

Approved 10/09/07



NORFOLK PUBLIC SCHOOLS

Blair Middle School

SCHOOL ACCOUNTABILITY PLAN Year: 2007-2008

***Dr. Stephen Jones, Superintendent of Schools
Jeanne J. Kruger, Principal***

October 1, 2007

Dear Blair 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 Blair Middle School better.

Sincerely,

Jeanne J. Kruger

Principal

World Class Performance Measures

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

A: Teacher Quality

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

B: Student Achievement

- Performance Measure B1: Graduation Rate
- Performance Measure B2: Certifications earned, received and CTE diplomas
- Performance Measure B3: Completion of Algebra I by the end of 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>		
*	Standards of Learning Test Results (B9-12)	<input type="checkbox"/> Graduation Rate (B1)
*	<i>Narrowing the Achievement Gap (B9-12)</i>	X Completed Algebra by End of Eighth Grade (B3)
X	<i>SOL Science (B9)</i>	X PSAT Participation and Achievement (B4)
X	<i>SOL History (B10)</i>	<input type="checkbox"/> SAT/ACT Participation and Achievement (B6)
*	<i>SOL Math (B11)</i>	X Foreign Language Enrollment
*	<i>SOL English (B12)</i>	<input type="checkbox"/> Scholarships Earned
*	Reading on Grade Level (B8)	X Teacher Retention (A1)
<input type="checkbox"/>	<i>STAR Test Results</i>	X Highly Qualified Teachers (A2)
X	<i>Gates-MacGinitie Test Results</i>	X <i>Classes Taught by Highly Qualified Teachers (A2)</i>
<input type="checkbox"/>	<i>PALS Tests Results</i>	* Professional Development Hours and Involvement Related to Academic Achievement
<input type="checkbox"/>	International Baccalaureate Program Enrollment, Results, Graduates (B7)	* Attendance Data for Staff (A3)
<input type="checkbox"/>	Advance Placement or Dual Enrollment Participation and Achievement (B5)	* Attendance Data for Students & NCLB Subgroups (C1)
<input type="checkbox"/>	Certifications Earned, Received and CTE Diplomas (B2)	* <i>Chronic Student Absenteeism (C3)</i>
X	Promotion/Retention/Dropout (B13)	<input type="checkbox"/> Governor's School Results and Enrollment
		* 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>
X District Survey Data (C4,C5)	X	Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
X Safe Schools (C4)	X	Total Volunteer Hours by Parents and Community Members in Schools
X School Environment (C5)	X	Direct Interactive Parent Contacts Involving Student Achievement
<input type="checkbox"/> Incidents of Physical Violence (C2)	X	Training Workshops Provided for Parents/Community
<input type="checkbox"/> Incidents of Possession of Firearms in School (C2)	<input type="checkbox"/>	Other
<input type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School (C2)	X	Local Benchmarks/Standards of Excellence
<input type="checkbox"/> Students Without Incidents of Physical Violence in School (C2)	X	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
* Professional Development Hours and Involvement Related to School Climate and Student Discipline	X	Volunteer Log
	X	Adequate Yearly Progress
	X	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.

Percent of eighth grade students who passed the science SOL:

Grade 8	
2007	84.6%
2006	89.9%
2005	87.1%
2004	90.4%
2003	82.0%

Area of need:

Percent of students Scientific Investigation

The gap between African American and white students on the SOL Science test, grade 8:

% Passing	
African American	77.1%
white	97.7%

Science Gap	
2007	20.7%
2006	14.9%
2005	13.3%
2004	14.7%
2003	27.4%

Increase the percentage of students scoring proficient or better on common tri-weekly assessments district 9-week assessments..

Teachers will:

- use non-linguistic representations and graphic organizers
- emphasize science vocabulary using interactive word walls.
- promote students' written explanations for scientific processes.
- provide practice with multiple-choice test taking skills, metacognition, and justification strategies.
- provide daily reviews based on data from common tri-weekly assessments.

Best instructional strategies shared and emphasized at monthly department and staff meetings.

Blair Leadership Team attended training for forming common assessments.

Training on the three minute walkthrough.

Power planning sessions at the building and district levels.

Collaboration with core teachers to incorporate effective science strategies and vocabulary.

Staff Development on "Eliminating Zeros: The Ultimate Weapon."

Presentations on "Educating African American Males"

Monitor and provide feedback on lesson plan at least twice per month.

Monthly and weekly departmental/grade level meetings.

Data team analysis of common tri-weekly and quarterly assessment data.

Formal and informal observations by department chairperson and administrators.

Data team analysis of teacher-assigned interim and quarterly grades

At least 89% of eighth grade students will pass the SOL science test. (This will be a five percentage point increase.)

The achievement gap between African American and White students will close by at least 10 points.

Science Gap	
2008	10.7
2007	20.7
Increase	African American 10

B.

Percentage of eighth grade students who passed the Reading SOL:

Grade 8	
2007	72.3%
2006	85.9%
2005	78.4%

Percentage of eighth grade students who passed the Writing SOL:

Grade 8	
2007	85.4%
2006	93.8%
2005	74.2%

Percentage of Grade 8 regular education students and special education students who passed the Reading SOL:

Regular	Special Education
77.4%	28.6%

Percentage of Grade 7 African-American male and White male students who passed the Reading SOL:

African-American Male	White Male
58.2%	85.7%

Percentage of Grade 6 of African-American male and White male students who passed the Reading SOL:

African American	White
63.0%	92.1%

Percentage of Grade 8 African-American male and White male students passing the Writing SOL:

African-American	White
72.0%	92.0%

Increase the percentage of students scoring proficient or better on common tri-weekly and quarterly reading and writing assessments.

Teachers will:

- use non-linguistic representations and graphic organizers
- emphasize content reading and writing vocabulary.
- promote students' written explanations to support answers.
- provide practice with multiple-choice test taking, metacognition, and justification strategies.
- provide daily review based on data from tri-weekly common assessments and quarterly tests.
- Students will practice reading longer passages from computer monitor and employ test-taking strategies.
- All teachers will utilize best practices to include: flexible grouping, reading centers, direct instruction of skills, building endurance, classroom libraries for student use, explicit vocabulary instruction, interactive use of word walls, diverse relevant reading material approved by the district and adherence to pacing guide.

Best instructional strategies shared and emphasized at monthly department meetings and full staff meetings

Leadership team attends training for common assessments and presents to the department

Departmental and grade level data analysis

Training on informal walkthroughs with an emphasis on research based instruction

Training in application of justification strategies

Power planning sessions at the building level to develop common formative assessments

Collaboration with core teachers to incorporate effective reading and writing strategies

Training in implementation of Study Island

Staff Development on "Eliminating Zeros: The Ultimate Weapon."

Presentations on "Educating African American Males"

Monthly sessions for reading teachers by LCD

Attendance logs at monthly department and faculty meetings

Agendas/ attendance logs at local, state, and national conferences

Monitor and provide feedback on lesson plans and student portfolios

Monitor usage on Study Island

Attendance forms and certificates from district-wide professional development opportunities

Data team analysis of common tri-weekly and quarterly assessment data

Formal and informal observations by department chairperson and administrators

The achievement gap between African-American and White students in Special Education will close by at least 10 percentage points to 37% on the 8th Grade RLR.

The achievement gap between African-American males and White males will close by 10 percentage points to 17.5% on the 7th grade RLR.

The achievement gap between African-American males and White males will close by 10 percentage points to 19.1% on the 6th Grade RLR.

The achievement gap between African-American males and White males will close by 10 percentage points to 10% in 8th Grade SOL Writing Test.

C.

Pass Rates for students on the Spring 2007 math SOL test

Grade 6	46%
Grade 7	33%
Grade 8	66%

Special Education Gaps by Grade Level:

	Regular Ed	Special Ed	Gap
Grade 6	50 %	18 %	32 %
Grade 7	37 %	2 %	35 %
Grade 8	71 %	24 %	47 %

Ethnicity Gap by Grade Level:

	Black	White	Gap
Grade 6	33 %	71 %	38 %
Grade 7	16 %	72 %	56 %
Grade 8	57 %	84 %	27 %

Increase the percentage of students scoring proficient or better on common tri-weekly assessments and quarterly math assessments.

Teachers will:

- use non-linguistic representations and graphic organizers
- **emphasize** math vocabulary.
- **emphasize** students' written explanations for mathematical processes.
- provide practice with multiple-choice test taking skills.
- Daily Math Review based on the data from common assessments and quarterly exams
- utilize Springboard strategies

Best instructional strategies shared and emphasized at monthly department and full staff meetings, to include use of rubrics, exemplars, and math manipulatives, vocabulary, rule of 4, graphic organizers, and justification of student work.

Team training for improving common assessments

Training in application of student justification

Training on 3-minute walkthroughs with an emphasis on research based instruction.

Power planning sessions at the building level.

Collaboration with core teachers to incorporate effective math strategies and vocabulary.

Staff Development on "Eliminating Zeros: The Ultimate Weapon."

Presentations on "Educating African American Males"

Training in implementation of Study Island and Springboard

Attendance logs at monthly department and faculty meetings

Agendas/attendance logs at local, state, and national conferences

Monitor and provide feedback on lesson plans

Teacher sharing at department meetings from professional development opportunities

Departmental and grade level minutes

Data team analysis of common tri-weekly and quarterly assessment data

Formal and informal observations by department chairperson and administrators

At least 83% of eighth grade students will pass the SOL math test and at least 73% of students in grades six and seven will pass it.

All gaps between special education and regular education will decrease by at least 10%

Grade 6	22%	
Grade 7	25%	
Grade 8	37%	

All ethnicity gaps will decrease by at least 15% at grades 6th and 8th and by at least 25% at grade 7.

Grade 6	23%	
Grade 7	31%	
Grade 8	12%	

D.	<p>The gap between African-American and White students on the 8th grade Social Science SOL test is 22.8% (African-Americans, 67.9%; White, 90.7%)</p> <p>The gap between special education students and regular ed on the 8th grade social science SOL test is 56.9% (Regular students, 81.9%; special ed, 25.0%)</p>	<p>Increase number of African-Americans scoring proficient or better on common tri-weekly assessments and quarterly exams.</p> <p>Increase percentage of special education students scoring proficient or better on common tri-weekly assessments and quarterly exams.</p>	<p>Use of nonlinguistic representations and graphic organizers</p> <p>Emphasis on social studies content vocabulary with interactive word walls</p> <p>Promote students' written explanations of their understanding of social studies concepts</p> <p>Use of daily reviews based on data gleaned from tri-weekly social studies tests</p> <p>Collaboration on lesson plans between core social studies and special education teachers</p>	<p>Share best research-based instructional strategies at monthly departmental meetings</p> <p>Train departmental members on question stems (SOL)</p> <p>Power planning sessions for developing common assessments</p> <p>Staff Development on "Eliminating Zeros: The Ultimate Weapon."</p> <p>Presentations on "Educating African American Males"</p>	<p>Grade level data analysis of tri-weekly common assessments and quarterly exams</p> <p>Formal and informal observations by dpt chair and administrators</p> <p>Monitor and provide feedback on lesson plans at least x2 monthly.</p>	<p>The achievement gap between African-American and White students on the 8th grade social science SOLtest will be reduced by ten percentage points to 12.8% points</p> <p>The achievement gap between regular and special education students on the 8th grade social science SOL test will be reduced by ten percentage points to 46.9% points..</p>
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<p>E. Percentage of special education students passing the VGLA/VAAP Reading portfolio assessment:</p> <table border="1" data-bbox="136 1063 451 1372"> <tr> <td colspan="3" style="text-align: center;">6th GRADE READING VGLA</td> </tr> <tr> <td></td> <td style="text-align: center;">2005-06</td> <td style="text-align: center;">2006-07</td> </tr> <tr> <td style="text-align: center;">% Passing</td> <td style="text-align: center;">75.0%</td> <td style="text-align: center;">33.3%</td> </tr> <tr> <td style="text-align: center;">% Failing</td> <td style="text-align: center;">25.0%</td> <td style="text-align: center;">66.7%</td> </tr> </table>	6th GRADE READING VGLA				2005-06	2006-07	% Passing	75.0%	33.3%	% Failing	25.0%	66.7%	<p>Increase the percentage of students with disabilities scoring proficient or better on the monthly reading VGLA/VAAP portfolio assessments in reading Grades 6-8.</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> • use non-linguistic representations and graphic organizers. • emphasize pertinent reading vocabulary. • provide hands on learning • provide individual tutoring • emphasize specific reading strategies across the curriculum. • provide direct teaching of vocabulary related to new content in all curricular areas. • collect and evaluate evidence monthly for students' cumulative VGLA/VAAP portfolios. 	<p>Teams attend training for common assessments in reading</p> <p>Teachers attend in-service and training on test taking skills</p> <p>Best instructional strategies shared and emphasized at monthly department meetings, to include use of rubrics, exemplars, and math manipulative.</p>	<p>Monitor lesson plans</p> <p>Analysis of bi-weekly and quarterly data</p> <p>Monthly review of VGLA/VAAP portfolios</p> <p>Attendance forms and certificates from district-wide professional development opportunities</p> <p>Department and grade level minutes</p> <p>Data team analysis of common bi-weekly and quarterly assessment data</p> <p>Formal and informal observations by department chair and administrators</p> <p>Monitor and provide feedback on lesson plans and collection for VGLA binders</p>
6th GRADE READING VGLA																
	2005-06	2006-07														
% Passing	75.0%	33.3%														
% Failing	25.0%	66.7%														

7 th GRADE READING VGLA		
	2005-06	2006-07
% Passing	100.0%	0%
% Failing	0.0%	100.0%

*There were no VGLA reading portfolios submitted during the 2006-2007 school year.

8 th GRADE READING VGLA		
	2005-06	2006-07
% Passing	88.9%	33.3%
% Failing	11.1%	66.7%

VAAP
6TH-8TH GRADE
FOR 2006-07

% Passing	100%
% Failing	0%

*Sufficient progress was made during 2006-2007 for the reading VAAP portfolios

Percentage of special education students passing the VGLA/VAAP Math portfolio assessment:

6 th GRADE MATH VGLA		
	2005-06	2006-07
% Passing	0%	80%
% Failing	100%	20%

Increase the percentage of students with disabilities scoring proficient or better on the monthly VGLA/VAAP portfolio math assessments in reading Grades 6-8.

Students will:

- attend remediation sessions when need indicated by assessment.
- utilize graphic organizers
- utilize technology to reinforce

Counselors will:

- coordinate in-school mentorships
- work with students with disabilities, case managers, and parents.

Teachers will:

- provide math manipulative for students' use.
- use non-linguistic representations and graphic organizers.
- emphasize pertinent math vocabulary.
- provide hands on learning
- provide individual tutoring
- provide remediation to small groups of students based on bi-weekly assessment data
- utilize Springboard strategies
- emphasize specific math strategies across the curriculum.
- provide direct teaching of vocabulary related to new content in all curricular areas.
- incorporate technology for math remediation review sessions (Study Island)
- collect and evaluate evidence monthly for students' cumulative

Collaboration with core teachers to incorporate effective reading strategies and vocabulary.

Collaborate with other schools in the district to incorporate effective reading strategies.

District-level professional development opportunities for reading.

Incorporate portfolio reviews

Maintenance of departmental professional resource center for teachers to refer to on best practices.

Teams attend training for common assessments in reading

Springboard training for new teachers

Best instructional strategies shared and emphasized at monthly department meetings, to include use of rubrics, exemplars, and math manipulative

Monitor lesson plans

Analysis of bi-weekly and quarterly data

Monthly review of VGLA/VAAP portfolios

Attendance forms and certificates from district-wide professional development opportunities

Department and grade level minutes

Data team analysis of common bi-weekly and quarterly assessment data

Formal and informal observations by department chairperson and administrators

Monitor and provide feedback on lesson plans/data collection for VGLA binders

Students with disabilities will score 90% or better on the VGLA/VAAP Reading portfolio assessment at all grade levels.

7 th GRADE MATH VGLA		
	2005-06	2006-07
% Passing	25.0%	No Data
% Failing	75.0%	No Data

*There were no VGLA reading portfolios submitted during the 2006-2007 school year.

8 th GRADE MATH VGLA		
	2005-06	2006-07
% Passing	37.5%	100%
% Failing	62.5%	0%

*Significant gains were made in VGLA 8th grade performance for the 2006-2007 school-year.

VAAP - MATH
6TH.8TH GRADE
FOR 2006-07

% Passing	46.2%
% Failing	53.8%

- VGLA/VAAP portfolios.
- utilize mathematical instructional resources maintained in the media center's professional collection
 - Students will:
 - attend remediation sessions when need indicated by assessment.
 - utilize graphic organizers
 - utilize technology to reinforce
 - utilize interactive, online math sites for practice

Counselors will:

- coordinate in-school mentorships
- work with students with disabilities, case managers, and parents.

Staff Development on "Eliminating Zeros: The Ultimate Weapon."

Presentations on "Educating African American Males"

Training in implementation of Study Island

Teachers attend in-service and training on test taking skills.

Best instructional strategies shared and emphasized at monthly department meetings, to include use of rubrics, exemplars, and math manipulative.

Collaboration with core teachers to incorporate effective math strategies and vocabulary

Collaborate with other schools in the district to incorporate effective math strategies.

District-level professional development opportunities for math

Maintenance of departmental professional resource center for teachers to refer to on best practices.

Incorporate portfolio reviews

Students with disabilities will score 90% or better on the VGLA/VAAP Math portfolio assessment at all grade levels.

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>
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A.	<p>There were 1,210 incidents of disruption, 652 of insubordination, and 132 incidents of harassment during the 2006-2007 school year.</p>	<p>Decrease the number of incidents involving disruption, harassment and insubordination as evidenced by monthly discipline data.</p>	<p>Deans will:</p> <ul style="list-style-type: none"> •Conduct quarterly grade level discipline and motivational assemblies. •Continue to promote an anti-bullying campaign, increase bullying awareness, utilizing posters, discussions and speakers to address students on bullying and positive choices. •use PROJECT RIDE as a resource. •Promote The Blair Recovery Program which affords students an opportunity to recover days lost due to suspension. <p>Teachers will:</p> <ul style="list-style-type: none"> •facilitate classroom discussions on appropriate student behaviors. •incorporate culturally responsive instructional and discipline techniques •promote school wide character education program and reward students demonstrating positive traits. •advertise monthly assemblies to reinforce positive behaviors. <p>Everyone will:</p> <ul style="list-style-type: none"> •promote the RALLY Project for all sixth grade students connecting the school, home, community, agencies, Old Dominion University and other resources. • Support the students participating in the Back On Track Program for Overaged for Grade students. <p>Counselors will:</p> <ul style="list-style-type: none"> •coordinate a mentorship program. 	<p>Training on differentiation in monthly faculty meetings</p> <p>Training on character education at a faculty meeting</p> <p>Training on culturally responsive instructional strategies to promote equity and excellence</p> <p>Monthly attendance at district-wide meetings for deans</p> <p>TESA training for third-year teachers</p> <p>Professional reading of journal articles</p>	<p>Monthly discipline data</p> <p>Attendance logs</p> <p>Formal and informal observations by principal, assistant principal, and deans</p> <p>Walkthroughs focused on culturally responsive teaching/discipline</p>	<p>The number of incidents of disruptions, insubordination and harassment will decrease by at least 20% in each area.</p> <table border="1"> <thead> <tr> <th colspan="3">Disruptions</th> </tr> <tr> <th>2006</th> <th>2007</th> <th>2008</th> </tr> </thead> <tbody> <tr> <td>1,033</td> <td>1,210</td> <td>960</td> </tr> <tr> <th colspan="3">Insubordination</th> </tr> <tr> <td>739</td> <td>652</td> <td>522</td> </tr> <tr> <th colspan="3">Harassment</th> </tr> <tr> <td>235</td> <td>132</td> <td>106</td> </tr> </tbody> </table>	Disruptions			2006	2007	2008	1,033	1,210	960	Insubordination			739	652	522	Harassment			235	132	106
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<p>B. There were 373 attendance infractions during the 2006-2007 school year, 112 were for class cutting, 127 tardiness- to school and 117 truancy violations.</p>	<p>Decrease the number of referrals related to attendance as indicated on the monthly discipline reports.</p>	<p>Attendance technician and counselors will: •talk and follow-up with frequently absent students. •make home visits.</p> <p>Counselors will: •present perfect attendance awards at assemblies. •work with Attendance technician and parents to address attendance issues.</p> <p>Attendance Technician will: •utilize Truancy Court, when appropriate.</p>	<p>Monthly attendance at district-wide meetings for attendance technicians</p> <p>Training on building family-school positive relationships</p> <p>Training on the use of Truancy Court</p>	<p>Registrations, sign-in logs</p> <p>Attendance Reports</p>	<p>Decrease attendance infractions in each category by 25 percent.</p> <table border="1"> <tr> <td colspan="3">Cutting Class</td> </tr> <tr> <td>2006</td> <td>2007</td> <td>2008</td> </tr> <tr> <td>124</td> <td>112</td> <td>84</td> </tr> <tr> <td colspan="3">Tardiness to School</td> </tr> <tr> <td>198</td> <td>127</td> <td>96</td> </tr> <tr> <td colspan="3">Truancy</td> </tr> <tr> <td></td> <td>117</td> <td>88</td> </tr> </table>	Cutting Class			2006	2007	2008	124	112	84	Tardiness to School			198	127	96	Truancy				117	88
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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.	<p>There were 1,300 documented instances of direct engagement between the business and local community and Blair Middle School.</p>	<p>Increase each month the number of opportunities to engage with our parents, businesses, and community in the educational process as measured by documentation in sign-in logs, agendas, and formalized contacts such as Blair Buzz, Parent-Link and eSembler.</p>	<p>BMS staff members will attend meeting with Ghent Business Association</p> <p>Ghent Civic League will hold monthly meetings at Blair Middle School.</p> <p>Parent Community Group 5 will meet at Blair Middle School (Oct 1, 2007)</p> <p>BMS Holiday Open House during December to showcase building to community and business partners</p> <p>Cooperative efforts with school and community businesses for community/neighborhood events; i.e., Greening of Ghent, Holiday Tree Lighting</p> <p>Distribute Blair Buzz to local businesses</p> <p>Respond to positive media requests; i.e. "Showcasing Ghent," (Va Pilot) September 28, 2007)</p> <p>Permit facility usage by Westside Athletic Association four evenings per week, Oct through March, Talmudic Academy of Norfolk, Saturday and Monday evenings, October through March</p>	<p>Workshops, meetings, and other communications to and from Ghent Business Association</p> <p>PTA meetings</p> <p>BMS assemblies</p> <p>Representation on Parent/Community organizations</p> <p>RALLY training for Prevention Practitioners</p> <p>Mentor Training meetings</p>	<p>Attendance logs for BMS training and professional development activities</p> <p>PTA membership rolls</p> <p>Volunteer logs</p> <p>Agendas, newsletters, etc. from other organizations</p>	<p>Increase the opportunities for direct engagement with the business and extended community in the educational processes of Blair Middle School to 1400 direct interactions.</p>
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RALLY Program will coordinate interactions between ODU, parents of 6th graders, and BMS

Back on Track Program Coordinator maintains regular communications with parents of students in over-age program

NPS Mentor Program

Gifted Resource teacher coordinates with volunteer lawyers in an after school project

BMS and Mediation Center of Hampton Roads coordinate mediation training

Communicate with parents via Parent Link, Blair Buzz, RALLY, Back on Track, PTA Meetings, Honors Assemblies, Open House, Parent-Teacher conferences, individual phone calls

Representation at feeder school activities

Representation at community civic league meetings

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

Several members of the BLT had not had the "hands-on" experience of developing an accountability plan from their departments based upon their data. The Blair administrators met with this group, explained the process and delineated between Power Standards and everyday expectations. The primary individuals beyond the Blair Leadership Team (BLT) involved in the development of the Accountability Plan are members of the community, both parent and business. These members had already initiated contact with the Blair administration, so engagement has followed a natural progression. Focused conversations will include interactions with Old Dominion University for the RALLY Program, open dialogues with our Ghent Business Association and the engagement of mentors that support all of our students, but especially those in our over-aged students "Back on Track" Program.

Methods Used to Communicate Our Plan

The Blair Middle School Accountability Plan 2007-2008 will be available in the Media Center and Main Office of Blair Middle School for parents and community members. It will be sent via Groupwise to all staff members at Blair Middle School and posted on the website (after approval from Dr. Cathy J. Lassiter, Executive Director of Middle Schools for NPS) for the greater Blair community. The principal will communicate to parents and community the availability of the plan via the Blair Buzz and will send it electronically to any of the school community who request it.

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>
Applying Metacognition Strategies to the Content Classroom	October-June	BLT All Staff	Agendas
Back on Track – Overage Program	August-September	BLT All Staff	Agenda
Creating Common Assessments Training and Power Planning	September 21, 2007 September & October	AP + 4 dpt chairs AP + Dpt Chr+ all core dpt members	Certificates, registration
Data Team Training	September 17, 2007	Data Team Correlate Members	Correlate sign-up documentation
Educating African-American Males	December - May	All Staff	Attendance logs, agendas
Eliminating Zeros: The Ultimate Weapon"	August 21, 2007 August 25, 2007 Sept-June 2007-08	Blair Leadership Team Blair Staff Departmental meetings	Agendas
Lesson Plan Design Lesson Plan Power Planning Sessions	August 2007 September-October 2007	BLT All Staff AP + chair + department members	agendas
RALLY – Intervention for School Involvement and Increased Attendance	August - June	All staff, target group – 6 th grade teachers + elective teachers	RALLY Program Coordinator documentation
Recovery Program Presentation	October 1, 2007	All Staff	Attendance logs, Agendas
Teaching with Your Strengths	September, October, November	All Instructional Staff	Attendance logs, Strength documentation
What Great Teachers Do Differently	January - June	BLT All Staff	Agendas