

Approved 10/1/07



# NORFOLK PUBLIC SCHOOLS

## AZALEA GARDENS MIDDLE SCHOOL

### SCHOOL ACCOUNTABILITY PLAN Year: 2007 - 2008

*Dr. Stephen Jones, Superintendent of Schools*

*Sharon I. Byrdsong, Principal*

**October 5, 2007**

Dear Azalea Gardens Middle 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 Azalea Gardens Middle School better.

Sincerely,

Sharon I. Byrdsong  
Principal

## SCHOOL ACCOUNTABILITY TEAM

### Committee Members/Representation

Individual	Position
Sharon I. Byrdsong	A
Leesa J. Mundell	A
Angie Speller	A
Lucy Zaleski	T
Rodney Spruil	T
Sandra Fortner	T
Michael Montgomery	T
Valerie Tuck	T
Paula Williams	T
Clarence Wilson	R
Chaundria Smith	T
Tiffany Hillian	O
Brenda Alluisi	O
Cynthia Lovett	P
Clovis McDonald	C
Debra Tumminelli	P
Kiara Earle	S
Courtney Golden	S
Feron Joe	S

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
August 30, 2007	1:15 - 2:15 p.m.	AGMS Media Center
September 25, 2007	9:00 - 11:30 a.m.	AGMS Media Center
October 2, 2007	1:00 - 2:00 p.m.	AGMS Media Center
October 16, 2007	1:00 - 3:00 p.m.	AGMS Media Center
November 7, 2007	3:00 - 4:00 p.m.	AGMS Media Center
November 20, 2007	1:00 - 3:00 p.m.	AGMS Media Center
December 4, 2007	3:00 - 4:00 p.m.	AGMS Media Center
December 6, 2007	1:00 - 3:00 p.m.	AGMS Media Center
February 5, 2008	3:00 - 4:00 p.m.	AGMS Media Center
February 5, 2008	1:00 - 3:00 p.m.	AGMS Media Center
March 4, 2008	3:00 - 4:00 p.m.	AGMS Media Center
March 18, 2008	3:00 - 4:00 p.m.	AGMS Media Center
April 8, 2008	3:00 - 4:00 p.m.	AGMS Media Center
April 10, 2008	1:00 - 3:00 p.m.	AGMS Media Center
May 6, 2008	3:00 - 4:00 p.m.	AGMS Media Center
May 8, 2008	1:00 - 3:00 p.m.	AGMS Media Center
June 3, 2008	3:00 - 4:00 p.m.	AGMS Media Center
June 5, 2008	1:00 - 3:00 p.m.	AGMS Media Center

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 type="checkbox"/>	Promotion/Retention Data	<input type="checkbox"/>	Students Without Incidence of Possession of Firearms in School
<input checked="" type="checkbox"/>	Standards of Learning Test Results	<input type="checkbox"/>	PSAT Participation	<input type="checkbox"/>	Students Without Incidence of Possession of Weapons Other than Firearms in School
<input type="checkbox"/>	SAT Participation and Test Results	<input type="checkbox"/>	Teachers Meeting State Licensure		
<input type="checkbox"/>	ACT Participation and Test Results	<input type="checkbox"/>	Classes Taught by Certified Teachers		
<input type="checkbox"/>	Advanced Placement Exam Results and Enrollment	<input checked="" type="checkbox"/>	<b>Professional Development Hours and Involvement Related to Academic Achievement</b>		<b><u>Active Engagement of Parents, Business, and Community in Educational Process</u></b>
<input type="checkbox"/>	Dual Enrollment Class Results and Enrollment			<input type="checkbox"/>	<b>Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency</b>
<input type="checkbox"/>	International Baccalaureate Results and Enrollment		<b><u>Safe, Secure, &amp; Disciplined Learning Environment</u></b>		
<input type="checkbox"/>	Governor’s School Results and Enrollment	<input checked="" type="checkbox"/>	District Stakeholder	<input checked="" type="checkbox"/>	<b>Total Volunteer Hours by Parents and Community Members in Schools</b>
<input type="checkbox"/>	STAR Test Results	<input type="checkbox"/>	<b>Professional Development Hours and Involvement Related to School Climate and Student Discipline</b>	<input checked="" type="checkbox"/>	<b>Direct Interactive Parent Contacts Involving Student Achievement</b>
<input checked="" type="checkbox"/>	Gates-MacGinitie Test Results	<input checked="" type="checkbox"/>	Incidents of Physical Violence	<input type="checkbox"/>	<b>Training Workshops Provided for Parents/Community</b>
<input type="checkbox"/>	PALS Test Results	<input type="checkbox"/>	Incidents of Possession of Firearms in School		
<input checked="" type="checkbox"/>	Narrowing of the Achievement Gap	<input type="checkbox"/>	Incidents of Possession of Weapons Other than Firearms in School		<b><u>Other</u></b>
<input checked="" type="checkbox"/>	Attendance Data for Students and Staff	<input checked="" type="checkbox"/>	Students Without Incidents of Physical Violence in School	<input type="checkbox"/>	Volunteer Log
<input checked="" type="checkbox"/>	Dropout Statistics	<input type="checkbox"/>	Students Without Incidents of Possession of Firearms in School	<input checked="" type="checkbox"/>	Adequate Yearly Progress (AYP)
<input type="checkbox"/>	Graduation Rates			<input checked="" type="checkbox"/>	State Report Card* (also gives demographic information)
<input checked="" type="checkbox"/>	Reading on Grade Level			<input checked="" type="checkbox"/>	Completing Algebra I by the End of 8 <sup>th</sup> Grade
<input type="checkbox"/>	Foreign Language			<input type="checkbox"/>	Other (please specify)
<input type="checkbox"/>	Scholarships Earned				

## I. 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>SOL Pass Rates for Mathematics</p> <table border="1"> <thead> <tr> <th>Testing Year</th> <th>6<sup>th</sup> grade</th> <th>7<sup>th</sup> grade</th> <th>8<sup>th</sup> grade</th> </tr> </thead> <tbody> <tr> <td>2006–2007</td> <td>53%</td> <td>56%</td> <td>72%</td> </tr> <tr> <td>2005-2006</td> <td>43%</td> <td>27%</td> <td>87%</td> </tr> <tr> <td>2004-2005</td> <td>*</td> <td>*</td> <td>91%</td> </tr> <tr> <td>2003-2004</td> <td>*</td> <td>*</td> <td>99%</td> </tr> </tbody> </table> <p>SOL Pass Rates for Mathematics - Special Education Students Achievement Gap Data</p> <table border="1"> <thead> <tr> <th rowspan="2">Testing Year</th> <th colspan="3">African-American</th> <th colspan="3">Caucasian</th> </tr> <tr> <th>6<sup>th</sup></th> <th>7<sup>th</sup></th> <th>8<sup>th</sup></th> <th>6<sup>th</sup></th> <th>7<sup>th</sup></th> <th>8<sup>th</sup></th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>37%</td> <td>0%</td> <td>40%</td> <td>29%</td> <td>60%</td> <td>71%</td> 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assessments</p> <p>Increase the percentage of students who demonstrate proficiency in the area of computation and estimation on common monthly and district quarterly assessments</p> <p>Increase the percentage of students who demonstrate proficiency in the area of patterns, functions, and algebra on common monthly and district quarterly assessments</p>	<p>On a weekly basis, students will justify and defend conclusions by sketching diagrams and pictures and by writing to explain their conclusions</p> <p>On a weekly basis, students will engage in instructional activities involving nonlinguistic representations</p> <p>On a weekly basis, students will engage in small group and/or cooperative group activities</p> <p>On a weekly basis, students will engage in inquiry-based learning activities</p>	<p>Workshops and conferences related to best practices in mathematics with a focus on strategies to enhance students' knowledge and understanding of computation and estimation, number and number sense, and functions, patterns, and algebra</p> <p>Weekly grade level team collaborative planning sessions</p> <p>Monthly departmental inservices facilitated by the Mathematics Department Chair with a focus on: (1) number and number sense, (2) computation and estimation, and (3) patterns, functions, and algebra</p> <p>Demonstrations of best practices in the use of nonlinguistic representations during monthly mathematics department meetings</p>	<p>Formal and informal classroom observations conducted by the Mathematics Department Chair, the Mathematics Content Coordinator, and the AGMS Administrative Team</p> <p>Weekly review of daily lesson plans to ensure the integration of manipulatives, kinesthetics, mathematics vocabulary development, and higher-order thinking skills</p> <p>Monthly and quarterly analysis and charting of data obtained from monthly common assessments and district mathematics quarterly assessments</p> <p>Monthly monitoring of VGLA portfolios by the Special Education and Mathematics Department Chairs</p>	<p>At least seventy-two percent (72%) of sixth grade students who score proficient or higher in the reporting category of Patterns, Functions, and Algebra on the 2007 – 2008 grade six Mathematics SOL Test</p> <p>At least seventy-two percent (72%) of sixth grade students who score proficient or higher in the reporting category of Computation and Estimation on the 2007-2008 grade six Mathematics SOL Test</p> <p>At least seventy-two percent (72%) of seventh grade students who score proficient or higher in the reporting category of Number and Number Sense on the 2007-2008 grade seven Mathematics SOL Test</p> <p>At least seventy-two percent (72%) of seventh grade students who score proficient or higher in the reporting category of Computation and Estimation on the 2007-2008 grade seven Mathematics SOL Test</p>
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Reporting Category	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Computation/ Estimation	59%	69%	55%
Number/ Number Sense	65%	43%	68%
Patterns/ Functions/ Algebra	53%	54%	75%

Fifty-three percent (53%) of sixth grade students scored proficient or higher in the reporting category of Patterns, Functions, and Algebra on the grade six Mathematics SOL Test

Fifty-nine percent (59%) of sixth grade students scored proficient or higher in the reporting category of Computation and Estimation on the grade six Mathematics SOL Test

Forty-three percent (43%) of seventh grade students scored proficient or higher in the reporting category of Number and Number Sense on the grade seven Mathematics SOL Test

Sixty-nine percent (69%) of seventh grade students scored proficient or higher in the reporting category of Computation and Estimation on the grade seven Mathematics SOL Test

Fifty-five percent (55%) of eighth grade students scored proficient or higher in the reporting category of Computation and Estimation on the grade eight Mathematics SOL Test

Seventy-five percent (75%) of eighth grade students scored proficient or higher in the reporting category of Patterns, Functions, and Algebra on the grade eight Mathematics SOL Test

On a daily basis, students will engage in instructional activities involving manipulatives

On a quarterly basis, students will engage in instructional activities involving mathematics vocabulary development

On a daily basis, students will engage in instructional activities involving kinesthetics

On a monthly basis, students will be evaluated utilizing SOL formatted unit assessments

Monthly training sessions to disaggregate, analyze, and chart related math assessment data

Monthly discussion groups and in-services focused on inquiry-based learning activities supported by SpringBoard units of study

Workshops and conferences related to best practices in mathematics with a focus on strategies to enhance pedagogy

Internal and external Walkthrough activities related to powerful literacy in mathematics; teachers will analyze and utilize feedback obtained from these walkthroughs

At least eighty percent (80%) of eighth grade students who score proficient or higher in the reporting category of Computation and Estimation on the 2007-2008 grade eight Mathematics SOL Test

At least eighty percent (80%) of eighth grade students who score proficient or higher in the reporting category of Number and Number Sense on the 2007-2008 grade eight Mathematics SOL Test

At least eighty percent (80%) of eighth grade students who score proficient or higher in the reporting category of Patterns, Functions, and Algebra on the 2007-2008 grade eight Mathematics SOL Test

	<b>Identified Need</b>	<b>Tier 2 Indicator</b>	<b>Instructional Strategies</b>	<b>Related Professional Development</b>	<b>How Will We Assess Implementation</b>	<b>What Will We Look for As Student Results</b>																																																																																												
B.	<p>Eighty-four percent (84%) of sixth grade students, eighty-five percent (85%) of seventh grade students, and seventy-five percent (75%) of eighth grade students passed the 2006 - 2007 English (RLR) SOL Test</p> <p>English: RLR SOL Pass Rates</p> <table border="1"> <thead> <tr> <th colspan="4">Overall</th> </tr> <tr> <th></th> <th>6<sup>th</sup></th> <th>7<sup>th</sup></th> <th>8<sup>th</sup></th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>84%</td> <td>85%</td> <td>75%</td> </tr> <tr> <td>2006</td> <td>78%</td> <td>79%</td> <td>82%</td> </tr> <tr> <td>2005</td> <td>*</td> <td>*</td> <td>84%</td> </tr> <tr> <td>2004</td> <td>*</td> <td>*</td> <td>94%</td> </tr> <tr> <td>2003</td> <td>*</td> <td>*</td> <td>67%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">2007 Reg. Ed. 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Caucasian	6	43%	44%	7	67%	83%	8	37%	71%	<p>Increase the percentage of students who are reading on or above grade level as assessed by common monthly assessments and district quarterly reading assessments</p>	<p>On a daily basis, students will utilize a variety of reading to learn strategies to include before reading, during reading, and after reading strategies in all core and elective areas</p> <p>On a daily basis, students will be required to engage in classroom activities designed to develop and to enhance powerful literacy skills as well as higher order thinking and reasoning</p> <p>On a daily basis, students will engage in activities that enhance vocabulary development to include the utilization of interactive word walls, word stems, word affixers, and transference to experiences</p> <p>On a quarterly basis, students will read and analyze novels selected on their reading levels and receive instruction in their appropriate zones of proximal development</p> <p>On a daily basis, students will read at least 20 minutes as a component of their homework assignments, documenting their reading on a log</p>	<p>On a monthly basis, core content and elective departments will provide inservices relative to powerful literacy skills in order to improve students' vocabulary and comprehension skills</p> <p>On a weekly basis, reading teachers will study and share best practices, and they will utilize the school's professional library and other relevant materials</p> <p>Faculty members will attend relevant workshops and conferences on a monthly basis, and reading teachers will attend training provided for NPS reading specialists</p> <p>At monthly faculty meetings, core content and elective departments will share best practice strategies related to reading in the content areas</p>	<p>Weekly review of daily lesson plans to monitor the integration of reading activities in all core and elective areas and to ensure the incorporation of kinesthetics, content vocabulary development, and higher-order thinking skills</p> <p>Formal and informal observations conducted by members of the AGMS Leadership Team to assess the effective implementation of reading to learn strategies</p> <p>Analysis of monthly and district quarterly reading assessment data</p> <p>Analysis and charting of data obtained from monthly common assessments and district reading quarterly assessments</p> <p>Monthly monitoring of VGLA portfolios by the Special Education and Reading Department Chairs</p>	<p>At least a ten percentage point (10%) increase in the number of students who demonstrate the habits of powerful literacy as evidenced by the overall percentage of students who pass the 2007 - 2008 English (RLR) SOL Test</p> <table border="1"> <thead> <tr> <th colspan="4">2008 Benchmark English: RLR SOL Pass Rates</th> </tr> <tr> <th></th> <th>6<sup>th</sup></th> <th>7<sup>th</sup></th> <th>8<sup>th</sup></th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>94%</td> <td>95%</td> <td>85%</td> </tr> <tr> <td>2007</td> <td>84%</td> <td>85%</td> <td>75%</td> </tr> </tbody> </table> <p>At least a ten percentage (10%) point increase in the percentage of students demonstrating proficiency in the reporting category of Comprehension of Printed Materials and a ten percentage (10%) point increase in the percentage of students demonstrating proficiency in the reporting category of Use of Word Analysis Strategies and Information Resources</p>	2008 Benchmark English: RLR SOL Pass Rates					6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	2008	94%	95%	85%	2007	84%	85%	75%
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2008	94%	95%	85%																																																																																															
2007	84%	85%	75%																																																																																															

Special Ed. Gap		
	A.A.	Caucasian
2006	47%	66%
2005	0%	43%
2004	50%	60%
2003	13%	21%

Eighty-three percent (83%) of sixth grade students, eighty-seven percent (87%) of seventh grade students, and seventy-five percent (75%) of eighth grade students demonstrated proficiency in comprehension of printed materials

Eighty-four percent (84%) of sixth grade students, seventy-six percent (76%) of seventh grade students, and seventy-nine percent (79%) of eighth grade students demonstrated proficiency in the use of word analysis strategies and information resources

2007 Reading SOL Category Results Pass Rates			
	6th	7 <sup>th</sup>	8th
Printed Materials	83%	87%	75%
Word Analysis & Information Resources	84%	76%	79%

Students will utilize a variety of graphic organizers to improve comprehension and to build vocabulary

On a weekly basis, students will engage in silent sustained reading relative to core content material

On a weekly basis, in all core and elective areas, students will engage in journal writing to make connections in both fiction and non-fiction writing

On a daily basis, teachers will utilize SOL formatted warm-ups relative to areas of deficiency in order to remediate and build powerful literacy skills

On a monthly basis, teachers will provide technology-based instruction in test-taking strategies using metacognition and annotative techniques

To prepare students for writing assignments, teachers will provide direct instruction in the utilization of the four-square method of organization relative to summarizing non-fiction reading material and the plot diagram method for fictional materials

Teachers will analyze and utilize feedback obtained from internal and external Walkthrough activities related to powerful literacy

2008 English (RLR) Benchmarks SOL Pass Rates			
	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2008 Printed Materials	93%	97%	85%
2007 Printed Materials	83%	87%	75%
2008 Word Analysis & Information Resources	94%	86%	89%
2007 Word Analysis & Information Resources	84%	76%	79%

	<b>Identified Need</b>	<b>Tier 2 Indicator</b>	<b>Instructional Strategies</b>	<b>Related Professional Development</b>	<b>How Will We Assess Implementation</b>	<b>What Will We Look for As Student Results</b>																														
<b>C.</b>	<p>Forty-three percent (43%) of sixth grade students, seventy-five percent (75%) of seventh grade students, and fifty-five percent (55%) of eighth grade students with disabilities passed the 2006 – 2007 SOL RLR Test</p> <p>Thirty percent (36%) of sixth grade students, thirty percent (30%) of seventh grade students, and fifty-six percent (56%) of eighth grade students with disabilities passed the 2006 – 2007 SOL Mathematics Test</p> <table border="1" data-bbox="178 829 466 1170"> <thead> <tr> <th colspan="3">Students with Disabilities 2006 – 2007 SOL Test Pass Rates</th> </tr> <tr> <th></th> <th>English (RLR)</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>43%</td> <td>30%</td> </tr> <tr> <td>Grade 7</td> <td>75%</td> <td>30%</td> </tr> <tr> <td>Grade 8</td> <td>55%</td> <td>56%</td> </tr> </tbody> </table>	Students with Disabilities 2006 – 2007 SOL Test Pass Rates				English (RLR)	Math	Grade 6	43%	30%	Grade 7	75%	30%	Grade 8	55%	56%	<p>Increase the percentage of students who demonstrate proficiency in the area of number and number sense on common monthly and district quarterly assessments</p> <p>Increase the percentage of students who demonstrate proficiency in the area of computation and estimation on common monthly and district quarterly assessments</p> <p>Increase the percentage of students who demonstrate proficiency in the area of patterns, functions, and algebra on common monthly and district quarterly assessments</p>	<p>Teachers will provide after-school tutorials with a focus on remediation in identified areas of concern and on test-taking strategies</p> <p>Core regular education teachers and special education teachers will utilize common planning time to collaboratively develop daily lesson plans, units of study, and common assessments</p> <p>On a weekly basis, students will justify and defend conclusions by sketching diagrams and pictures and by writing to explain their conclusions</p> <p>On a weekly basis, students will engage in instructional activities involving nonlinguistic representations</p> <p>On a weekly basis, students will engage in small group and/or cooperative group activities</p> <p>On a weekly basis students will engage in inquiry-based learning activities</p>	<p>Workshops and conferences related to best practices in mathematics with a focus on strategies to enhance students' knowledge and understanding of computation and estimation</p> <p>Weekly grade level team collaborative planning sessions</p> <p>SpringBoard training for all special education teachers</p> <p>PowerPlanning sessions for sixth, seventh, and eighth grade special education teachers at the building and district levels</p> <p>Departmental and school-wide data desegregation and analysis</p> <p>Departmental monthly inservices focused on research based best practices in teaching and assessing students with disabilities</p> <p>Utilize professional development opportunities provided through the NPS Department of Leadership and Capacity Development and the Department of Special Education Services</p>	<p>Formal and informal classroom observations conducted by the Special Education Department Chair, staff from the Department of Special Education Services, and the AGMS Leadership Team</p> <p>Analysis of student proficiency on monthly and district quarterly assessments</p> <p>Weekly review of daily lesson plans to monitor the integration of reading activities in all core and elective areas and to ensure the incorporation of kinesthetics, vocabulary development, and higher-order thinking skills</p> <p>Teachers will consistently monitor compliance with students' documented IEP accommodations and modifications for all standardized and non-standardized assessments</p>	<p>2007 – 2008 English (RLR) and Mathematics SOL Test pass rates for students with disabilities in grades six, seven, and eight will meet or exceed the state annual AYP proficiency targets per the following table:</p> <table border="1" data-bbox="1686 526 1980 878"> <thead> <tr> <th colspan="3">Students with Disabilities 2007 – 2008 SOL Test Pass Rates</th> </tr> <tr> <th></th> <th>English (RLR)</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>77%</td> <td>75%</td> </tr> <tr> <td>Grade 7</td> <td>77%</td> <td>75%</td> </tr> <tr> <td>Grade 8</td> <td>77%</td> <td>75%</td> </tr> </tbody> </table>	Students with Disabilities 2007 – 2008 SOL Test Pass Rates				English (RLR)	Math	Grade 6	77%	75%	Grade 7	77%	75%	Grade 8	77%	75%
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		<p>Increase the percentage of students who are reading on or above grade level as assessed by common monthly assessments and district quarterly reading assessments</p>	<p>On a daily basis, students will utilize a variety of reading to learn strategies to include before reading, during reading, and after reading strategies in all core and elective areas</p> <p>On a daily basis, students will be required to engage in classroom activities designed to develop and to enhance powerful literacy skills as well as higher order thinking and reasoning</p> <p>On a daily basis, students will engage in activities that enhance vocabulary development to include the utilization of interactive word walls, word stems, word affixers, and transference to experiences</p> <p>On a quarterly basis, students will read and analyze novels selected on their reading levels and receive instruction in their appropriate zones of proximal development</p> <p>On a weekly basis, students will engage in silent sustained reading relevant to core content material</p>	<p>Teachers will analyze and utilize feedback obtained from internal and external Walkthrough activities related to powerful literacy in mathematics and reading</p>	<p>Monthly monitoring of VGLA portfolios by the Special Education, Mathematics, and Reading Department Chairs in conjunction with staff from the NPS Department of Special Education Services</p>	
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			<p>On a weekly basis, in all core and elective areas, students will engage in journal writing to make connections in both fiction and non-fiction writing</p> <p>On a daily basis, teachers will SOL formatted warm-ups relative to areas of deficiency in order to remediate and build powerful literacy skills</p> <p>On a monthly basis, teachers will instruct students in test-taking strategies using metacognition and annotative techniques utilizing technology</p> <p>To prepare students for writing assignments, teachers will provide direct instruction in the utilization of the four-square method of organization relative to summarizing non-fiction reading material and the plot diagram method for fictional materials</p>			
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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>																								
<b>D.</b>	<p>Percentage of African American students enrolled in honors level and credit-bearing core classes</p> <p><u>2006 – 2007 Population Demographics</u></p> <p>Grade 7: African American Students = 33%</p> <p>Grade 8: African American Students = 34%</p> <table border="1" data-bbox="180 651 478 919"> <thead> <tr> <th colspan="2">2006 - 2007 Class Enrollment of African American Students</th> </tr> </thead> <tbody> <tr> <td>Algebra</td> <td>17%</td> </tr> <tr> <td>Earth Science 8</td> <td>20%</td> </tr> <tr> <td>Honors Soc. St. 8</td> <td>18%</td> </tr> <tr> <td>Honors English 8</td> <td>19%</td> </tr> <tr> <td>Honors English 6</td> <td>*</td> </tr> </tbody> </table>	2006 - 2007 Class Enrollment of African American Students		Algebra	17%	Earth Science 8	20%	Honors Soc. St. 8	18%	Honors English 8	19%	Honors English 6	*	<p>Increase the percentage of African American students enrolled in honors level and credit-bearing core classes based upon African American students' performance on common monthly formative assessments and district quarterly assessments</p>	<p>Guidance counselors will provide students and their parents with increased opportunities to review information regarding course selection of honors and credit-bearing classes and in selecting high school programs and diploma options throughout the school year during:</p> <ul style="list-style-type: none"> <li>• Parent-Teacher Conferences</li> <li>• PTA Meetings</li> <li>• Honors Assemblies</li> <li>• Parent Workshops</li> <li>• SSST Meetings</li> <li>• After-School Activities</li> <li>• PSAT Workshops</li> <li>• NJHS</li> </ul> <p>Provide after-school tutorials focused on remediation in identified areas of concern and on test-taking strategies</p>	<p>Conduct ongoing departmental and school-wide studies of research pertaining to culturally sensitive strategies related to instruction and discipline</p> <p>Utilize opportunities provided by the Department of Leadership and Capacity Development related to specific instructional needs</p> <p>Training for all teachers regarding identification, services, and support of African American students who are identified as gifted</p> <p>Departmental and grade level inservices relative to the analysis of data based upon formative common quarterly assessments, district quarterly assessments, student report card grades, and the Gates MacGinitie test to identify African-American students who demonstrate the potential for success in honors level classes and credit-bearing courses</p> <p>Departmental monthly inservices related to closing the achievement gap</p>	<p>Formal and informal classroom observations conducted by the English, Reading, Mathematics, Science, Social Studies, Guidance, and Special Education Department Chairs, the AGMS Gifted Resource Teacher, staff from the Department of Leadership and Capacity Development, and the AGMS Administrative Team</p> <p>Departmental minutes &amp; documentation</p> <p>Parent attendance and participation logs</p> <p>Analysis of students' proficiency on monthly common assessments and district quarterly assessments</p> <p>Monitor the development and implementation of daily lesson plans incorporating kinesthetics, vocabulary development, and higher-order thinking skills through departmental weekly reviews</p>	<p>Enrollment of African American students in honors and credit-bearing core classes will increase to a percentage that is reflective of the overall enrollment of African American students within the school</p> <p><u>2007 – 2008 Population Demographics</u></p> <p>Grade 7: African American Students = 36%</p> <p>Grade 8: African American students = 34%</p> <table border="1" data-bbox="1688 829 1978 1097"> <thead> <tr> <th colspan="2">2007 - 2008 Class Enrollment of African American Students</th> </tr> </thead> <tbody> <tr> <td>Algebra</td> <td>26%</td> </tr> <tr> <td>Earth Science 8</td> <td>22%</td> </tr> <tr> <td>Honors Soc. St. 8</td> <td>22%</td> </tr> <tr> <td>Honors English 8</td> <td>29%</td> </tr> <tr> <td>Honors English 6</td> <td>24%</td> </tr> </tbody> </table>	2007 - 2008 Class Enrollment of African American Students		Algebra	26%	Earth Science 8	22%	Honors Soc. St. 8	22%	Honors English 8	29%	Honors English 6	24%
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	<b><i>Identified Need</i></b>	<b><i>Tier 2 Indicator</i></b>	<b><i>Instructional Strategies</i></b>	<b><i>Related Professional Development</i></b>	<b><i>How Will We Assess Implementation</i></b>	<b><i>What Will We Look for As Student Results</i></b>
E.	<p>Increased student attendance</p> <p>During the 2006 – 2007 school year, ninety-three point four percent (93.4%) of students attended school on a daily basis</p>	<p>On a daily basis, increase the percentage of students who attend school as documented by student attendance data provided by the office of the school's Student Data Specialist</p>	<p>Utilize the services of the school's Attendance Technician</p> <p>Utilize the services of the school's guidance counselors</p> <p>Encourage parents' use of eSembler to track their children's attendance</p> <p>Employ the use of the NPS Automated Telephone System</p> <p>Utilize formal and informal communications such as attendance letters, home visitations, parent conferences, and telephone contacts</p> <p>Recognize students for perfect attendance at quarterly assemblies</p> <p>Require documentation from parents regarding all student absences</p> <p>Collaborate with the Norfolk Juvenile Court system and the NPS Department of Pupil Personnel Services</p>	<p>Inservices facilitated by the AGMS Leadership Team related to the school's truancy plan</p> <p>Information related to current laws and polices to be shared with the AGMS Attendance Technician and the AGMS Administrative Team by a representative from the Norfolk Juvenile Court system and the NPS Department of Pupil Personnel Services</p> <p>Faculty meetings to discuss and review roles and responsibilities of the AGMS Attendance Technician</p> <p>The AGMS Leadership Team and the Attendance Technician to provide information regarding attendance policies, procedures, and related data during faculty meetings</p>	<p>Analyze daily, weekly, and monthly student attendance data provided by the AGMS Attendance Technician and Student Data Specialist</p> <p>Analyze students' daily attendance data provided by the Student Data Specialist</p> <p>Bi-quarterly reviews of students' attendance records conducted by the AGMS Leadership Team</p> <p>Review recommendations from the Norfolk Truancy Court</p>	<p>At least a two percentage (2%) point increase in the percentage of students who attend school on a daily basis</p> <p>93.4% → 95.4%</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*

	<b><i>Identified Need</i></b>	<b><i>Tier 2 Indicator</i></b>	<b><i>Strategies</i></b>	<b><i>Related Professional Development</i></b>	<b><i>How Will We Assess Implementation</i></b>	<b><i>What Will We Look for As Student Results</i></b>
A	<p>To provide a system that facilitates a safe, secure, and disciplined school environment</p> <p>There were seven hundred and one (701) incidents of student disruption during the 2006 - 2007 school year</p>	<p>On a monthly basis, the AGMS Discipline Team will analyze and disaggregate student discipline data as it relates to the percentage of students not involved in incidents of disruption</p>	<p>Ensure regular parental contacts are made via conferences, telephone calls, postcards, letters, and electronic mail</p> <p>Provide an increased number of opportunities to celebrate positive student behaviors</p> <p>Develop individual behavior plans to address unacceptable student behaviors</p> <p>Continue to provide student mentor programs</p> <p>Provide opportunities for individual and small group guidance counseling sessions</p> <p>Ensure referrals to the AGMS Student Services Support Team are addressed in compliance with NPS policies and procedures</p> <p>Continue to provide the AGMS Caught Being Good character education program</p>	<p>Faculty meetings to discuss strategies to increase parent-teacher collaboration</p> <p>The Special Education Department Chair will provide professional development opportunities that focus on the development of individual behavior intervention plans</p> <p>Professional development opportunities related to behavior/classroom management</p> <p>Faculty and department meetings to explore and discuss best practices in school discipline</p> <p>Guidance counselors will facilitate peer mediation sessions</p> <p>Provide increased professional development opportunities for teachers to enhance and refine behavior management strategies</p>	<p>The AGMS Leadership Team will collect and review teacher-parent contact logs on a bi-quarterly basis</p> <p>The AGMS Leadership Team will monitor opportunities provided by clusters and grade level teams to acknowledge and reward positive student behaviors to include the Caught Being Good character education program</p> <p>The AGMS Discipline Team will analyze student discipline data and will develop strategies to address areas for growth</p> <p>The AGMS Leadership Team will analyze data related to student participation in conflict mediation</p>	<p>A minimum of a ten percent (10%) decrease in the incidents of student disruption at the conclusion of the 2007 - 2008 school year</p> <p>701 → 631</p>

## 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 #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>						
<b>A.</b>	<p>Ninety-three percent (93%) of parents/guardians received formal and informal personal contact from school personnel</p> <p>Forty-four (44%) of community stakeholders, other than parent/guardian stakeholders, were engaged in the educational process</p>	<p>On a daily basis, increase the opportunities for formal and informal collaboration between parents, community stakeholders, and school personnel as evidenced by relevant documentation of participation and contact</p>	<p>Continue to utilize a home visitation program involving a cadre of teachers and administrators for the purpose of increased collaboration with parents</p> <p>Utilize quarterly syllabi, academic letters, attendance letters, telephone calls, parent newsletters and conferences as formal communication</p> <p>Schedule every Thursday afternoon for parent-teacher conferences</p> <p>Conduct follow-up contacts with the parents of students who participated in the Sixth Grade Transition Program</p> <p>Conduct monthly meetings with the parents of the ASPIRES (overage program) students</p> <p>Conduct follow-up contacts with the parents of students who were honored as Student Ambassadors in June 2006</p>	<p>The AGMS Leadership Team will facilitate in-services related to increasing positive relationships between parents and school personnel</p> <p>Attendance at workshops and conferences related to effective home-school collaboration and communication</p> <p>Current literature and periodicals that focus on forging strong parent and/or community stakeholder partnerships will be purchased and disseminated to staff for discussion</p>	<p>Bi-quarterly administrative reviews of formal and informal documentation of parent-school contacts</p> <p>Parent attendance logs for all relevant school activities</p> <p>Attendance logs from relevant professional development activities</p>	<p>A minimum of a five percentage (5%) point increase in the number of parents/guardians who are recipients of formal and informal personal contacts from school personnel</p> <p>93% → 98%</p> <p>A fifty percent (50%) increase in the involvement of non-parent/guardian stakeholders in the educational process</p> <p>Number of non-parent/guardian stakeholders engaged in the educational process:</p> <table border="1"> <tbody> <tr> <td>2007-08</td> <td>75</td> </tr> <tr> <td>2006-07</td> <td>63</td> </tr> <tr> <td>2005-06</td> <td>42</td> </tr> </tbody> </table>	2007-08	75	2006-07	63	2005-06	42
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			<p>Send congratulatory letters to the parents of straight “A” and “A-B” students as well as “Caught Being Good” students and students who receive other recognitions</p> <p>Send congratulatory letters to the parents of former students who are currently attending high school and demonstrating academic excellence</p> <p>Invite parents to various themed activity evenings and the Writing Workshop Program’s book signing</p> <p>Utilize PTA meetings, AGMS websites, Parent Activity Nights, and the school’s marquee as informal communications</p> <p>Invite civic league members and other community stakeholders to various school activities to encourage active partnerships in education</p> <p>Conduct presentations during the school year to neighborhood civic leagues regarding school-related issues</p> <p>Distribute letters to community stakeholders encouraging involvement in school projects, activities, and mentorships</p>			
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#### 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>
<b>PreService Week</b>	August 2007	AGMS Faculty	Attendance Logs
Data Analysis	August 2007	AGMS Faculty	Attendance Logs, Inservice/Meeting Agenda
Lesson Design and Instruction	August 2007	AGMS Faculty	Attendance Log
NPS Teacher Appraisal Instrument	August 2007	AGMS Staff	Attendance Log
The Four Targets for World Class Status	August 2007 – May 2008	AGMS Faculty	Attendance Logs, Inservice/Meeting Agendas
Powerful Literacy: Reading and Writing Across the Curriculum	August 2007 – May 2008	AGMS Faculty	Attendance Logs, Inservice/Meeting Agendas
<b>Monthly Faculty Meetings</b>	First Monday of Every Month	AGMS Faculty	Attendance Logs
SOL Test Results and Best Practice Strategies	October 2007 – May 2008	AGMS Faculty	Attendance Logs
Child Protective Services Policies & Procedures	October 2007	AGMS Faculty	Attendance Logs
Effective Differentiated Classroom Strategies	October 2007 - May 2008	AGMS Faculty	Attendance Logs
Mathematics SOL Test Strategies	November 2006	AGMS Faculty	Attendance Logs
Powerful Literacy Strategies	December 2007	AGMS Faculty	Attendance Log
SOL Test Strategies presented by the Special Education Department	February 2008	AGMS Faculty	Attendance Log
Demonstrating Primary Access (Internet access to historical documents) presented by the Social Studies Department	March 2008	AGMS Faculty	Attendance Log
<b>Department Meetings</b>	Last Monday of Each Month	All Department Members	Attendance Logs, Meeting Agendas
Develop Strategies to Meet Targets for World Class Status	September 2007	All Department Members	Attendance Logs, Meeting Agendas
Data-Driven Decision Making: The How's and Why's	October 2007	All Department Meetings	Attendance Logs, Meeting Agendas
Effective Instructional Strategies for Students Who Are at Risk	November 2007	All Department Meetings	Attendance Logs, Meeting Agendas
Proactive Discipline Strategies that Model "Equity and Excellence for ALL Students"	January 2008	All Department Meetings	Attendance Logs, Meeting Agendas
SOL Test Best Writing Practices	February 2008	All Department Meetings	Attendance Logs, Meeting Agendas
Practices that Encourage Increased Enrollment of African American Students in Honors Level and Credit-Bearing Classes [2008 – 2009]	March 2008	All Department Meetings	Attendance Logs, Meeting Agendas
SOL Writing Test-taking Strategies	April 2008	All Department Meetings	Attendance Logs, Meeting Agendas
Review of Department's Strengths and Areas for Growth	May 2008	All Department Meetings	Attendance Logs, Meeting Agendas
Anticipatory Set Workshop	September & October 2007	English Department	Attendance Logs, Meeting Agendas
Alternative Thinking: Blooms Taxonomy, Vocabulary & the School-Wide Literacy Program	September 2007	All Department Meetings	Attendance Logs, Meeting Agendas
Modalities	October 2007	All Department Meetings	Attendance Logs, Meeting Agendas