of instructional strategies</p> <p>Administrators and teachers will review reports from grade level common assessments, monthly and quarterly assessments</p>	<p>students who demonstrated increased performance on monthly and quarterly tests by closing the achievement gap. <b>G</b></p> <p>Little Creek School will continue to meet the requirement for AYP (Adequate Yearly Progress) for 07-08 school year. <b>G</b></p> <p>Charting the percent of students who demonstrated increased performance in writing on Monthly and Quarterly Assessments writing</p> <p>The achievement gap will close by 50% among Special Ed. Students on the 5<sup>th</sup> Grade SOL English/Writing Test.</p>
00 – 58%	89%																				
01 – 54%	91.5%																				
02 – 84.3%	89%																				
03 – 92.2%	93.8%																				
04 – 91.2%	95.8%																				
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<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</i>
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						<i>Results?</i>
A.	<p><b><u>SOL Pass Rate for Grade 5 English - Writing</u></b></p> <p>00 – 58% 89%  01 – 54% 91.5%  02 – 84.3% 89%  03 – 92.2% 93.8%  04 – 91.2% 95.8%  05 – 85% 88.8%  06 - 80% 83 %  07 – 92 94%</p> <p>86.4% of African American students and 96.2% of White students scored proficient or better on the grade 5 SOL English/Reading test (Gap 9.8%)</p> <p>62.5% of Special Education students and 98.3% of Regular Ed students scored proficient or better on the grade 5 English/Reading Test (Gap 35.8%)</p> <p><b>Specific area for improvement:</b>  <b><u>Reporting Category:</u></b>  <u>Use of word analysis strategies</u>  Apply knowledge of a dictionary  <b><u>Reporting Category:</u></b>  <u>Demonstrate comprehension of printed materials</u>  Identify important details</p> <p><b><u>Gates Pass Rate for Grade 5 students</u></b>  Reading  05 – 06 66.7%  06 – 07 62.2%</p> <p>62.2% of Grade 5 students scored at or above grade level on the Gates Reading Test</p>	<p>Increase the percentage of students scoring proficient or better on monthly and quarterly assessments in Grade 5 Reading..</p>	<p>Continue use of Marzano strategies with emphasis on nonlinguistic representations such as graphic organizers and Interactive Notetaking <b>PL2</b></p> <p>Teachers will implement an extensive set of strategies to intensify word study instruction by:</p> <ul style="list-style-type: none"> <li>Using daily word wall routines</li> <li>Using the kinetics modality for daily word sorting</li> <li>Using Kagan’s Cooperative Learning strategies</li> <li>Increasing daily word study instruction by 15 minutes</li> <li>Using Marzano’s strategies of nonlinguistic representation of compare/contrast</li> </ul> <p>Continue the use of QAR (Question and Answer Relationship) strategy on all grade levels <b>PL3</b></p> <p>Continue the use of SR3 and SQ3R strategies daily in all subject areas (K-5) <b>PL3</b></p> <p>Implement the use of GAPP (Grade Level Planning Protocol ) lessons to increase student achievement</p>	<p>Professional development on data driven decision making</p> <p>Professional Development on effective instructional strategies using <b><u>Classroom Instruction that Works</u></b></p> <ul style="list-style-type: none"> <li>Identifying similarities and differences</li> <li>Non-linguistic representations</li> <li>Cooperative Learning</li> <li>Questions, cues, and advance organizers</li> </ul> <p>Professional Development on Word Wall routines and spelling analysis, Guided and Shared Reading</p> <p>Professional Development on Kagan’s Cooperative Learning Strategies</p> <p>Professional Development on QAR, SR3 and SQ3R Strategies</p> <p>Professional Development on Word Study and Interactive Note-taking</p> <p>Professional Development on Doug Reeves Assessments Strategies:</p> <ul style="list-style-type: none"> <li>Collaborative scoring of writing samples</li> <li>Multiple opportunities for student success</li> </ul>	<p>Administrators will monitor instruction through random lesson plan collection</p> <p>Administrators will monitor strategies weekly through formal and informal observations</p> <p>Internal and external walkthroughs</p> <p>Data Team Notebooks</p> <p>Grade level sweeps during Communication Skills block</p> <p>Administrators and teachers will review reports from grade level common assessments, monthly and quarterly assessments</p>	<p>Charting the percent of students who demonstrated increased performance on monthly and quarterly tests</p> <p>95% of students in grade 5 scoring proficient or better in English/Writing (07- 08) SOL tests</p> <p>70% of Special Education students in grade 5 scoring proficient or better in English/Writing (07-08) SOL tests</p> <p>70% of students in grade 5 scoring at or above grade level on the Gates assessment</p> <p>Little Creek School will continue to meet the requirement for AYP (Adequate Yearly Progress)</p>

Identified Need	Tier Indicator	Strategies	Related Professional	How Will We Assess	What Will We Look
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				Development	Implementation	for as Student Results
B.	<p><b><u>SOL Pass Rate Math Grade 3</u></b>  00-66%  01-82.2%  02-87.4%  03-81%  04-96.4%  05-84.3%  06-88 %  07 – 82%</p> <p>67.5% of African-American students and 90.2% of White students scored proficient or better on the Grade 3 SOL Math Test (22.7% Gap) G</p> <p>50% of Special Education students and 83% of Regular students scored proficient or better on the Grade 3 SOL Math Test (33% Gap)</p> <p><b><u>Specific Areas for improvement:</u></b>  Number Sense:</p> <ul style="list-style-type: none"> <li>Identify the fraction model that represents the greatest value</li> </ul> <p>Measurement &amp; Geometry:</p> <ul style="list-style-type: none"> <li>Measure to the nearest inch the</li> <li>Distance around a polygon.</li> </ul> <p>Patterns, Fractions, Algebra</p> <ul style="list-style-type: none"> <li>Determine the next element in a simple number pattern</li> </ul>	<p>Increase the percentage of students scoring proficient or better on monthly and quarterly assessments in Math. <b>G</b></p>	<p>Integrate math into science lessons. <b>PL/O</b></p> <p>Students will engage in hands-on cooperative learning activities in the area of measurement through scientific investigations</p> <p>Students will use non-linguistic representations (mental imagery, student made pictures and kinesthetic activities) for math lessons <b>PL</b></p> <p>Teacher will incorporate more visuals through the use of technology. <b>PL</b></p> <p>Students will complete daily math reviews</p>	<p>Professional development on training teachers to use manipulatives while teaching math concepts.</p> <p>Professional development training using the strategies of Classroom Instruction that Works</p> <ul style="list-style-type: none"> <li>Identifying similarities and differences</li> <li>Non-linguistic representations</li> <li>Cooperative Learning strategies</li> </ul> <p>Professional development training on learning modalities</p> <p>Professional development on differentiated math instruction</p>	<p>Administrators will review lesson plans through random lesson plan collection.</p> <p>Review of differentiated math lesson plans by administrators</p> <p>Administrators will make formal and informal observations.</p> <p>Internal and external walkthrough with feedback</p> <p>Professional development agenda and logs</p> <p>Grade level sweeps during math block</p>	<p>Increase performance on Monthly and Quarterly Assessments by Closing the Achievement gap in all subgroups <b>G</b></p> <p>85% of the 3<sup>rd</sup> grade African American students scoring proficient or better on the Spring (07-08) SOL math test</p> <p>55% of 3<sup>rd</sup> grade Special education students scoring proficient or better on the Spring (07-08) SOL math test</p> <p>The Achievement Gap will close by 10% between African American students and White students in 3<sup>rd</sup> Grade Math. <b>G</b></p> <p>Charting the percent of students who demonstrated increased performance on monthly and quarterly tests</p>

Identified Need	Tier Indicator	Strategies	Related Professional	How Will We Assess	What Will We Look
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				<b>Development</b>	<b>Implementation</b>	<b>for as Student Results</b>
B.	<p><b><u>SOL Pass Rate Math</u></b>  <b><u>Grade 4</u></b>  <b>06 - 86.3%</b>  <b>07 – 69 %</b></p> <p>55.6% African American students and 79.2% White students scored proficient or better on the Grade 4 SOL Math test (23.6% Gap)</p> <p>30% of special Education students and 75.6 of Regular Ed. Students scored proficient or better on the Grade 4 SOL Math Test (45.6% Gap)</p> <p><b><u>Specific areas for improvement:</u></b></p> <p><b><u>Number sense</u></b>  Identify equivalent fractions expressed as models</p> <p><b><u>Patterns, Functions, &amp; Algebra</u></b>  Evaluate and extend a numeric pattern, and determine &amp; apply the rule.</p>	<p>Increase the percentage of students scoring proficient or better on common monthly and quarterly assessments in Math. <b>G</b></p>	<p>Integrate math into science lessons. <b>PL/O</b></p> <p>Students will use non-linguistic representations (mental imagery, student made pictures and kinesthetic activities) for math lessons <b>PL</b></p> <p>Teacher will incorporate more visuals through the use of technology. <b>PL</b></p>	<p>Professional development on training teachers to use manipulatives while teaching math concepts.</p> <p>Professional development training using the strategies of Classroom Instruction that Works</p> <ul style="list-style-type: none"> <li>◆ Identifying similarities and differences</li> <li>◆ Non-linguistic representations</li> <li>◆ Cooperative learning strategies</li> <li>◆ Questions, cues, and advance organizers</li> </ul> <p>Professional development training on learning modalities</p> <p>Professional development on differentiated math instruction</p>	<p>Administrators will review lesson plans through random lesson plan collection</p> <p>Review of differentiated math lesson plans by administrators</p> <p>Review of differentiated math lesson plans by administrators</p> <p>Internal and external walkthrough feedback</p> <p>Observation of best practices in math instruction in teachers use by administrators</p> <p>Professional development agenda and logs</p> <p>Grade level sweeps during math block</p>	<p>Increase performance on Monthly and Quarterly Assessments by Closing the Achievement Gap in all subgroups G</p> <p>75% of African American students scoring proficient or better on the spring (07-08 ) SOL Math test</p> <p>50% of Special Education students will score proficient or better on the Spring (07-08) SOL Math test G</p> <p>Charting the percent of students who demonstrated increased performance on monthly and quarterly tests</p>

Identified Need	Tier Indicator	Strategies	Related Professional	How Will We Assess	What Will We Look
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				<b>Development</b>	<b>Implementation</b>	<b>for as Student Results</b>
B.	<p><b><u>SOL Pass Rate</u></b>  <b>5<sup>th</sup> Grade Math</b>            00 – 66%            01 – 57.7%            02 – 66.1%            03 – 71.6 %            04 – 82.5%            05 – 82.9%            06 - 79%            07 – 93%</p> <p>71% of Special Education students and 95.2% of Regular Ed students scored proficient or better on the grade 5 SOL Math Test (24.2% Gap)</p> <p><b><u>Specific areas for improvement</u></b></p> <p><b>Number Sense:</b> Order a set of fractions &amp; decimals</p> <p><b>Patterns, Functions, and Algebra:</b> Identify a table with the same relationship with values as a given Input/Output table.</p> <p><b>Measurement and Geometry</b> Determine perimeter of a rectangle</p>	<p>Increase the percentage of students scoring proficient or better on common monthly and quarterly assessments in Math. <b>G</b></p>	<p>Integrate math into science lessons. <b>PL/O</b></p> <p>Students will use non-linguistic representations (mental imagery, student made pictures and kinesthetic activities) for math lessons <b>PL</b></p> <p>Teacher will incorporate more visuals through the use of technology. <b>PL</b></p>	<p>Professional development on training teachers to use manipulatives while teaching math concepts.</p> <p>Professional development training using the strategies of Classroom Instruction that Works</p> <ul style="list-style-type: none"> <li>◆ Identifying similarities and differences</li> <li>◆ Non-linguistic representations</li> <li>◆ Cooperative learning strategies</li> <li>◆ Questions, cues, and advance organizers</li> </ul> <p>Professional development training on learning modalities</p> <p>Professional development on differentiated math instruction</p>	<p>Administrators will review lesson plans through random lesson plan collection</p> <p>Review of differentiated math lesson plans by administrators</p> <p>Internal and external walkthrough feedback</p> <p>Observation of best practices in math instruction in teachers use by administrators</p> <p>Professional development agenda and logs</p> <p>Grade level sweeps during math block</p>	<p>Increase performance on Monthly and Quarterly Assessments by Closing the Achievement Gap in all subgroups <b>G</b></p> <p>75% of Special Education students will score proficient or better on the Spring (07-08) SOL Math test <b>G</b></p> <p>Charting the percent of students who demonstrated increased performance on monthly and quarterly tests</p>

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	<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>
C.	<p><b><u>SOL Pass Rate for Grade 3 Science:</u></b>            00-51%            01-53.4%            02-72.5%            03-66.7%            04-88.8%            05-87.5%            06- 84%            07 – 78%</p> <p>64.1% of Grade 3 African-American students and 84.2% of Grade 3 White students scored proficient or better on the SOL Science Test (20.1% gap) <b>G</b></p> <p>40 % of Special Education Students and 73% of Regular Ed students scored proficient or better on the SOL Science Test ( 33% Gap)</p> <p><b><u>Specific areas to address:</u></b></p> <p><b><u>Life processes &amp; Living system</u></b>            Identify life needs of animals            Recognize how habitats change            Identify the part of a plant that provides a basis function</p>	<p>Increase the percentage of Gr.3 African American students scoring proficient or better on monthly and quarterly assessments in science.</p>	<p>Teachers will use data to review common grade level assessments, monthly and quarterly assessments to make instructional decisions. <b>PL</b></p> <p>Bi-monthly students will generate and test hypotheses through scientific investigations in classrooms and science lab. <b>PL/O</b></p> <p>Teachers will set objectives and heterogeneously group students during scientific investigations. <b>PL</b></p> <p>Students will utilize non-linguistic representations through the use of interactive and/or barrier word notebooks <b>PL</b></p> <p>Teachers will identify barrier words written in monthly and quarterly assessments and adjust their instruction</p>	<p>Provide training on the Scientific Investigation process using Marzano Strategies</p> <ul style="list-style-type: none"> <li>◆ Cooperative learning</li> <li>◆ Non-Linguistic representations</li> <li>◆ Getting and testing Hypothesis</li> <li>◆ Questions, cues, and advance organizers</li> </ul> <p>Provide Professional Development on integrating technology into the teaching of Science</p> <p>Professional development on learning modalities as it pertain to science</p> <p>Professional Development on the use of interactive notebooks</p> <p>Professional Development on Science Fairs</p> <p>Professional Development in using Scientific Investigations</p>	<p>Administrators will review lesson plans through random lesson plan collection</p> <p>Formal and informal observations of science instruction will be observed by administrators</p> <p>Logs and notes from Grade Level Collaborative Planning Meetings</p> <p>Professional Development Logs and Agenda</p> <p>Teacher Attendance Log in Science Lab</p> <p>Walkthrough during Science Lab Lessons</p>	<p>Chart percentage of students scoring proficient or better on the monthly and quarterly science assessments</p> <p>Achievement gap will close by 10% among African American Students and White students in Grade 3 Science <b>G</b></p> <p>The number of students (K-5) participating in the School-wide science Fair.</p> <p>Increase the percentage of Special Education students in grade 3 scoring proficient or better on the Science 2007-08 SOL Test</p>

	<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>
C.	<b><u>SOL Pass Rate</u></b>	Increase the percentage of	Teachers will participate	Provide Professional	Administrators will review	Increase the percentage

<p><b><u>Grade 5 Science</u></b>  00 – 51%  01 – 53.4%  02 – 72.5%  03 – 66.7%  04 – 88.8%  05 – 87.5%  06 – 84.2 %  07 – 94%</p> <p>89.5% African-American students and 100% White students scored proficient or better on the Science SOL test (10.5% Gap) <b>G</b></p> <p><b><u>Specific areas for improvement:</u></b></p> <p><b><u>Life Processes and Living Systems</u></b>  Differentiate between the kingdoms of organisms</p> <p>Identify function of plant that provides a basis function</p> <p>Recognize materials that conduct electricity</p>	<p>5<sup>th</sup> Grade females scoring proficient or better on weekly, monthly, and quarterly assessments in Science</p>	<p>in collaborative grade level planning sessions to ensure consistency in instruction and sharing of strategies. <b>PL</b></p> <p>Teachers will review data from monthly assessments and common grade level assessments to adjust instruction. <b>PL</b></p> <p>Teachers will use Science Word Walls effectively. <b>PL</b></p> <p>Bi-monthly students in grades 2-5 will generate and test hypotheses through scientific investigations in the classroom and the Science Lab <b>PL/O</b></p> <p>Students will utilize non-linguistic representations through the use of interactive and/or barrier word notebooks <b>PL</b></p>	<p>Development on Scientific Process, investigations and best practices in Science.</p> <p>Professional Development on differentiation of instruction to meet the needs of all students</p> <p>Professional Development on effective instructional strategies (Marzano)</p> <ul style="list-style-type: none"> <li>◆ Cooperative Learning</li> <li>◆ Non-Linguistic Representation</li> <li>◆ Getting and testing Hypothesis</li> <li>◆ Similarities &amp; Differences</li> <li>◆ Questions, cues, and advance organizers</li> </ul> <p>Professional development on Interactive Notetaking/ barrier word notebooks</p> <p>Professional Development on Science Fairs</p>	<p>Science Lab sign in logs.</p> <p>Administrators will randomly collect and review lesson plans</p> <p>Administrators will monitor and make formal and informal observations of Science Lab lessons.</p> <p>Data Notebooks  Professional Development  Logs &amp; agendas</p> <p>Teachers will monitor and assess student use of interactive notebooks</p>	<p>of all subgroups in grade 5 scoring proficient or better on the Science spring SOL test (2007 – 2008)</p> <p>Chart the percentage of students scoring proficient or better on the monthly and quarterly Science assessments.</p> <p>The number of students (K-5) participating in the School-wide science Fair</p> <p>Increase of the number of female students participating in Extended Day/Saturday Science Academy</p>
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**Object #2: Safe, Secure, and Disciplined Learning Environment**

	Identified Need	Tier Indicator	Strategies	Related Professional Development	How Will We Assess Implementation?	What Will We Look for as Student Results?
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A.	<p><u>Infraction Referral involving African American males vs. White males</u></p> <p><b>05</b> <u>African American Males/White Males</u> 76%                      24%</p> <p>Discipline Gap - 52%</p> <p><b>06</b> <u>African American Males/White Males</u> 78%                      22%</p> <p>Discipline Gap – 58%</p> <p><b>07</b> <u>African American Males/ White Males</u> 52%                      18.5 %</p> <p>Discipline Gap – 33.5%</p>	<p>Decrease the number of African-American males receiving incident referrals involving harassments and disruptions</p>	<p>Teachers will implement a classroom system which will allow students to communicate classroom concerns through message books or concern boxes</p> <p>The guidance counselors will utilize small group/individual counseling sessions to teach positive behavior strategies:  <ul style="list-style-type: none"> <li>Conflict resolution</li> <li>Bullying</li> <li>Anger management</li> <li>Self-control</li> <li>Peer mediation</li> </ul> </p> <p>Teachers will use research based strategies for educating African American males.</p> <p>Teachers will implement a classroom behavior modification plan that will reinforce positive classroom behavior</p> <p>TAT and IST will provide teachers with strategies in academic and behavior modification</p> <p>Continue the Black Male Multi-culture Club after school</p>	<p>Professional development on Bullying Prevention Strategies</p> <p>Professional development on Project Ride for new teachers</p> <p>Professional development on Child Abuse Prevention and Identification Program by Counselors for new &amp; veteran teachers</p> <p>Professional Development for teachers on different learning modalities.</p> <p>Professional Development on classroom management</p> <p>Professional Development on IST strategies</p>	<p>Monthly review of discipline reports</p> <p>Monthly review of Parent Communication Logs</p> <p>Student of the month bulletin boards</p> <p>Review of discipline data monthly</p> <p>Formal and informal observations by administrators</p> <p>Monthly review of Black Male Culture Club attendance logs</p> <p>Professional Development agenda and logs</p>	<p>Decrease the number of African American males receiving referrals</p> <p>Decrease in the number of incidents reported in overall discipline reports</p>
B.	<p>Foster an environment that supports team building</p>	<p>Increase teacher morale which will impact student achievement using monthly climate and</p>	<p>Teachers will read and implement strategies from the following Professional Literature:</p>	<p>Monthly presentations by faculty and staff</p> <p>Professional Development Book</p>	<p>Summer Team Level Chat &amp; Chew</p> <p>Mid Year and End</p>	<p>Decrease in the number of student referrals</p>

		<p>culture surveys.</p>	<p>“Who Moved My Cheese” By Ken Blanchard, MD</p> <p>“Conscious Classroom Management: Unlocking the Secrets of Great Teaching”- Rick Smith</p> <p>Provide a suggestion box and climate notebook so that teachers can write or type their concerns</p> <p>Continue the use of an Advisory Committee with grade representations</p>		<p>Year : High Performance Culture Assessment</p>	<p>Increase in the number of students Scoring proficient or better on the monthly and quarterly assessments.</p>
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For each this object, we identified needs and formulated at least one corresponding Tier 2 Indicator and accompanying strategies.

**Objective #3: Active Engagement of Parent, Business, and Community in the Education Process**

	<b>Identified Need</b>	<b>Tier 2 Indicator</b>	<b>Strategies</b>	<b>Related Professional Development</b>	<b>How Will We Monitor Implementation?</b>	<b>What Will We Look for as Student Results</b>
<b>A.</b>	<p>Increase the number of volunteers and mentors</p> <p><b>04- 05</b> 47 mentors 56 Volunteers</p> <p><b>05- 06</b> 55 mentors 105 volunteers</p> <p><b>06 - 07</b> 72- mentors 163- volunteers</p>	<p>Increase the amount of participation from parents and Partners in Education and community stakeholders by 20%</p> <p>Increase number of students paired with mentors, volunteers or retired teachers</p>	<p>Recruit volunteers from local civic leagues, churches, and community businesses.</p> <p>Provide parent incentives for parent participation in any school event.</p> <p>Increase parent understanding of Standards of Learning objectives and how they can support their child at home</p> <ul style="list-style-type: none"> <li>◆ Family Literacy Night</li> <li>◆ Family Math and Science Night</li> <li>◆ Family Physical Education Night</li> <li>◆ Parent workshops</li> </ul> <p>Continue to encourage parent participation in the Parent Involvement Club “Lioness Club” to develop and make classroom materials</p>	<p>Parent Training Sessions</p> <p>Mentoring Workshops</p> <p>Train volunteers and mentors in using Learning 2 Together Tutorial Program for Math and Reading</p> <p>Provide on-site training and information sessions for: Community Volunteers Mentors by Students Mentorship Program by the Community Involvement Coordinators</p>	<p>Number of adult participants in the school’s volunteer sign-in logs</p> <p>Review teacher’s Communication Logs</p> <p>Review Title I School/Parent Compacts</p> <p>Review monthly reports done by the Parent Liaisons and Schools Mentoring Coordinator.</p>	<p>Increased number of students paired with mentors, volunteers or retired teachers</p> <p>Increased number of parental and community members’ participation in all school events</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 planning process began last spring when the planning team met and discussed anticipated areas of concern. The dialogue focused on the strengths and accomplishments from the year's data analysis. Individual grade levels discussed what they felt worked and what was needed for improvement. This summer, the principal held Team Level Chat and Chews that include all stakeholders to begin to working on the framework of our Accountability Plan. The planning team shared our rough draft with our Data Team who then shared information with our Vertical teams. Each group had the opportunity to exchange ideas, give input and express concerns. Throughout the year these team members will share our revised plan with community members, parents, and businesses. Our goal is to ensure that all stakeholders have an opportunity to receive information about our school goals and plans.

**Methods Used to Communicate Our Plan**

We will share this information with stakeholders through the following media.

- PTA Board Meetings
- Monthly Parent/Community Newsletter
- PTA Meeting and Family Nights
- Parent Meetings, Training Sessions and Workshops
- School Marquee
- Parent Link

**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>
1.	Creating High Performance Culture Team Building	Ongoing	Pre K-5	Inservice Agenda, Staff Development, Faculty Meetings
2.	Portfolio Changes New Curriculum Guides where applicable	Ongoing	K-5	City Wide Professional Development Grade Level Meetings
3.	Differentiation of Instruction Strategies	Ongoing	K-5	Early Release In service Grade Level Meetings Professional Development
4.	Developing lesson plans with strategic focus	Aug / Sept. ongoing	K-5	Early Release In service Grade Level Meetings Professional Development
5.	Book Talks: “Who Moved My Cheese”  Classroom Instruction that Works  QAR-Now Question -Answer Relationship  “Conscious Classroom Management: Unlocking the Secrets of Great Teaching”	Monthly Kim Blanchard  Marzano  Edited by: Olatokunbo S. Fashola Raphael, Highfield, Au  Rick Smith	K-5	Agendas Attendance Logs
6.	Integrating Technology into classroom Instruction	On going	K-5	Professional Development Logs
7.	Review Crisis Plan	On going	All staff	Faculty Meeting

	Fire Drill, Lock Down Tornado Drill			
8.	New Teacher In-House Mentoring Program	Monthly	Teachers 1-3 years paired with experienced teachers	Agendas Attendance Sheets
9.	Using Math Manipulatives Effectively	Ongoing	K-5	Agendas Attendance Logs
10.	Parent and Community Workshops	Monthly	Parent and Community	Agendas Attendance Logs
11.	Word Study Strategies, Guided and Shared Reading	Ongoing	K-5	Professional Development Logs
12.	Child Abuse and Neglect: Recognizing and Reporting, Policies and Procedures	Ongoing	K-5	Professional Development Logs
13.	Interactive Notetaking	October	K-5	Agenda Attendance Logs
14.	Kagan Cooperative Learning	October	K-5	Agenda Attendance Logs
15.	Interactive Science Lessons	October/ January	K-5	Agenda Attendance Logs
16.	Data Driven Decision Making	Ongoing	K-5	Agenda Attendance Logs
17.	Scientific Investigation and Science Fairs	Ongoing	K-5	Agenda Attendance Logs
18.	SR3 and SQ3R Reading Strategies	Ongoing	K-5	Agenda Attendance Logs
19.	Doug Reeves Assessment Strategies	Ongoing	K-5	Agenda Attendance Logs
20.	Word Wall routines and Spelling Analysis	Ongoing	K-5	Agenda Attendance Logs