



NORFOLK PUBLIC SCHOOLS

Tidewater Park Elementary School

SCHOOL ACCOUNTABILITY PLAN Year: 2007-2008

Dr. Stephen Jones, Superintendent of Schools
Dr. Sylvia E. Spratley, Principal

October 7, 2007

Dear Tidewater Park 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 Tidewater Park Elementary School better.

Sincerely,

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Dr. Sylvia E. Spratley	Principal
Jennifer D. Brown	Instructional Specialist
Larry Skyles	Math Specialist
Tamika Hargraves	Communication Skills Specialist
Janna Drof	Guidance Counselor
Angela Palmer	Literacy Specialist
Richard Linyear	Physical Education
Janice McBurney	Media Specialist
Charles Hinsch	Instructional Technology Specialist
Jacqueline Hadley	Prekindergarten Grade Chair
Melinda Hughes	Kindergarten Grade Chair
Stephen Ricks	First Grade Chair
Susan Heath	Second Grade Chair
Shimeka Scott-Edwards	Third Grade Chair
Yvette Harrison	Fourth Grade Chair
Shirley Sutton	Fifth Grade Chair
Denise Jordan	Parent Liaison
Diane Outlaw	PTA President
Earlene Roseboro	Grandparent
Kenneth Flemming	Partner-In-Education
Ricardo D. Givens	Partner-In-Education

Committee Meetings

Date	Time	Location
August 28, 2007	9:00-10:00 a.m.	Media Center
August 30, 2007	8:00-9:00 a.m.	Media Center
August 31, 2007	8:00-9:00 a.m.	Media Center
September 11, 2007	8:15-8:45 a.m.	Media Center
September 18, 2007	8:15-8:45 a.m.	Media Center
September 20, 2007	1:25-3:30 p.m.	Media Center
September 25, 2007	8:15-8:45 a.m.	Media Center
October 4, 2007	9:30-11:30 a.m.	Ted Constant Center
October 12, 2007	1:25-3:30 p.m.	Conference Room
Nov. 21, 2007	1:25-3:30 p.m.	Media Center
December 11, 2007	8:15-8:45 a.m.	Media Center
January 22, 2008	8:15-8:45 a.m.	Media Center
February 12, 2008	8:15-8:45 a.m.	Media Center
March 18, 2008	8:15-8:45 a.m.	Media Center
April 15, 2008	8:15-8:45 a.m.	Media Center
May 13, 2008	8:15-8:45 a.m.	Media Center

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

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

World Class Performance Measures

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

A: Teacher Quality

- Performance Measure A1: Teacher Retention
- Performance Measure A2: Highly Qualified Teachers
- Performance Measure A3: Teacher Attendance
- Performance Measure A4: Teacher Evaluation

B: Student Achievement

- Performance Measure B1: Graduation Rate
- Performance Measure B2: Certifications earned, received and CTE diplomas
- Performance Measure B3: Completion of Algebra I by the end of 8th grade
- Performance Measure B4: PSAT participation and achievement
- Performance Measure B5: AP or Dual Enrollment participation and achievement
- Performance Measure B6: SAT/ACT participation and achievement
- Performance Measure B7: IB Program Graduates
- Performance Measure B8: Reading on Grade Level
- Performance Measure B9: SOL Science
- Performance Measure B10: SOL History
- Performance Measure B11: SOL Math
- Performance Measure B12: SOL English
- Performance Measure B13: Promotion

C: Quality Learning Environment

- Performance Measure C1: Percent of Attendance by level & NCLB subgroups
- Performance Measure C2: Student Discipline & Infractions
- Performance Measure C3: Chronic Absenteeism
- Performance Measure C4: Safe Schools
- Performance Measure C5: School Environment

D: Leadership and Organizational Quality

- Performance Indicator D1: School-based Leadership

I. Needs Assessment

Data for Tier 1 Indicators (division and state expectations) were compiled, reviewed and analyzed as part of our needs assessment process. This analysis included division and school level results. The Tier 1 Indicators noted below with an “X” were reviewed as part of our needs assessment process. Please note that an asterisk (*) indicates information we viewed as most important in our needs assessment process. As a result of the team’s review of the data, analyses, and discussions, and keeping in mind Norfolk Public Schools’ long range plans, we were able to identify needs and to develop corresponding Tier 2 Indicators (selected by each school) and instructional strategies tied to each of our identified needs. The letter/number notation indicated for Tier I indicators corresponds to the Strategic Plan Performance Measure.

The Tier 2, school-based indicators, represent classroom and building-level data that can be tracked on a monthly basis. Each school in our division **selects seven (7) Tier 2 Indicators** to focus on during the year. **Of these seven (7) Tier 2 Indicators, at least three (3) must support continuous growth of student academic achievement, at least one (1) must support a disciplined learning environment, and at least one (1) must support the active engagement of parents, business, and the community in the educational process. The other two indicators can support any of the three School Board objectives.**

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

<u>Continuous Growth of Student Academic Achievement</u>	
<input type="checkbox"/> Standards of Learning Test Results (B9-12)	<input type="checkbox"/> Graduation Rate (B1)
<input type="checkbox"/> <i>Narrowing the Achievement Gap (B9-12)</i>	<input type="checkbox"/> Completed Algebra by End of Eighth Grade (B3)
<input type="checkbox"/> <i>SOL Science (B9)</i>	<input type="checkbox"/> PSAT Participation and Achievement (B4)
<input type="checkbox"/> <i>SOL History (B10)</i>	<input type="checkbox"/> SAT/ACT Participation and Achievement (B6)
<input type="checkbox"/> <i>SOL Math (B11)</i>	<input type="checkbox"/> Foreign Language Enrollment
<input type="checkbox"/> <i>SOL English (B12)</i>	<input type="checkbox"/> Scholarships Earned
<input type="checkbox"/> Reading on Grade Level (B8)	<input type="checkbox"/> Teacher Retention (A1)
<input type="checkbox"/> <i>STAR Test Results</i>	<input type="checkbox"/> Highly Qualified Teachers (A2)
<input type="checkbox"/> <i>Gates-MacGinitie Test Results</i>	<input type="checkbox"/> <i>Classes Taught by Highly Qualified Teachers (A2)</i>
<input type="checkbox"/> <i>PALS Tests Results</i>	<input type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement
<input type="checkbox"/> International Baccalaureate Program Enrollment, Results, Graduates (B7)	<input type="checkbox"/> Attendance Data for Staff (A3)
<input type="checkbox"/> Advance Placement or Dual Enrollment Participation and Achievement (B5)	<input type="checkbox"/> Attendance Data for Students & NCLB Subgroups (C1)
<input type="checkbox"/> Certifications Earned, Received and CTE Diplomas (B2)	<input type="checkbox"/> <i>Chronic Student Absenteeism (C3)</i>
<input type="checkbox"/> Promotion/Retention/Dropout (B13)	<input type="checkbox"/> Governor's School Results and Enrollment
	<input type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement

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

<u>Safe, Secure & Disciplined Learning Environment</u>	<u>Active Engagement of Parents Business and Community in Educational Process</u>
<input type="checkbox"/> District Survey Data (C4,C5)	<input type="checkbox"/> Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
<input type="checkbox"/> Safe Schools (C4)	<input type="checkbox"/> Total Volunteer Hours by Parents and Community Members in Schools
<input type="checkbox"/> School Environment (C5)	<input type="checkbox"/> Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/> Incidents of Physical Violence (C2)	<input type="checkbox"/> Training Workshops Provided for Parents/Community
<input type="checkbox"/> Incidents of Possession of Firearms in School (C2)	<input type="checkbox"/> <u>Other</u>
<input type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School (C2)	<input type="checkbox"/> Local Benchmarks/Standards of Excellence
<input 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 type="checkbox"/> Professional Development Hours and Involvement Related to School Climate and Student Discipline	<input type="checkbox"/> Volunteer Log
	<input type="checkbox"/> Adequate Yearly Progress
	<input type="checkbox"/> State Report Card
	<input type="checkbox"/> Other (please specify):

II. Objectives Linked to Needs and Tier 2 Indicators

For this objective, we identified needs and formulated at least three corresponding Tier 2 Indicators and instructional strategies.

Objective # 1: Continuous Growth of Student Academic Achievement for ALL

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>																								
A.	<p>English- 3 Word Analysis, 4and 5-Comprehension</p> <p>Pass %</p> <p>English- Special Ed.</p> <table border="0"> <tr> <td>Gr. 3</td> <td>Gr. 5</td> </tr> <tr> <td>03: 75%</td> <td>100%</td> </tr> <tr> <td>04: 45%</td> <td>42.9%</td> </tr> <tr> <td>05: 33%</td> <td>56%</td> </tr> <tr> <td>06: 89%</td> <td>30%</td> </tr> <tr> <td>07: 55.6%</td> <td>40%</td> </tr> </table> <hr/> <p>English Special Ed. Gr. 4:</p> <p>06:16.7%</p> <p>07:66.7%</p> <hr/> <p>English Regular</p> <table border="0"> <tr> <td>Gr. 3</td> <td>Gr.5</td> </tr> <tr> <td>03: 91%</td> <td>85%</td> </tr> <tr> <td>04: 81%</td> <td>91%</td> </tr> <tr> <td>05: 94%</td> <td>90%</td> </tr> <tr> <td>06: 93%</td> <td>97%</td> </tr> <tr> <td>07: 86%</td> <td>88%</td> </tr> </table> <hr/> <p>English Reg. Grade 4:</p> <p>06: 100%</p> <p>07: 93.1%</p> <hr/> <p>Disaggregated data of Regular and Special Ed. Data revealed a 30% gap-Gr..3 26% gap-Gr. 4 48% gap-Gr.5</p>	Gr. 3	Gr. 5	03: 75%	100%	04: 45%	42.9%	05: 33%	56%	06: 89%	30%	07: 55.6%	40%	Gr. 3	Gr.5	03: 91%	85%	04: 81%	91%	05: 94%	90%	06: 93%	97%	07: 86%	88%	<p>Increase the percentage of third, fourth, and fifth grade Special Education students scoring proficient or better on common monthly assessments in comprehension of printed materials.</p> <p>Increase the percentage of third, fourth, and fifth grade Special Education students scoring proficient or better on common monthly assessments in Word Analysis strategies.</p> <p>Increase the percentage of students meeting benchmark on the DRA (Developmental Reading Assessment) in grades K-3(quarterly)</p>	<p>Students will justify answers and show evidence orally and in their writing.</p> <p>Teachers will integrate word study into reading content instruction .</p> <p>Students will employ before, during, and after comprehension strategies across the curriculum.</p> <p>Students will read and write across the curriculum.</p> <p>Teachers will incorporate best practice technology: smart boards, etc.</p> <p>Students will apply word walls during instruction.</p> <p>Students will participate in an At-home Reading Program.</p> <p>Students will work in flexible small groups and literacy stations .</p>	<p><u>Marzano's "Classroom Instruction that Works"</u></p> <p><u>Words Their Way Workshop on Word Study</u></p> <p><u>Harcourt Trophies training for Guided Reading</u></p> <p><u>LCD training</u></p> <p><u>Technology Training using the Smartboards and PowerPoint Instruction</u></p> <p><u>Data Driven Decision Making Curriculum Development</u></p> <p><u>Study Island workshop</u></p> <p><u>Literacy Workstations- Debbie Diller</u></p>	<p>Formal and Informal Observations</p> <p>Look Fors" rubric – NPS Communication Skills sheet</p> <p>Data Team Notebook</p> <p>Periodic review of Lesson Plans</p> <p>Professional Development log and agenda</p> <p>Walk Through – Inbuilding, district, and visitors</p> <p>Guided Reading demonstration lessons and coaching</p> <p>Parent Surveys</p> <p>Monitoring of student work</p>	<p>90% of Grade 3, 4, and 5 students will score proficient or better on monthly common assessments in Word Analysis .</p> <p>90% of Grades 3, 4, and 5 students will score proficient or higher on monthly common assessments in Comprehension of Printed Materials.</p> <p>75% of Special Education students will score proficient or higher on the English SOL test.</p> <p>A graph displaying percentage of students scoring proficient or higher on monthly common assessments</p>
Gr. 3	Gr. 5																													
03: 75%	100%																													
04: 45%	42.9%																													
05: 33%	56%																													
06: 89%	30%																													
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04: 81%	91%																													
05: 94%	90%																													
06: 93%	97%																													
07: 86%	88%																													

<p>B.</p>	<p>Math-Grade 3- Number Sense Grades 4 and 5- Measurement and Geometry Pass % for Math SOLs</p> <hr/> <p>Special Ed. Gr. 3 Gr. 5</p> <p>03: 67% 100% 04: 18% 43% 05: 33% 22% 06: 80% 20% 07: 88.9% 20%</p> <hr/> <p>Math Special Ed. Gr. 4:</p> <p>06: 17% 07: 58%</p> <hr/> <p>Math Regular Ed.</p> <p>Gr. 3 Gr. 5</p> <p>03: 85% 85% 04: 82% 93% 05: 94% 95% 06: 87% 93% 07: 67% 88%</p> <hr/> <p>Math Regular Ed. Gr. 4:</p> <p>06: 100% 07: 79%</p> <hr/> <p>Disaggregated data of Regular and Special Ed. students revealed an achievement gap. +21% gain- Gr. 3 Sp.Ed.</p> <p>21% gap-Grade 4</p> <p>59% gap- Grade 5</p>	<p>Increase the percentage of Grades 3, 4, and 5 special education students scoring proficient or better on common monthly assessments in mathematics on the measurement and geometry reporting category.</p> <p>Increase the percentage of Grades 3 Special Ed. and Regular Ed. Students scoring proficient or better on common monthly assessments in math on the Number Sense Category.</p>	<p>Students use exemplars at each grade level for open-ended problem-solving across the strands.</p> <p>Students work on math review in grades 3,4, and 5.</p> <p>Students are able to compare/contrast directly and indirectly in measurement.</p> <p>Students justify their answers in math orally and in writing.</p> <p>Students will use multiple models, manipulatives, charts, tables, and graphs to understand representation of a number or unit.</p> <p>Students will work in small groups for instruction.</p>	<p>(NCTM) National Council of Teachers of Mathematics</p> <p>www.Eduplace.com- Houghton-Mifflin textbook adoption</p> <p>Math exemplars- NPS site</p> <p>Math workshops utilizing new math series Math Expressions</p> <p>Interactive Resources- First in Math and Smartboard Training</p> <p>LCD training on Measurement and Geometry</p> <p>Study Island workshop</p>	<p>Walkthrough- In building and district</p> <p>Informal and formal observations</p> <p>Professional Development and coaching</p> <p>Data Team Notebook</p> <p>Professional development agenda and logs</p> <p>Review of lesson plans</p> <p>"Look Fors" in Mathematics using the rubric chart</p> <p>Professional Development agenda and log</p>	<p>90% of grade 4, and 5 students will score proficient or higher on monthly assessments in Measurement and Geometry.</p> <p>90% of grade 3 students will score proficient or higher on monthly common assessments in Number Sense.</p> <p>Graph percentage of students scoring proficient or higher on monthly common assessments in grade 3 for Number Sense and grades 4 and 5 for Measurement and Geometry.</p> <p>75% of Special Education students will score proficient or better on Number Sense in grade 3 and Measurement and Geometry for grades 4 and 5 on the Virginia SOLs</p>
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<p>C.</p>	<p>Science Grades 3,4, and 5- Life Processes and Living Systems Strand Pass % for Science SOLs</p> <hr/> <p>Special Ed.</p> <p>Gr. 3 Gr. 5</p> <p>03: 70% 60% 04: 50% 75% 05: 67% 40% 06: 86% 60% 07: 44% 100%</p> <hr/> <p>Regular Ed.</p> <p>Gr. 3 Gr. 5</p> <p>03: 68% 88% 04: 82% 91% 05: 80% 80% 06: 70% 90% 07: 65% 72%</p> <hr/> <p>Disaggregated data of regular and special ed. students revealed that there is an achievement gap between Special Ed. students and Regular Ed. students only in grade 3. In grade 5, there was only 1 Special Ed. student.</p>	<p>Increase the percentage of Grades 3 and 5 students scoring proficient or better on common monthly assessments in Science on the Life Processes and Living Systems Category.</p>	<p>Students will apply graphic organizers during science instruction.</p> <p>Students will employ Science content word walls .</p> <p>Students will participate in more hands-on scientific investigations.</p> <p>Students will utilize interactive notebooks in Science.</p> <p>Students will participate in more virtual learning in science using United streaming and Smartboard technology.</p> <p>Students will participate in learning activities – Jeopardy, Vocabulary Day in Science and science labs and experiments.</p> <p>Students will contribute projects in the Science Fair annually</p> <p>Students will work in small groups for hands-on science</p>	<p>Interactive Notebook Training in Science</p> <p>AIMS workshop</p> <p>Super Saturday Workshops in Science</p> <p>Smartboard Training and United Streaming Workshop</p> <p>WHRO professional development training offered online</p> <p>Science Fair workshop</p> <p>LCD monthly training in Science</p> <p>Study Island workshop</p>	<p>Formal and Informal observations</p> <p>“Look Fors” in Science- Rubric NPS</p> <p>Walkthrough , Feedback, and Coaching</p> <p>Professional Development Training Certificates</p> <p>Professional Development agendas and logs</p> <p>Student Participation in Science Fair Day</p> <p>Student Scientific Investigations journals and pictures</p> <p>Periodic Lesson Plan review</p>	<p>Graph of percentage of students scoring proficient or better on the Monthly Science assessment chart</p> <p>90% of grade 3 and grade 5 students will score proficient or higher on the Life Processes and Living Systems Category on the Science SOL</p> <p>90% of grade 3 and grade 5 students will score proficient or higher on the Life Processes and Living Systems category on the monthly science assessments.</p> <p>75% of grades 3 and 5 Special Education Inclusion students will score proficient or better on the Life Processes and Living Systems Category on the Science SOLs.</p>
<p>D.</p>						

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>SMART Report- Incident referral rates for 2006/2007 school year have declined from the 2005/2006-05/06- 100+ Referrals</p> <p>06/07- 88 referrals</p>	<p>Decrease the number of infraction referrals for students in the cafeteria, recess, and during resource on monthly discipline reports</p>	<p>Continue "Consistency Management Cooperative Discipline (CMCD) strategies</p> <p>Post schoolwide rules throughout the school and hold all students accountable.</p> <p>Students will recognize peers, classmates and others who have been "caught being good"</p> <p>Assign a mentor to male students who display frequent disruptive behavior</p> <p>Resource and classroom teachers will use "dollar bucks" as an incentive and deterrent to undesirable behavior</p> <p>Teachers will use intervention strategies offered from T.A.T. team, PATH, Chrysallis Program and Character Education Program</p>	<p>Training for C.M.C.D. (Consistency Management Cooperative Discipline)</p> <p>Conflict Mediation Training</p> <p>Student Harassment and Bullying workshop</p> <p>Discipline team meetings</p> <p>Kagan "Win-Win Discipline"</p> <p>Child Abuse workshop</p> <p>SST (Student Services Team) Child study team provide training and workshops-ongoing</p> <p>T.A.T. team meetings scheduled and feedback offered</p>	<p>SMART Report</p> <p>"LIFT" Notebook and log</p> <p>Mentoring list</p> <p>Kindness Bulletin Board</p> <p>Incident referral log</p> <p>Eagle Celebration participants</p> <p>Positive Parent Report</p>	<p>SMART Report with decrease of incident referrals for African-American males</p> <p>Increase in # of students receiving positive recognition</p> <p>Increase in # of role models in the classroom and throughout the school</p>

B.				
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II. Objectives Linked to Needs and Tier 2 Indicators

For each this objective, we identified needs and formulated at least one corresponding Tier 2 Indicator and accompanying strategies.

Objective # 3: Active Engagement of Parents, Business, and Community in the Educational Process

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Monitor Implementation?</i>	<i>What Will We Look for as Student Results?</i>
A.	Parental Involvement has shown a decline in areas related to student achievement. 03/04- 90% 03/04- Academic Achievement- 75% 04/05- 85% 04/05- Academic Achievement- 72% 05/06- 85% Academic Achievement- 70% 06/07- 85% Academic Achievement- 68%	Increase the percentage of parents' participation in academic programs on monthly parent involvement reports	Invite parents to schoolwide programs involving instruction- Spelling Bees, Jeopardy games, Black History Tournaments, Black History showcase, etc. Send flyers to parents on schoolwide and district functions- Parent University, monthly professional development for parents, Open House Disseminate information on student achievement through parent link Use classroom web pages as a communication tool for parents	Parent Workshops on Effective partnerships Parent University –Fall and Spring PTA Executive Meetings Parent Book Club Special Education Rights Pamphlet/Booklet	Attendance logs and agendas Parent Resource Calendar Volunteer Sign-In Book PTA program sign- in log Parent- Teacher Conference Logs	Increase in the number of parent volunteers in the school Student Achievement will increase on formal and informal assessments. Decrease in incident referrals

B.

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

All stakeholders have participated in the planning and development of the Accountability Plan. Each grade level completed a Data Analysis Plan for Instruction. They identified needs, focusing on data driven-decision making and data disaggregation. In step 1. They identified trends, Step 2. The focus was identified and Step 3. They were asked to write an action plan. Members of the School Improvement Team collaborated with each grade level, parents, and partners in education to draft the plan. Committee members met during the resource planning time to use data from all stakeholders and collaboratively drafted the Accountability Plan for 2007-2008.

Methods Used to Communicate Our Plan

Our plan will be disseminated through a broad range of communications. The plan will be shared with faculty and staff through biennial planning reports, monthly meetings, and faculty in-services. Additional sharing will be conducted during Open House, web pages, newsletters, and Parent-Teacher-Student Association meetings. The local media will also distribute SOL (Standards of Learning) and the Virginia Report Card Results for Parent/Student Perusal.

IV. Needs Assessment: School-wide Staff Development Focus

Based on our staff development needs assessment survey results, along with team member discussions, the following staff development opportunities will be provided. They are linked directly to our Tier 1 needs and Tier 2 Indicators and corresponding strategies. This information also will be useful for the Tier 3 Narrative and school-generated Tier 1 data concerning staff development opportunities and involvement.

Staff Development			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Accountability Plan	Sept. – Ongoing	All Stakeholders	Agenda, Monthly Calendar
Quarterly Mapping	Sept.- Ongoing	Prek- Grade 5, Regular and Special Ed.	Attendance Logs Monthly Calendars Agenda
Houghton-Mifflin- Math Expressions	Sept.. – Ongoing	Prek- Grade 5, Regular and Special Ed.	Agenda, Early Release days, Attendance Log, Special Ed. calendar
Smartboard Instruction	Sept. – Ongoing	Prek- Grade 5, Regular and Special Ed.	Attendance log, certificates, Professional Dev. Log
Literacy stations	Sept. – Ongoing	Prek- Grade 5, Regular and Special Ed.	Attendance Log, certificates, Professional Dev. Log
Interactive Notebooks in Science	Sept.- Ongoing	Grades K-5, Regular and Special Ed.	Attendance Logs, Monthly calendar, Agenda, Professional Dev.

<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Crisis Intervention	Oct. – Ongoing	Prek-5, Regular and Special Ed.	Attendance Logs, Monthly Calendar, Early Release
Data Disaggregation-1 st Quarter	Oct.	Data /Vertical Team	Attendance logs, Monthly Calendar, Agenda, Professional Dev.
“Classroom Instruction that Works” Refresher	Oct.- Ongoing	New and Veteran teachers	Attendance log, Monthly calendar, Agenda, Professional Dev.

Powerful Literacy Strategies	Oct. – Ongoing	Prek- Grade 5, Regular and Special Ed.	Attendance log, certificates, Professional Dev. Log
Data-Driven Decision Making-	Nov.- Ongoing	Prek- Grade 5, Regular and Special Ed.	Attendance log, certificates, Professional Dev. Log
Parental Involvement and Effective Home Communication Skills Strategies	Dec. - Ongoing	Prek- Grade 5, Regular and Special Ed.	Attendance log, certificates, Professional Dev. Log
Math/Science Integration Data Disaggregation- 2 nd Quarter	Jan.- Ongoing	Prek- Grade 5, Regular and Special Ed.	Attendance log, certificates, Professional Dev. Log
Writing Across the Curriculum	Feb. – Ongoing	Prek- Grade 5, Regular and Special Ed.	Attendance log, certificates, Professional Dev. Log
Test Taking Strategies	Mar.- Ongoing	Prek- Grade 5, Regular and Special Ed.	Attendance log, certificates, Professional Dev. Log
Data Disaggregation- 3 rd Quarter	April- Ongoing	Prek- Grade 5, Regular and Special Ed.	Attendance log, certificates, Professional Dev. Log
Data Disaggregation- 4 th Quarter	May- June	Prek- Grade 5, Regular and Special Ed.	Attendance log, certificates, Professional Dev. Log