



**NORFOLK PUBLIC SCHOOLS**

**Sewells Point Elementary School**

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

***Dr. Stephen Jones, Superintendent of Schools***  
***Mrs. Mary Wrushen, Principal***

October 15, 2007

Dear Sewells Point 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 Sewells Point Elementary School better.

Sincerely,

*Mary B. Wrushen*

Mary B. Wrushen  
Principal

## SCHOOL ACCOUNTABILITY TEAM

### Committee Members/Representation

Individual	Position
Mary Wrushen	A
Natalie Wilkerson	A
Anya Archie	R
Liz Dashiell	R
Gracie Underwood	T
Denise Thomas	R
Marguerite Duncan	T
Gepre Henderson	T
Joan Lee	P
Kristy Dewitt	P

Position codes are noted as follows: **A** = building administration; **B** = business partner; **C** = community member; **O** = other; **P** = parent; **PT** = parent of identified Title I service; **R** = related services and/or support staff; **S** = student; **T** = teacher.

### Committee Meetings

Date	Time	Location
September 17, 2007	8:00-11:00	Conference
September 20, 2007	1:25-3:30	Conference
October 4, 2007	9:00-12:00	ODU
October 9, 2007	9:00-3:30	Conference Room
October 15, 2007	1:30-2:30	Conference Room
	:	:
	:	:
	:	:
	:	:
	:	:

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 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 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 checked="" 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 checked="" 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>

**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 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 checked="" 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 checked="" type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School (C2)	<input checked="" type="checkbox"/> Local Benchmarks/Standards of Excellence
<input checked="" type="checkbox"/> Students Without Incidents of Physical Violence in School (C2)	<input checked="" type="checkbox"/> State Benchmarks/Standards of Excellence
<input checked="" type="checkbox"/> Students Without Incidents of Possession of Firearms in School (C2)	<input type="checkbox"/> National Benchmarks/Standards of Excellence
<input checked="" 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 checked="" 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>
<p><b>A SOL Pas % - Science</b>  <u>04-05 05-06 06-07</u>            Gr. 3 85.3% 88.6% 86.1%            Gr. 5 76.4% 80.2% 82.8%            84.8% of grade 3 students and            76.6% of grade 5 students scored            proficient or advanced on Scientific            Investigation Strand of the '07 SOL            Test.  <b>Focus:</b>  <b>*Grd.5-Identify the independent            variable in an experiment.</b>            82.3% of Grade 3 and 75% of            Grade 5 students were proficient or            advanced on the Life Processes            and Living Systems Strand of the            SOL  <b>Focus:</b>  <b>*Grd.3- Identify life needs of            animals.</b>  <b>*Grd.5 –Identify function of plant            parts.</b>            72.2% of grade 3 and 79.7% of            grade 5 students were proficient or            advanced on Earth/Space Systems            and Cycles strand on the 07 SOL            test.  <b>Focus:</b>  <b>*Grd.3-analyze human impact on            an environment</b>  <b>*Grd.5-apply and understanding            of plate tectonics.</b>            Achievement Gap between            disabled and non-disabled            students in science.            Non- Disabled/Disabled            04-05 05-06 06-07            Gr. 3 15.9% 18.2% 32.7%            Gr. 5 39.1% 52.1% 17.8%            Achievement Gap between African            American students and White            students            04-05 05-06 06-07            Gr. 3- 14.5% 13.6% 9.7%            Gr. 5- 29.9 16.5 12%</p>	<p>Increase percentage            of 3<sup>rd</sup> and 5<sup>th</sup> grade            students scoring            proficient or            advanced on            common monthly,            quarterly and End of            Quarter science            assessments.</p> <p>Decrease the            achievement gaps            between            disabled/non            disabled students.</p> <p>Increase the percent            of disabled students            who score proficient            or advanced on            monthly, quarterly            and state            assessments.</p>	<p>Teachers will use Marzano's            instructional strategies: similarities and            differences, homework and practice</p> <p>Students will participate in daily content            area vocabulary activities and games.</p> <p>Teachers will provide multiple            opportunities for student success.</p> <p>Teacher will facilitate quarterly hands on            scientific investigation processes.</p> <p>Students will use word and picture sorts            to demonstrate knowledge in content            areas.</p> <p>Students will utilize non-linguistic            representations /graphic organizers            during science lessons.</p> <p>Students will engage in informative            writing using graphic organizers and            reflective questions during science            instruction.</p> <p>Students will use interactive notebooks            or foldables to promote an            understanding of science materials.</p>	<p>Powerful Literacy            strategies in            science            instruction</p> <p>SMART Board            training</p> <p>SR3 strategies            Demonstration            lessons and            coaching</p> <p>Data driven            decision making</p> <p>Use of            technology for            content and            vocabulary            reinforcement</p>	<p>Vertical Data Team            Notebook</p> <p>Informal and formal            observations by            principals.</p> <p>Lesson plan review            for teaching of            scientific            investigation            process by            principals.</p> <p>Professional            Development            agenda and sign in            logs</p>	<p>Graph the            percentage of            students scoring            proficient or            advanced on            monthly and            quarterly            assessments.</p> <p>90% of 3<sup>rd</sup> and 5<sup>th</sup>            grade students will            score proficient or            advanced on the            Life Processes            and Living            Systems strand on            the Spring '08            SOL test.</p> <p>85% of 3<sup>rd</sup> and 5<sup>th</sup>            grade students will            score proficient or            advanced on            Earth/Space            Systems and            Cycles strand on            the'08 SOL test.</p> <p>Decrease the            achievement gap            between African            American and            white students;            disabled and non            disabled students            by 5%.</p>

<p><b>B</b> SOL % Pass Eng.  <b>04-05 05-06 06-07</b>  Gr. 3 74.7% 78.6% 66.0%  Gr. 4 --- 84.1 83.0%  Gr. 5 80.2% 80.4% 85.7%</p> <p>72.3% of 3<sup>rd</sup> grade students,  81.1% of 4<sup>th</sup> grade students  84.3% of 5<sup>th</sup> grade students  passed proficient or advanced on  comprehension of printed  materials  <b>Focus</b>  *Draw conclusions from a  story.  <b>Focus</b>  *Locate information in a  passage to support  conclusions.  *Identify important details.</p> <p>72.3% of 3<sup>rd</sup> grade students  passed proficient or advanced in  Word Analysis Strategies.  <b>Focus</b>  *Use an index to locate  information.</p> <p>85.7% of 5<sup>th</sup> grade students  scored proficient or advanced in  Word Analysis Strategies.  <b>Focus</b>  *Apply knowledge of  dictionary</p> <p>STAR - Grade 3 – 06/07  <u>At or above grade level</u>  62.22%  <u>Below grade. level</u>  37.78%</p> <p><u>PALS 06-07</u>  Students not meeting  benchmark.</p> <p><u>06-07</u>  K 9  1 9  2 21  3 18</p>	<p>Decrease the achievement gap between non-disabled students and disabled students on monthly and End of Quarter English assessments.</p> <p>Increase the percent of black Special Education students who score proficient or advanced on monthly and End of Quarter reading assessments in grades k-5.</p> <p>Increase the percentage of k-5 students who score proficient or advanced on weekly, monthly, and End of Quarter reading assessments in grades k-5.</p>	<p>Students in grades 3, 4, and 5 will be assessed weekly on a short common word analysis assessment.</p> <p>Students will practice use of SR3 strategies at least three times a week in all subjects.</p> <p>Students will make inferences and draw conclusions based on teacher questioning during guided reading</p> <p>Students will graph their own monthly scores on common reading assessments.</p> <p>Students will use before, during and after, reading strategies for each guided reading lesson.</p> <p>Students will take notes and write summaries of reading selections at least once a week.</p>	<p>Data Driven Decision Making</p> <p>Professional Development on effective instructional strategies: summarizing and note taking</p> <p>Graphic organizers for summarizing and note taking practice.</p> <p>SR3 strategies-Demonstration lesson and coaching.</p> <p>Guided Reading-Demonstration lesson and coaching by Literacy teachers and English Department.</p> <p>Use of technology for comprehension and vocabulary development.</p> <p>Data Team notebooks</p> <p>Smart Boards Training</p> <p>Interactive notebooks training by LCD</p>	<p>Formal and informal teacher observations by principals.</p> <p>Periodic review of lesson plans by principals.</p> <p>Professional development agendas and attendance logs.</p> <p>Internal and external Walkthroughs feedback and coaching.</p> <p>Literacy Observation checklist.</p> <p>Data Team Notebooks</p> <p>Grade level sweeps during shared reading and guided reading instruction. groups</p> <p>Graphs of performance of individuals in focused sub-groups.</p>	<p>Graph of percentage of students scoring proficient or advanced on the monthly reading assessment.</p> <p>90% of students in grade 3 and 5 will score proficient or advanced on Word Analysis strand of the English SOL</p> <p>90% of students in grades 3,4 and 5 will score proficient or advanced on comprehension of printed materials strand on the English SOL</p> <p>70% of the 3<sup>rd</sup>,4<sup>th</sup> and 5<sup>th</sup> grade black special education students will score proficient or advanced on the Spring '08 English SOL.</p> <p>Decrease the gap between disabled and non-disabled by 5% in grades 3,4 and 5 on the English /Reading and Research SOL Test</p> <p>Sewells Point School will continue to meet the requirements for AYP. (Adequate Yearly Progress)07-08</p>
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<p>SOL % Pass Math</p> <table border="1"> <tr> <td></td> <td>04-05</td> <td>05-06</td> <td>06-07</td> </tr> <tr> <td>Gr. 3</td> <td>84.3%</td> <td>88.9%</td> <td>81.9%</td> </tr> <tr> <td>Gr. 4</td> <td>69.0%</td> <td>84.1%</td> <td></td> </tr> <tr> <td>Gr. 5</td> <td>78.3%</td> <td>88.2%</td> <td>87.1%</td> </tr> </table> <p>94.4% of Grade 3 students, 87.2% of Grade 4 students scored proficient or advanced in the area of probability and statistics.</p> <p><b>Focus:</b> *Extract information from a bar graph.</p> <p>94.1% of Grade 3 students 79.5% of Grade 4 students 91.5% of Grade 5 students scored proficient or advanced in the area of computation and estimation.</p> <p><b>Focus:</b> *Gr.3-Identify the difference between two fractions represented by models. *Gr. 4 - Estimate the product of 2-digit numbers *Gr. 5 - Find the product of a decimal in tenths and a decimal in hundredths</p> <p><u>Achievement Gap</u> between Black students and White students in math</p> <table border="1"> <tr> <td></td> <td>04-05</td> <td>05-06</td> <td>06-07</td> </tr> <tr> <td>Grade 3</td> <td>11%</td> <td>10.2%</td> <td>21%</td> </tr> <tr> <td>Grade 4</td> <td>10.4%</td> <td>17%</td> <td></td> </tr> <tr> <td>Grade 5</td> <td>17.2</td> <td>1.8%</td> <td>14%</td> </tr> </table> <p>Achievement Gap between Special Education students/ Regular Education students in math.</p> <table border="1"> <tr> <td></td> <td>04-05</td> <td>05-06</td> <td>06-07</td> </tr> <tr> <td>Gr. 3</td> <td>10.9%</td> <td>34.3%</td> <td>52.6%</td> </tr> <tr> <td>Gr. 4</td> <td>33.8%</td> <td>15.0%</td> <td></td> </tr> <tr> <td>Gr. 5</td> <td>54.9%</td> <td>17.5%</td> <td>43.0%</td> </tr> </table>		04-05	05-06	06-07	Gr. 3	84.3%	88.9%	81.9%	Gr. 4	69.0%	84.1%		Gr. 5	78.3%	88.2%	87.1%		04-05	05-06	06-07	Grade 3	11%	10.2%	21%	Grade 4	10.4%	17%		Grade 5	17.2	1.8%	14%		04-05	05-06	06-07	Gr. 3	10.9%	34.3%	52.6%	Gr. 4	33.8%	15.0%		Gr. 5	54.9%	17.5%	43.0%	<p>Increase the percentage of students scoring proficient or advanced on monthly and quarterly assessments.</p> <p>Decrease the gap between black and white students on monthly, quarterly and state math assessments.</p> <p>Increase the percentage of disabled black students who score proficient or advanced on weekly, monthly, and quarterly assessments.</p> <p>Increase the percentage of k-5 students who score proficient or advanced on weekly, monthly, and quarterly common math assessments and End of Quarter math assessments.</p>	<p>Students will focus on mastering needed skills on daily DMR (Daily Math Review) in grades K-5.</p> <p>Students will use a wide variety of hands-on manipulatives to demonstrate comprehension of math concepts.</p> <p>Teachers will integrate math into weekly science lessons.</p> <p>Students will complete monthly exemplars to strengthen problem solving skills.</p> <p>Students will use non-linguistic representations (thinking maps) for math lessons.</p> <p>Students will use graphical representations (charts and graphs) and write to justify their thinking.</p> <p>Teachers will display math vocabulary on math word wall as vocabulary is introduced.</p> <p>Teachers will provide literature linked to math lessons to promote math comprehension.</p> <p>Students will use interactive notebooks as a current and ongoing learning tool.</p>	<p>Data driven decision making</p> <p>Professional Development on Marzano's instructional strategies to identify similarities and differences, summarizing and note taking during math instruction.</p> <p>Professional development on use of exemplars, and implementation of menus in the classroom.</p> <p>Professional development on types of technology to use to enhance the math program.</p> <p>Peer observations to observe menu activities in math</p>	<p>Review of lesson plans by principals</p> <p>Walkthrough feedback</p> <p>Professional Development Logs</p> <p>Informal and formal teacher observations by the principal.</p> <p>Grade level sweeps for differentiated instructions of math by principals.</p> <p>Vertical Data Team notebooks</p> <p>Collaborating planning with Math Resource Teacher</p>	<p>The achievement gap between white students and black students will close by 10% in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades on the Spring '08 SOL Math Test.</p> <p>The gap between disabled and non-disable students will close by 10% in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades on the Spring '08 SOL Math Test.</p> <p>Increase the percent of subgroups scoring proficient or advanced on Spring '08 SOL Math Test</p> <p>Graph of percentage of grade K-5 students scoring proficient and advanced on monthly and End of the Quarter History/Social Science assessments.</p> <p>Sewell Point will continue to meet the requirements for AYP (Adequate Yearly Progress) in 07-08.</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>Discipline Report:: Infraction Referrals</p> <table border="1"> <tr> <td><b>04</b></td> <td><b>05</b></td> <td><b>06</b></td> </tr> <tr> <td>235</td> <td>161</td> <td>172</td> </tr> </table> <p>African American Male/ White Male Discipline Gap</p> <p>Of the 172 discipline referral for 06-07 - <b>87 or 50.58%</b> were for African American males.</p> <p>Of the 172 discipline referrals for 06-07 – <b>32 or 18.60%</b> were for white males.</p> <p><b>Focus:</b> Harassment 69 referrals</p> <p>Insubordination 16 referrals</p> <p>Threatening 6 referrals</p>	<b>04</b>	<b>05</b>	<b>06</b>	235	161	172	<p>Decrease the number of infraction referrals.</p> <p>Decrease the number of African American males receiving incident referrals involving harassment, insubordination and threatening.</p> <p>Expand the student mentor program to focus on overage students and African American males.</p> <p>Teachers will make at least one positive contact with a parent weekly.</p> <p>Discipline Talks - K-5 September /January</p> <p>Provide mentors for identified students in each grades k-5.</p>	<p>Teachers will serve as “Buddies” for selected students who had 3 or more referrals in the areas of harassment, insubordination and threatening.</p> <p>Classroom management workshops by LCD, Principals, and Guidance Counselor</p> <p>Conflict Mediation workshop</p> <p>Bullying Prevention workshop k-5</p> <p>Student Mentor Training</p>	<p>Infraction referral log</p> <p>Conflict Mediation log</p> <p>Student of the Month bulletin board</p> <p>Bullying Referral log</p> <p>Student Mentor Program list</p> <p>Peer observations and mentoring</p> <p>Monthly Discipline Team meetings</p> <p>Formal/Informal observations by the principals</p>	<p>Discipline Report reflecting a 50% decrease in the number of infraction referrals</p> <p>Discipline Report reflecting a decrease in the discipline gap between African American males and white males</p> <p>Discipline Report reflecting no teacher writing two or more referrals in a month</p>
<b>04</b>	<b>05</b>	<b>06</b>									
235	161	172									
B											

**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>				
<p>A. 37 mentors support student achievement and student discipline</p> <p>Number of mentors:  <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="text-align: center;">2005</td> <td style="text-align: center;">2006</td> </tr> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">37</td> </tr> </table> </p>	2005	2006	10	37	<p>Increase the number of caring adults (parents, military groups, members of the community) serving as mentors by 10%.</p>	<p>Recruit additional mentors from Joint Forces Staff College, military groups, and parents.</p> <p>Maintain current Partners in Education and recruit additional new partners.</p>	<p>Provide mentors and volunteer training workshops in September and January.</p>	<p>Monthly mentoring sign in logs</p> <p>Mentoring training logs</p> <p>Discipline reports for students having a mentors</p>	<p>Increase in the number of mentors supporting student achievement.</p> <p>Decrease in the number of incident referrals for identified students.</p>
2005	2006								
10	37								
<p>B.</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**

After analyzing the Spring 07 SOL results the Administrators and members of the Data Team sought input from the staff during pre-service week. Feedback from each group was provided to the data team for discussion and inclusion in the final document. Input was sought from PTA President and board members.

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

Our final accountability plan was shared with the entire staff at the October staff meeting. The plan was also shared with the PTA board during their October meeting. Finally, a copy of the letter will be given to parents at the October and November PTA meeting.

**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>
Using Math Expressions, new Houghton Mifflin Math program.	Pre-Service week	k-2 teachers 3-5 teachers	Staff Development attendance log
Data Driven Decision Making	Pre-Service week , each month, quarterly	Teaching Staff	Staff Development attendance log
SR3/ Guided Reading –Coaching and Demonstration Lessons.	On-going throughout 2007-2008	Teaching Staff	Staff Development attendance log
Accountability Plan – review of implementation and revision.	On-going throughout 2007 Nov., Jan. March staff meetings	All staff members	Staff Development attendance log
Guided Reading Lesson Plans	October, Jan, May	k-2 teachers 3-5 teachers and Special Education Teachers	Staff Development attendance log
Study Island	Sept. Oct. Jan. Feb.	Gr. 2 teachers 3-5 teachers and Special Education Teachers, Students in Gr. 3, 4, 5	Staff Development attendance log
First In Math	Sept. Oct. Jan. Feb.	3 <sup>rd</sup> . 4 <sup>th</sup> 5 <sup>th</sup> gr. teachers , plus one 2 <sup>nd</sup> grade teacher, Students in 2,-5	Staff Development attendance log
Classroom Instruction That Works Note Taking, Summarizing	Nov. Dec. Jan.	All staff members	Staff Development attendance log
Make- It Take Workshop Literacy Workshop	October, January	Gr. Pre-k-5	Staff Development attendance log
Collaboratively Scoring Student’s Writing	Nov, Dec., Jan, March	K-5 Teachers	Staff Development attendance log
Vertical Team Planning	Nov., Dec. Jan. Feb. March, April	k-2 teachers 3-5 teachers	Staff Development attendance log