

Approved 10/08/07



NORFOLK PUBLIC SCHOOLS

Lafayette-Winona Middle School

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

Dr. Stephen Jones, Superintendent of Schools
Cassandra Goodwyn, Principal

October 1, 2007

Dear Lafayette-Winona 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 Lafayette-Winona Middle School better.

Sincerely,

Cassandra Goodwyn
Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Cassandra Goodwyn	A
Martin Flemings	A
Vanginette Benton	T
Laura Hulings	T
Latesha Jenkins	T
Bart Irwin	T
TaVeta Alston	T
Tekita Blackwell	T
Robin Callahan	T
Doris Thompson	T
Marlene Williams	P

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

Committee Meetings

Date	Time	Location
9-13-07	8:25 a.m.	Conference Room
9-20-07	1::45 p.m.	Conference Room
10-18-07	8:20 a.m.	Conference Room
11-9-07	8:20 a.m.	Conference Room
12-6-07	1:45 p.m.	Conference Room
1-10-08	8:25 a.m.	Conference Room
2-14-08	8:25 a.m.	Conference Room
3-12-08	8:25 a.m.	Conference Room
4-19-08	8:25 a.m.	Conference Room
5-1-08	8:25 a.m.	Conference Room

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

World Class Performance Measures

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

A: Teacher Quality

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

B: Student Achievement

- Performance Measure B1: Graduation Rate
- Performance Measure B2: Certifications earned, received and CTE diplomas
- Performance Measure B3: Completion of Algebra I by the end of 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>	
X Standards of Learning Test Results (B9-12)	<input type="checkbox"/> Graduation Rate (B1)
X <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)
X <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)	X 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
X Incidents of Physical Violence (C2)	<input type="checkbox"/> Training Workshops Provided for Parents/Community
X Incidents of Possession of Firearms in School (C2)	<input type="checkbox"/> <u>Other</u>
X Incidents of Possession of Weapons Other than Firearms in School (C2)	<input type="checkbox"/> Local Benchmarks/Standards of Excellence
X Students Without Incidents of Physical Violence in School (C2)	<input type="checkbox"/> State Benchmarks/Standards of Excellence
Students Without Incidents of Possession of Firearms in School (C2)	<input type="checkbox"/> National Benchmarks/Standards of Excellence
X 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	X Volunteer Log
	X 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>
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<p>A. 2007 SOL English RLR Pass % (All Students) Gr. 6 – 77.3 % Gr. 7 – 69.3 % Gr. 8 – 65.1 %</p> <p>Gap Difference Major Ethnic Groups Gr. 6 – 13..3% Gr. 7 – 29.4% Gr. 8 – 16..6%</p> <p>Gap Difference Disabled –Non Disabled Gr.6 –39.8% Gr.7–22.3% Gr.8 – 50.4 %</p> <p>VGLA Pass Rate Gr 8 – 37.5% Gr. 7 – 17.6% Gr 6 - 28.6%</p> <p>AYP – English Participation *Disadvantaged *Disabled</p> <p>AYP – English Performance *All Students * Minority *Disadvantaged *Disabled</p> <p>% students by grade who scored proficient or better in Word Analysis Strategies and Information Resources Gr 6.- 74.6% Gr. 7 – 60.5 % Gr.8 – 64.8%</p>	<p>Increase the percentage of students scoring proficient or better on bi-weekly, monthly and quarterly assessments in grades 6, 7 & 8 (B,PL)</p> <p>Increase the percent of minority students who score proficient or better on bi-weekly, monthly and quarterly assessments in grades 6,7 & 8(B, G)</p> <p>Increase the percent of disabled students who score proficient or better on bi-weekly, monthly and quarterly assessments in grades 6, 7& 8 (B, G)</p> <p>Increase the percent of disabled students who score proficient or better on portfolio checks in grades 6, 7& 8 (B, G)</p>	<p>Students will make inferences based on teacher questioning during guided reading lessons (PL)</p> <p>Students will use nonlinguistic representations to analyze text to increase comprehension (PL)</p> <p>Students will compare & contrast and make inferences from various genres of reading material (PL)</p> <p>Students will <u>justify and defend answers</u> using evidence from the text to aid in comprehension (PL)</p> <p>Students will take notes and write summaries of a reading selection (PL)</p> <p>Students will use context clues to determine word meanings (PL)</p>	<p>Data Driven decision Making (G)</p> <p>Teacher training on creating and using literacy work stations (PL)</p> <p>Bi-weekly training on the use of comparison / and contrast strategies (PL)</p> <p>Training on the use of Syntax Surgery to aid in the use of metacognition</p> <p>Inservices on building vocabulary (PL)</p> <p>Teachers will attend Springboard training (PL)</p> <p>The gifted resource teacher will conduct inservices on how to design tiered lessons and activities (PL)</p> <p>Teachers will attend workshops sponsored by the district and TTAC at William & Mary University on SIMMS and the collection of data for the VGLA and VAAP (S,L,F)</p>	<p>Collaboratively analyze bi-weekly, monthly and quarterly data</p> <p>Monitoring of instruction by administrators and department chairs</p> <p>Utilize content coordinators for class visitations and observations</p> <p>Workshop agendas, minutes & attendance logs</p> <p>Formal & Informal Observations</p> <p>Weekly review of lesson plans</p> <p>Team Planning Logs</p> <p>Walkthroughs – Internal Vertical & External</p> <p>Bi-weekly, monthly monitoring of appropriate data collection of work samples for students who take the VGLA</p> <p>Consistently review IEP goals and objectives and update when needed.</p> <p>Utilize the Media Specialists to reinforce vocabulary development</p>	<p>Graph percentage of students scoring proficient or better on monthly & quarterly reading assessments (B,G)</p> <p>Students will score 85% or better on the English RLR SOL test in grades 6,7, & 8</p> <p>Decrease gap difference between major ethnic groups to the following on the English RLR SOL test: Gr.6 – 8% Gr. 7 -10% Gr. 8 – 10%</p> <p>Decrease gap difference between disabled – non disabled to the following on the English RLR SOL test: Gr. 6 10% Gr. 7 15% Gr. 8 20%</p> <p>Students will score 85% or better on the VGLA portfolio checks in Gr. 6, 7, & 8 (B,S)</p> <p>Meet AYP benchmark of 95% in English participation and 71% in performance (G,F)</p> <p>Students in Gr.6, 7 & 8 will score 85% or better on the use of word analysis strategies on the SOL test (B,S)</p>
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<p>B.</p> <p>2007 SOL Math Pass % (All Students) Gr. 6- 39.8% Gr. 7-37.8% Gr. 8 –59 % Algebra. – 80 % Geometry – 72.7%</p> <p>Gap Difference Major Ethnic Groups Gr. 6 – 37.8 % Gr. 7 –34.2% Gr. 8 – 29.1% Algebra – 3.8 % Geometry – 22.2%</p> <p>Gap Difference Disabled –Non-Disabled Gr.6 – 26.0% Gr. 7 – 32.4 % Gr. 8 –26.9% Alg I – 13.7 %</p> <p>AYP – Math Participation *Disadvantaged *Disabled</p> <p>AYP – Math Performance *All Students * Minority, *Disadvantaged *Disabled</p> <p>VGLA – Math Gr. 7 – 25.0% Gr.6 – 16.7% Gr. 8 – 53.6%</p>	<p>Increases the percentage of students scoring proficient or better on common, biweekly, monthly and quarterly math assessments in grades 6, 7, & 8 (B,G)</p> <p>Increase the percentage of minority students who score proficient or better on the common biweekly, monthly and quarterly math assessment in grades 6, 7, & 8 (B,G)</p> <p>Increase the percentage of disabled students who score proficient or better on biweekly, monthly, and quarterly math assessments and portfolio checks in grades 6,7 & 8 (B,G)</p>	<p>Students will complete an error analysis on problems that were completed incorrectly (PL)</p> <p>Students will provide a written explanation to justify incorrect responses (PL)</p> <p>Students will identify similarities and differences and record reflections in math journals (PL)</p> <p>Students will use non-linguistic representations to make connections between concrete symbols and abstract math concepts (PL)</p> <p>Students will engage in the following activities to build and develop content vocabulary: *Interactive Word walls *Concentration *Passwords Activities *Sorting Activities *Cloze Passages (PL)</p>	<p>Data Driven Decision Making (G)</p> <p>Teachers will collectively review student work</p> <p>Monthly inservices on the use of nonlinguistic representations (PL)</p> <p>Inservices on building vocabulary (PL)</p> <p>Inservice teachers on creating interactive work stations that include exemplars which integrate a variety of math concepts (PL)</p> <p>Inservices on the use of error analysis to teach metacognition and encourage divergent thinking (PL)</p> <p>Monthly inservices by the Gifted Resource teacher on use of questioning strategies (PL)</p>	<p>Analyze bi-weekly, monthly and quarterly test results</p> <p>Monitoring instruction by administrators from formal and informal observations</p> <p>Utilize content coordinators for class observations and staff development activities</p> <p>Periodic review of lesson plans.</p> <p>Workshop agendas and attendance logs</p> <p>Walkthroughs – Internal & External</p> <p>Appropriate data collection of work samples for students who take the VGLA and VAAP</p> <p>Consistently review IEP goals and objectives and update when needed</p>	<p>Graph percentage of students scoring proficient or better on monthly and quarterly Math assessments (B, PL)</p> <p>Students will score 85% or better on the Math SOL test in grades 6,7, & 8</p> <p>Decrease gap difference between major ethnic groups on the SOL test to the following: Gr.6 – 15% Gr. 7 - 10% Gr. 8 – 14 % Alg I – 5% Geo – 10%</p> <p>Decrease gap difference between disabled – non disabled on the SOL test to the following: Gr. 6 - 13% Gr. 7 - 16% Gr. 8 - 13% Alg I – 6 %</p> <p>Meet AYP benchmark of 95% in Math participation and 71% in performance (G,F)</p> <p>Students will score 85% or better on the VGLA Math portfolio checks in Gr. 6, 7, & 8 (B,S)</p>
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B. The following are the mean scaled scores of students by grade who scored proficient or better on specific strands which need to be addressed:

Computation & Estimation

Gr. 6 -28.7.0%
Gr. 7 – 28.4%
Gr. 8- 37.1%

Number & Number Sense

Gr. 6 - 29.7%
Gr. 7 – 30.0%
Gr. 8 – 56.8%

Algebra I

Equations and Inequalities-71.4%
Expressions & Operations-76.7%

Geometry

Lines and Angles -63.0 %
Triangles and Logic 51.9%

Students will answer open ended questions to extract information from a bar graph (PL)

Students will formulate and defend ideas and opinions

Students will maintain an interactive notebook

Teachers will attend workshops sponsored by the district and TTAC at Old Dominion University on the collection of data for the VGLA and VAAP (S,L,F)

Teachers will attend workshops sponsored by the district and TTAC at Old Dominion University on the collection of data for the VGLA and VAAP (S,L,F)

Utilize the technology and work and family studies teachers to reinforce concepts of measurements, estimation, and patterns, functions and algebra

Students in grade 6, 7 & 8 will score 85 % or better on biweekly, monthly and quarterly assessments and on the SOL math test on the following strands: number & number sense computation & estimation (B, PL)

Students will score 85% or better on biweekly, monthly and quarterly assessments and on the Alg. SOL test in the following strands: equations & inequalities expressions & operations (B, PL)

Students will score 85% or better on bi-weekly, monthly, and quarterly assessments, and on the Geometry SOL test in the following strands: lines and angles triangles and logic (B, PL)

Meet AYP benchmark of 95% participation and 73% performance in Math (B, F)

C.	<p>2007 SOL Science Pass % (All Students) Gr. 8 –75.9%</p> <p>Earth Science – 92.1%</p> <p>Gap Difference Major Ethnic Groups Gr.8 – 21.3%</p> <p>Earth Science – 6.4%</p> <p>Gap Difference Disabled –Non-Disabled Gr. 8 – 53.5%</p> <p>AYP – Science Performance *Disabled Student 69.2%</p> <p>Specific strands to address: Gr. 8- Earth and Space – 72.2%</p>	<p>Increase the percent of students who score proficient or better on bi-weekly, monthly and quarterly science assessments in Gr. 8 & Earth Science (PL)</p> <p>Increase the percent of minority students who score proficient or better on bi-weekly monthly and quarterly assessments in Gr 8 & Earth Science (G)</p> <p>Increase the percent of disabled students who score proficient or better on bi-weekly, monthly quarterly assessments in Gr. 8 Science (G)</p>	<p>Students will engage in activities involving the use of narrative writing to organize, interpret and analyze similarities and differences; and evaluate content material (PL)</p> <p>Students will summarize and use note taking skills to organize material (PL)</p> <p>Students will use interactive notebooks (PL)</p> <p>Students will use pictorial representations, identify word parts and engage in interactive word wall activities to build content vocabulary (PL)</p> <p>Students will use nonlinguistic representation through hands-on investigations to enhance the understanding of science concepts and their relationship to real world situations (PL)</p>	<p>Staff development activities on writing across the curriculum (PL)</p> <p>The gifted resource teacher will conduct inservices on how to design tiered lessons and activities (PL)</p> <p>Professional development on the use of similarities and differences, note taking, and use of non-linguistic representations</p> <p>Teachers will attend workshops sponsored by the district and TTAC at William & Mary University on the use of content enhancement graphic organizers and the collection of data for the VAAP (L,S,F)</p>	<p>Collaboratively analyze quarterly assessment results</p> <p>Monitoring of lessons by administrators conducting informal and formal observations</p> <p>Periodic review of lesson plans</p> <p>Workshop agendas and attendance logs</p> <p>Walkthroughs – Internal & External</p> <p>Appropriate data collection of work samples for students who take the VAAP</p>	<p>Graph of percentage of students scoring proficient or better on monthly and quarterly science assessment (B,G)</p> <p>Students will score 85% proficient or better on monthly and quarterly assessments, and on the Gr. 8 SOL Science test (B,PL)</p> <p>Decrease gap difference between major ethnic groups on the monthly, and quarterly assessments, and the SOL test to the following: Gr. 8 – 15 % Earth Science - 0%</p> <p>Decrease gap difference between disabled – non disabled on the monthly and quarterly assessments, and the SOL test to the following: Gr. 8 - 25 %</p> <p>Meet AYP benchmarks in 70% performance rate in Science for all subgroups (B,F)</p> <p>Students will score 85% or better on monthly and quarterly assessments, and the Gr. 8 SOL test in the following strand: Earth & Space</p>
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<p>D.</p>	<p>2007 SOL Social Studies Pass % All Students Gr. 8 – 76 %</p> <p>Gap Difference Major Ethnic Groups Gr.8 – 17.9%</p> <p>Gap Difference Disabled –Non-Disabled Gr. 8 – 49.5%</p> <p>Specific strands to address: Economics – 66.9% United States History:1877 to Present – 72.0%</p>	<p>Increase the percent of 8th grade students who score proficient or better on the biweekly, monthly and quarterly Social Studies assessments in Gr. 8 (PL)</p> <p>Increase the percent of minority students who score advanced or better on the biweekly, monthly and quarterly Social Studies assessments in Gr. 8 (G,PL)</p> <p>Increase the percent of disabled students who score proficient or better on bi-weekly, monthly and quarterly Social Studies assessments in Gr. 8</p>	<p>Students will use interactive notebooks (PL)</p> <p>Students will use similarities and differences to compare/contrast, classify, use metaphors and make analogies of social studies content (PL)</p> <p>Students will summarize and use note taking skills to organize information (PL)</p> <p>Students will engage in activities from Marzano’s strategies to build background knowledge and build content vocabulary (PL)</p> <p>Students will use a variety of non-linguistic representations and interpret content information (PL)</p>	<p>Staff development activities on writing across the curriculum (PL)</p> <p>The gifted resource teacher will conduct inservices on how to design tiered lessons, and activities (PL)</p> <p>Inservices on specific strategies from Marzano’s <u>Classroom Instruction That Works</u> and <u>Building Background Knowledge</u> (PL)</p> <p>Teachers will attend workshops sponsored by the district and TTAC at Old Dominion University on the use of content enhancement graphic organizers and the collection of data for the VAAP (L,S,F)</p>	<p>Collaboratively analyze monthly and quarterly assessment results</p> <p>Monitoring of lessons by administrators conducting informal and formal observations</p> <p>Periodic review of lesson plans</p> <p>Administrators, Content Coordinators and Teacher, Specialist will monitor use of rubrics and scoring guides for consistency</p> <p>Workshop agendas and attendances log</p> <p>Inservice agendas and attendance logs</p> <p>Monitoring of instruction by administrators</p> <p>Walkthroughs – Internal Vertical & External</p>	<p>Graph percentage of students scoring proficient or better on monthly and quarterly Gr. 8 Social Studies assessments (B,G)</p> <p>Students will score 85% proficient or better on monthly, quarterly and the Gr. 8 Social Studies SOL test (B,PL)</p> <p>Decrease the gap difference between major ethnic groups to 10 % on the Gr. 8 Social Studies SOL test</p> <p>Decrease gap difference between disabled – non disabled to 25% on the Gr. 8 Social Studies SOL test</p> <p>Students will score 85% or better on monthly and quarterly assessments, and the Gr. 8 Social Studies SOL test in the following strands: Economics U.S. History: 1877 – Present</p>
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II. Objectives Linked to Needs and Tier 2 Indicators

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

Objective # 2: Safe, Secure, and Disciplined Learning Environment

<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>
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A.	<p>2006-2007 Discipline Data:</p> <p>The overall learning environment was disrupted by the following number of infractions:</p> <p>Insubordination - 619 Disruption - 407 Fighting & Mutual Combat - 156</p> <p>The following is the percent of Afr/Am males who engaged in behaviors which resulted in disciplinary action</p> <p>Disruption – 55% Insubordination :- 53% Fighting and Mutual Combat -47%</p>	<p>Decrease the number of students who receive referrals for insubordination evidenced by monthly and quarterly discipline reports (G)</p> <p>Decrease the number of students who receive referrals for disruption evidenced by monthly and quarterly discipline reports (G)</p> <p>Decrease the number of Afr/Am males who receive referrals for disruption as evidenced by monthly and quarterly discipline reports (G)</p> <p>Decrease the number of Afr/Am males who receive referrals for insubordination as evidenced by monthly and quarterly discipline reports (G)</p> <p>Decrease the number of Afr/Am males who engage in fighting as evidenced by monthly and quarterly discipline reports (G)</p> <p>Increase the number of opportunities for reinforcing positive and desired behaviors of students as evidenced by monthly and quarterly discipline reports (G)</p>	<p>Implement School-Wide “Bullying Program” which includes:</p> <p>*Bullying videos presented to all classes by the P.E. teacher</p> <p>*Week-long Bullying Prevention Week Rallies in the fall and in the spring</p> <p>*Speakers to address students about bullying & positive behavior (PL)</p> <p>Students will continue to use strategies from ‘Project Ride’ to aid in resolving conflicts (PL)</p> <p>Implement Conflict Mediation Program (PL)</p> <p>Students will participate in monthly school wide character education each month and be recognized for positive behaviors through ‘Caught Being Good’ (PL)</p> <p>Deliver daily messages which foster responsible behaviors (PL)</p> <p>Deans will meet with grade level teachers once a minimum of once a month</p> <p>Implement Alternative to Suspension Program</p> <p>Guidance counselors will conduct group activities for students and discuss alternatives to inappropriate behaviors</p>	<p>Professional development activities on-going for staff relating to school climate and student discipline</p> <p>Administrators, Deans, Guidance Counselor, and SSST team will work with each grade level on implementing intervention strategies for disruptive behaviors</p> <p>Staff development through the Office of Special and Gifted Education on effective Behavior and Social Intervention Strategies</p> <p>Inservice staff on effective strategies from TESA</p>	<p>Computerized tracking of daily infractions</p> <p>Disaggregate monthly discipline data</p> <p>Quarterly comparisons of infractions</p> <p>Workshop agendas and attendance logs</p> <p>Maintain data of manifestations and functional assessments for monitoring student behaviors</p>	<p>Decrease the number of students who receive referrals for insubordination to no more than 400 infractions for the school year(G)</p> <p>Decrease the number of students who receive referrals for disruption to no more than 250 infractions for the school year (G)</p> <p>Decrease in the amount of time the school environment is interrupted by fighting to no more than 80 fights per year (G)</p> <p>Reduce the number of Afr/Am males who receive referrals for the following behaviors to:</p> <p>Disruption – 35% Insubordination – 35% Fighting – 20%</p>
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<p>B.</p>	<p>The percentage of students who missed 10 or more school days in 2006-2007 school year was 42.3%</p> <p>The percentage of 6th grade students who were absent 10 or more days for the 2006-2007 school year was 40%</p> <p>78 students were consistently tardy throughout the 2006-2007 school year.</p>	<p>Decrease the number of students who miss 10 or more school days as evidenced by the weekly, monthly and quarterly Starbase reports</p> <p>Decrease the number of 6th grade students who miss 10 or more school days as evidenced by the weekly, monthly and quarterly Starbase reports</p> <p>Increase in the number of students who report to school on time as evidenced by the weekly, monthly and quarterly attendance logs</p>	<p>Students will attend a quarterly Breakfast Club for students with perfect attendance and no tardies</p> <p>Five, ten and fifteen days notice letters will be sent home to parents of students who are habitually tardy</p> <p>Phone calls and visits by attendance technician and/or school visiting teacher to parents of students who are chronically tardy</p> <p>Teachers will make a required minimum of 8 interactive parent contacts per week.</p> <p>Implementation of Alternative to Suspension Program</p> <p>Teachers will engage students in interactive lessons that will captivate the student interest and motivate them to consistently attend school</p>	<p>Inservice for staff in reference to keeping adequate records</p> <p>Guidance counselor, Deans, Attendance Technician will work with students and teachers of students who are frequently tardy</p> <p>School Discipline Team will meet with grade levels to provide data regarding the correlation between the students who are consistently tardy and students who receive a high frequency of discipline referrals</p> <p>Teachers will be inserviced on strategies for encouraging attendance through positive classroom experiences</p>	<p>Follow up on the 3, 5, 10, and 15 days attendance letters</p> <p>Review the daily sign in log</p> <p>School attendance clerk will provide administrators with attendance reports</p> <p>Discipline Team will monitor students who are frequently tardy and have a high number of discipline referrals</p> <p>Teachers will monitor daily attendance</p> <p>Parent technician will inform administrators of home visits made</p> <p>Guidance counselor will monitor number of truancy referrals</p>	<p>Decrease the number of students who miss 10 or more school days to 21% as evidenced by the weekly, monthly and quarterly Starbase reports</p> <p>Decrease the number of 6th grade students who miss 10 or more school days to 20% as evidenced by the weekly, monthly and quarterly Starbase reports</p> <p>Decrease in tardiness to school to no more than 35 students as evidenced by weekly, monthly and quarterly attendance reports and sign-in logs</p>
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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>
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<p>A.</p>	<p>During the 2007-08 school year, 4 volunteers chaired PTA committees</p> <p>There were 354 total volunteer hours by parents & community members</p> <p>There were 3 active community partnerships</p>	<p>Increase the number of volunteers who chair PTA sub-committees as evidenced by monthly minutes, participation logs and event sign-in sheets</p> <p>Increase the number of parents and community members who volunteer in the school as evidenced by sign-in logs</p> <p>Increase the number of partnerships with various organizations as evidenced by community partnerships data logs</p>	<p>Continue with a teacher liaison with PTA & school</p> <p>Provide more opportunities for the PTA to discuss volunteer involvement</p> <p>Hold luncheon for present and prospective parents who would consider chairing PTA committees</p> <p>Increase communication announcing opportunities for volunteer service with parents and community</p> <p>Increase new partnerships with local businesses and institutions</p>	<p>Schedule guest speakers who will address the research studies on the benefits from involvement in the PTA and the educational process</p> <p>Inservice PTA board on the book QBQ by John G. Miller</p> <p>Utilize parent-link as a means of communicating to school community</p>	<p>Sign-in logs for volunteers and mentors</p> <p>Sign-in sheets for any workshops or meetings</p> <p>End of the year report for volunteers and mentors</p> <p>Reports from athletics, school clubs & organizations on volunteers and mentors</p>	<p>Increase in the number of parents who volunteer to chair a PTA committee to 8 committee chairs as evidenced by monthly minutes, participation logs and event sign-in sheets</p> <p>Increase the number of volunteer hours to 400 hours service by parents and community members as evidenced by monthly sign-in sheets</p> <p>Increase the number of partnerships between the school and businesses to 5 as evidenced by community partnership data logs and monthly sign-in sheets</p>
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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

An examination of Lafayette-Winona's Standard of Learning (SOL), Adequate Yearly Progress and Gates-MacGinitie test scores was conducted in July during a retreat with the Instructional Leadership Team; in August during the Pre-service week; and in September. The Principal, Assistant Principal, members of the Instructional Leadership Team, Content Data Teams, and the Discipline Team sought input from teachers and staff. Each team was tasked with providing feedback and developing strategies that would address academic and discipline needs. Input was also sought from parents who had previously served on the PTA executive board.

Methods Used to Communicate Our Plan

Our plan will be communicated to our faculty and staff through accountability planning update reports. The reports will be given during the weekly team-administrator planning meets and the weekly Instructional Leadership Team meetings. Each teacher will have a copy of the plan and will review the plan monthly to assess their success in assuring that the plan is being implemented. Information on how to access the plan will be announced in PTA meetings and in school newsletters. The plan will be made accessible in the school's media center. The results of the Standards of Learning along with Adequate Yearly Progress have already been released to the public by the media.

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>
Data Team Analysis Training	On going	All Instructional Staff	Attendance Logs Agendas Professional Development Certificates
<i>Classroom Instruction That Works Similarities & Differences Note taking Non-Linguistic Representation</i>	Pre-Service Week On-Going	Instructional Staff	Agenda Attendance Logs
Inservice Staff on the use of Interactive Notebooks	September-December	Instructional Staff	Agenda Attendance Logs
Data Collection for VGLA and VAAP	On going	Special Education Teachers	Agenda Attendance Logs
Syntax Surgery	October, November & December	Reading & English Teachers	Agenda Attendance Logs
Staff development sessions on utilizing appropriate accommodations – standard and non-standard	Ongoing	Special Education Teachers	Agenda Attendance Logs

Designing Tiered Assignments	Ongoing – conducted by Gifted Resource Teacher	Math Department CoSkills Department	Agenda Attendance Logs
Project Ride, Discipline Team	Ongoing	Faculty	Agenda Attendance Logs
Book Study: Transforming Classroom Grading Robert J. Marzano	1 st semester	Instructional Leadership Team	Agenda Attendance Logs
Book Study: Building Background Knowledge	2 nd semester	Instructional Leadership Team	Agenda Attendance Logs
Designing and Implementing Lessons	Ongoing	New Teachers	Agenda Attendance Logs
QBQ	1 st semester	Math Department	Agenda Attendance Logs