

Approved 10/09/07



NORFOLK PUBLIC SCHOOLS

The School of International Studies at Meadowbrook

SCHOOL ACCOUNTABILITY PLAN Year: 2007-2008

Dr. Stephen Jones, Superintendent of Schools
Dr. Lynnell Gibson, Principal

October 10, 2007

Dear School of International Studies at Meadowbrook 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 The School of International Studies at Meadowbrook better.

Sincerely,

Lynnell Gibson
Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation		Committee Meetings		
Individual	Position	Date	Time	Location
Ebony Elijah	T	June 15, 2007	9:00 a.m.	Media Center
Jeanina Harris	T	August 14	12:00 p.m.	Room 11
Barbara Dowdy	T	September 10	2:15 p.m.	Room 11
Alexander Witowski	T	September 17	10:30 p.m.	Room 11
Paul Jones	T	October 1	2:15 p.m.	Room 11
Evelyn Lee	O	October 18	12:20 p.m.	Room 11
Daniel Dail	T	October 22	2:15 p.m.	Room 11
Katina Dunbar	T	October 26	1:00 p.m.	Room 11
Veronica Tutwiler	T	December 3	2:15 p.m.	Room 11
Lynnell Gibson	A	December 17	2:15 p.m.	Room 11
Christina Scalora	S	February 4	2:15 p.m.	Room 11
Tiana Garland	S	March 3	2:15 p.m.	Room 11
Tania Price	C	March 31	2:15 p.m.	Room 11
Karen Medina	C	May 19	2:15 p.m.	Room 11
Lee Brumfield	P	June 13, 2008	9:00 a.m.	Media Center
<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.</p>		<p>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.</p>		

World Class Performance Measures

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

A: Teacher Quality

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

B: Student Achievement

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

C: Quality Learning Environment

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

D: Leadership and Organizational Quality

- Performance Indicator D1: School-based Leadership

I. Needs Assessment

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

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

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

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

II. Objectives Linked to Needs and Tier 2 Indicators

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

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

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>																																																																				
A	<p>SOL Pass Rates for Mathematics Eighty-two percent (82%) of sixth grade students scored proficient or higher on the Sixth Grade SOL Mathematics test</p> <p>Eighty point six percent (80.6 %) of eighth graders scored proficient or higher on the SOL End-of-Course Geometry test</p> <table border="1" data-bbox="233 797 638 989"> <thead> <tr> <th>Testing Year</th> <th>Math 6</th> <th>Geometry</th> </tr> </thead> <tbody> <tr> <td>06-07</td> <td>82%</td> <td>80.60%</td> </tr> <tr> <td>05-06</td> <td>88%</td> <td>85%</td> </tr> <tr> <td>04-05</td> <td>*</td> <td>76%</td> </tr> <tr> <td>03-04</td> <td>*</td> <td>*</td> </tr> </tbody> </table> <p>SOL Pass Rates for Mathematics by Ethnicity</p> <table border="1" data-bbox="233 1081 722 1273"> <thead> <tr> <th rowspan="2">Testing Year</th> <th colspan="2">African-American</th> <th colspan="2">Caucasian</th> </tr> <tr> <th>6th</th> <th>Geom</th> <th>6th</th> <th>Geom</th> </tr> </thead> <tbody> <tr> <td>06-07</td> <td>73.3</td> <td>68.6</td> <td>85.4</td> <td>85.4</td> </tr> <tr> <td>05-06</td> <td>84.6</td> <td>76.2</td> <td>89.7</td> <td>93.9</td> </tr> <tr> <td>04-05</td> <td>*</td> <td>60.0</td> <td></td> <td>90.0</td> </tr> </tbody> </table>	Testing Year	Math 6	Geometry	06-07	82%	80.60%	05-06	88%	85%	04-05	*	76%	03-04	*	*	Testing Year	African-American		Caucasian		6th	Geom	6th	Geom	06-07	73.3	68.6	85.4	85.4	05-06	84.6	76.2	89.7	93.9	04-05	*	60.0		90.0	<p>Increase the percentage of students scoring proficient (70%) or higher on bi-weekly assessments and baseline data determined in the first, second, and third quarterly testing cycles</p>	<p>Students will generate SOL study guides based on daily math reviews</p> <p>Students will receive bi-weekly math review accountability quizzes and formative assessments to determine their instructional needs</p> <p>Students will participate in Springboard lessons</p>	<p>Monthly in-services at the district levels</p> <p>Weekly collaborative planning at the building level</p> <p>Building level Springboard training for all Math teachers</p> <p>Quarterly Planning and review of data at the building level</p> <p>Walkthrough protocols to collaborate on math instruction with Granby High School</p>	<p>Monthly data team reviews of common assessments (tests, quizzes, end of semester exams)</p> <p>Formal, informal administrative and peer observations</p> <p>Departmental observations of specific lessons and strategies</p>	<p>At least ten percent (10%) increase of students scoring proficient (70%) or higher on the Sixth Grade SOL Mathematics test</p> <p>At least 25% increase of African-American students scoring (70%) or higher on the SOL End-of-Course Geometry test</p> <p>At least 12% increase of Caucasian students scoring (70%) or higher on the SOL End-of-Course Geometry test</p> <p>Grade 6 and Geometry Benchmarks by Ethnicity</p> <table border="1" data-bbox="1493 956 1982 1208"> <thead> <tr> <th rowspan="2">Testing Year</th> <th colspan="2">African-American</th> <th colspan="2">Caucasian</th> </tr> <tr> <th>6th</th> <th>Geom</th> <th>6th</th> <th>Geom</th> </tr> </thead> <tbody> <tr> <td>07-08</td> <td>93.6</td> <td>92.2</td> <td>95.4</td> <td>96.7</td> </tr> <tr> <td>06-07</td> <td>84.6</td> <td>82.2</td> <td>89.7</td> <td>93.9</td> </tr> <tr> <td>05-06</td> <td>*</td> <td>76.2</td> <td>*</td> <td>91</td> </tr> <tr> <td>04-05</td> <td>*</td> <td>70.2</td> <td>*</td> <td>88.2</td> </tr> </tbody> </table>	Testing Year	African-American		Caucasian		6th	Geom	6 th	Geom	07-08	93.6	92.2	95.4	96.7	06-07	84.6	82.2	89.7	93.9	05-06	*	76.2	*	91	04-05	*	70.2	*	88.2
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A C O N T I N U E D	<p>SOL Pass Rates for Mathematics – Achievement Gap Differences by Ethnicity</p> <p>Achievement Gap Differences</p> <p>In Math 6, the achievement gap between African-American and Caucasian students was 17%.</p> <p>In Geometry, the achievement gap between African-American and Caucasian students was 16.8%.</p> <p>Achievement Gap Differences</p> <table border="1"> <thead> <tr> <th>Testing Year</th> <th colspan="2">Performance Differences</th> </tr> <tr> <th></th> <th>6th</th> <th>Geom</th> </tr> </thead> <tbody> <tr> <td>06-07</td> <td>12%</td> <td>16.8%</td> </tr> <tr> <td>05-06</td> <td>5%</td> <td>17.7%</td> </tr> <tr> <td>04-05</td> <td>*</td> <td>30.0%</td> </tr> </tbody> </table>	Testing Year	Performance Differences			6th	Geom	06-07	12%	16.8%	05-06	5%	17.7%	04-05	*	30.0%	<p>Increase the percentage of sixth grade students who demonstrate proficiency (70%) on biweekly assessments and baseline data determined in the first, second, and third quarterly testing cycles</p> <p>Increase the percentage of geometry students who demonstrate proficiency (70%) on biweekly assessments and baseline data determined in the first, second, and third quarterly testing cycles</p>	<p>Students will use the Rule of Four (algebraic, numerical, verbal, and graphic) strategy when learning and demonstrating understanding of concepts</p> <p>Students will use interactive notebooks to reflect on and organize learning</p> <p>Students will participate in after school tutoring that includes instruction on the identified areas needing improvement</p> <p>Students will receive differentiated instruction to address their individual learning needs and learning styles</p> <p>Students will participate in small group academic and test taking strategy sessions (examples: working backwards, elimination, essential vocabulary, keywords, distractors, dissecting)</p> <p>Students will participate in vocabulary development lessons (word walls, direct instruction)</p>	<p>Grade 6 and Geometry Study Groups specifically for Grade 6 - (1) measurement and geometry and (2) patterns, functions, and algebra; for Grade 8 – (1) polygons and circles and (2) triangles and logic</p> <p>Interactive Notebook Training on building level</p> <p>Monthly peer observations and debriefing</p> <p>Data Team Training</p> <p>Formative Assessment Training</p>	<p>Agendas from in-services, department meetings, trainings</p> <p>Posting quarterly assessments on bulletin boards</p> <p>Tracking Students' Quarterly Progress on Quarterly Score Cards</p> <p>Informal and formal observations by cluster leader and administration</p>	<p>At least ten percent (10%) increase of students scoring proficient (70%) or higher on the Sixth Grade SOL Mathematics test</p> <p>At least 25% increase of African-American students scoring (70%) or higher on the SOL End-of-Course Geometry test</p> <p>At least 12% increase of Caucasian students scoring (70%) or higher on the SOL End-of-Course Geometry test</p> <p>Grade 6 and Geometry Benchmarks</p> <table border="1"> <thead> <tr> <th rowspan="2">Test Year</th> <th colspan="2">African-American</th> <th colspan="2">Caucasian</th> </tr> <tr> <th>6th</th> <th>Geom</th> <th>6th</th> <th>Geom</th> </tr> </thead> <tbody> <tr> <td>07-08</td> <td>93.6</td> <td>92.2</td> <td>94.5</td> <td>96.7</td> </tr> <tr> <td>06-07</td> <td>84.6</td> <td>82.2</td> <td>89.7</td> <td>93.9</td> </tr> <tr> <td>05-06</td> <td>*</td> <td>76.2</td> <td>*</td> <td>91</td> </tr> <tr> <td>04-05</td> <td>*</td> <td>70.2</td> <td>*</td> <td>88.2</td> </tr> </tbody> </table>	Test Year	African-American		Caucasian		6th	Geom	6 th	Geom	07-08	93.6	92.2	94.5	96.7	06-07	84.6	82.2	89.7	93.9	05-06	*	76.2	*	91	04-05	*	70.2	*	88.2
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II. Objectives Linked to Needs and Tier 2 Indicators

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

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

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>																		
A.	<p>According to DSS, 18 % of students feel respected by their peers</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percent who feel respected</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>18%</td> </tr> <tr> <td>06</td> <td>36%</td> </tr> <tr> <td>05</td> <td>44%</td> </tr> </tbody> </table>	Year	Percent who feel respected	07	18%	06	36%	05	44%	<p>Increase positive behaviors among students as measured by monthly STARBASE data</p>	<p>Students will participate in classroom counseling lessons to focus on respecting each other</p> <p>Students will receive access to a suggestion box where they can anonymously report their concerns</p> <p>Students will review the NPS Code of Student Conduct in history classes</p> <p>Students will learn about respecting others in health and physical education classes</p> <p>Students will sign bus pledges indicating a commitment to respecting peers</p>	<p>Principal will conduct inservice on Classroom Management</p> <p>Teachers will receive inservices on bullying prevention from Director of Pupil Personnel</p> <p>On a monthly basis, teachers will engage in literature-based discussions on <i>The Master Teacher</i></p>	<p>Posting of students' strengths in building</p> <p>Monthly forums beginning of school year (August, September, October, November, February, April, May) with students, parents, staff, and administrator</p> <p>Distribution of Ambassador bucks</p> <p>Monitoring of referrals for all infractions</p>	<p>At least 42% increase in percentage of students who feel respected by their classmates as evidenced by the DSS survey</p> <table border="1"> <thead> <tr> <th colspan="2">Benchmark to World Class</th> </tr> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>08</td> <td>60%</td> </tr> <tr> <td>07</td> <td>18%</td> </tr> <tr> <td>06</td> <td>36%</td> </tr> </tbody> </table>	Benchmark to World Class		Year	%	08	60%	07	18%	06	36%
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	According to DSS data 48% of students feel a part of the school	Increase the number of students who are recognized for positive behaviors on a daily, weekly, monthly, and quarterly basis in order to improve connectivity to the school community	<p>On a daily basis, students will receive positive reinforcement for good character on the school's news show and announcements</p> <p>Students will use the school's suggestion box to share their ideas and concerns</p> <p>Students will participate in conferences with staff and parents to address concerns</p> <p>Students will elect officers to represent them in the student government association</p> <p>Students will participate School Spirit Week</p> <p>Students will participate in a mid-year and end of the year auction (Ambassador Bucks Cash In)</p> <p>Students will receive quarterly recognition for good citizenship</p> <p>On a monthly basis, students will be recognized for positive character traits with breakfast with the principal</p> <p>Students will participate in Strengths Finders Survey and share their strengths with peers and staff</p> <p>On a quarterly basis, students will receive recognition for good grades (Ambassador Bucks, certificates, assemblies, pep rallies, etc.)</p> <p>On a quarterly basis, students will participate in evening school activities (dances, games, assemblies, etc.)</p>	<p>Professional Reading and Discussions in department meetings on <i>The Master Teacher</i></p> <p>Professional development related to building student character</p> <p>Professional development of Meeting the Needs of Adolescents</p> <p>Strengths Finders Overview for Staff</p> <p>Sharing students' strengths with teachers to enhance understanding of students</p> <p>Book Talk on <i>The Master Motivator</i> to deepen positive relationships with students</p>	<p>Weekly monitoring of bus drivers' concerns</p> <p>Number of buses included in monthly reward program</p> <p>Discipline Reports</p> <p>Monitoring of student transportation by grounds duty staff and administration</p> <p>Visibility of staff and administration during arrivals and dismissals in pick up/drop off areas</p>	<p>At least a 10% increase in students feeling a part of the school as evidenced on the annual DSS</p> <p>48% to 58%</p>

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>Business Partnerships</p> <p>According to school data, 100% of business partnerships actively support or participate in the school program</p> <table border="1" data-bbox="254 808 527 1224"> <thead> <tr> <th>Current Partners</th> </tr> </thead> <tbody> <tr><td>ODU</td></tr> <tr><td>NSU</td></tr> <tr><td>TCC</td></tr> <tr><td>LTHS</td></tr> <tr><td>French Ladies Society</td></tr> <tr><td>NATO</td></tr> <tr><td>Model PTA</td></tr> <tr><td>Optimist Club</td></tr> <tr><td>Advisory Board</td></tr> <tr><td>South Africa</td></tr> <tr><td>NTC</td></tr> <tr><td>Virginia Symphony</td></tr> </tbody> </table>	Current Partners	ODU	NSU	TCC	LTHS	French Ladies Society	NATO	Model PTA	Optimist Club	Advisory Board	South Africa	NTC	Virginia Symphony	<p>Increase business/organization/university partnerships by grade level, department, or the entire school as measured by (1) the number of partnerships and (2) participation and support from partnerships</p>	<p>Teachers will provide more opportunities for businesses and universities to share their professions/trades/experiences</p> <p>Students, the guidance counselor and the CTE department will host an annual career fair to include school partners and businesses from the community</p> <p>The FL department will host a fall flea and craft show</p> <p>Students will organize and carry out an international education week celebration that includes a global community service project</p> <p>Students will participate in a school-wide Azalea Festival Week and participate in city-wide activities</p> <p>Students will perform volunteer work in the community as part of the school program (Relay for Life, SPCA, Neighborhood Cleanups, Virginia Symphony)</p> <p>Students will participate in annual/monthly presentations for core curriculum in all subject areas</p> <p>Students will participate in annual/monthly presentations for countries of study (NATO, ODU, NSU, TCC, etc.)</p> <p>Students will participate in high school night hosted specifically for Meadowbrook</p> <p>Students will participate in city-wide events as a school family (ship visits, Freedom Walk)</p>	<p>Advisory Board Meetings to orient and seek input from board members and staff about the goals for the year</p> <p>Faculty and committee meetings to train teachers to plan for events</p>	<p>Monitor the number of businesses/organizations who inquire about and who actually partner with the school</p> <p>Monitor number of businesses who sponsor/support school related events or volunteer in the school</p> <p>Agendas from meetings, events, inservices</p>	<p>An increase in business partnerships and an increase in actual support and/or involvement by partnerships</p> <table border="1" data-bbox="1734 781 1980 989"> <thead> <tr> <th colspan="2">Partnership Participation</th> </tr> <tr> <th>Year</th> <th>Percent of Participation</th> </tr> </thead> <tbody> <tr> <td>08</td> <td>100%</td> </tr> <tr> <td>07</td> <td>100%</td> </tr> </tbody> </table> <table border="1" data-bbox="1734 1021 1980 1248"> <thead> <tr> <th colspan="2">Increase in Numbers of Partnerships</th> </tr> <tr> <th>Year</th> <th>Number of Partners</th> </tr> </thead> <tbody> <tr> <td>08</td> <td>12</td> </tr> <tr> <td>07</td> <td>7</td> </tr> </tbody> </table>	Partnership Participation		Year	Percent of Participation	08	100%	07	100%	Increase in Numbers of Partnerships		Year	Number of Partners	08	12	07	7
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	<p>International Studies Curriculum</p> <p>International Studies curriculum has been implemented by 95% of the staff</p>	<p>Increase school specialty to full implementation on a monthly basis</p>	<p>Teachers will meet quarterly to monitor implementation of curriculum</p> <p>Teachers will meet quarterly to plan visits and community events that support the curriculum</p> <p>Students will participate in fieldtrips</p> <p>Students will complete monthly activities in each subject area for the designated focus country</p> <p>Throughout the school year, students will participate in events that support the international studies curriculum (examples: International Education Week, Azalea Festival, Capstone Experience)</p>	<p>Faculty and committee meetings for planning, implementing, monitoring, and evaluating curriculum</p> <p>Host and Participate in School Visits</p> <p>Maintain membership in an international organization</p> <p>Participate in conferences and workshops for international studies</p>	<p>Lesson plans</p> <p>Monthly learning activities</p> <p>Display of student work</p> <p>Agendas from meetings, planning sessions, events</p> <p>Multicultural fieldtrips</p> <p>Contest participation</p> <p>National Exams</p> <p>International Fiesta</p>	<p>One hundred percent (100%) implementation of international studies curriculum</p> <p>Benchmarks to World Class</p> <table border="1" data-bbox="1686 597 1934 753"> <thead> <tr> <th colspan="2">Percent of Implementation</th> </tr> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>08</td> <td>100%</td> </tr> <tr> <td>07</td> <td>95%</td> </tr> </tbody> </table> <p>95% to 100%</p>	Percent of Implementation		Year	%	08	100%	07	95%
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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

We have included the staff and students in developing our school improvement plan. Faculty and administration met with students in August and September to allow them to provide feedback on the District Student Survey and to offer suggestions for improving school climate. We met with the Advisory Board in September to seek assistance and support for the school program. Advisory members provided suggestions on how they could continue to work with us in supporting the school program. In addressing our academic goals for the year, we will ask representatives from the area universities and NPS high school students to provide after school support in math. As we review our objectives on safety, we will continue to seek input from the student body on ways to help them feel supported and have a voice in the school program. Since our international studies curriculum has to be supported by the community at large, we will also seek the advisory board's input and assistance in planning for the events that have been slated for the year. This is the first year since the school opened that student officers have been elected, and the president and vice-president of the Student Ambassador Association have been added to the School's Advisory Board.

Methods Used to Communicate Our Plan

We have used electronic e-mail and personal interactions to communicate our plan to all stakeholders. We send home newsletters and weekly announcements to parents and students so that they are abreast of the school's progress. We began the year with a letter that welcomed parents and students and announced our Check Out Your Classroom Event in August. During the first week of school, parents received a letter in the mail welcoming them and the students to a new school year. We host an Open House each September and monthly parent/student forums to give parents and students the opportunity to share their ideas. The November newsletter will highlight the school's goals for 2007-08 and seek support from parents as a whole. We will have copies of the improvement plan available in the main office and on the school's website for parents/interested parties who would like to review it. Parents will be informed of the school's goals and progress toward meeting these goals in quarterly newsletters that will be mailed to parents in November, February, April, and June.

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>
Planning for 2006-2007 School Year	August 2007	Leadership Team	Attendance Logs, Agendas
School Planning with Cluster Leaders	August 14, 2007	Leadership Team	Attendance Logs, Agendas
Summer Institute for New Teachers	August 15, 2007	New Teachers	Attendance Logs, Agendas
Pre- Service Week	August 2007	All Faculty and Staff	All Faculty and Staff
Using Data to Improve Achievement	August 27, 2007	All Faculty	Agenda, Attendance Logs
Instructional Planning and Delivery	August 28, 2007	All Faculty	Agenda, Attendance Logs
Building Efficacy in Faculty and Staff	August 29, 2007	All Faculty and Staff	Agenda, Attendance Logs
Sexual Harassment, Child Protective Services, School Discipline, and Classroom Management	August 30, 2007	All Faculty and Staff	Agenda, Attendance Logs, Statements of Understanding
School Discipline, and Classroom Management	August 30, 2007	All Faculty	Agenda, Attendance Logs
Facilitating Character Development in Students	August 31, 2007	All Faculty	Agenda, Attendance Logs
Monthly Faculty Meetings	First Monday of Each Month	All Faculty and Staff	Agenda, Attendance Logs
Accountability Planning	September 2007	All Faculty	Agenda, Attendance Logs
Review of Teacher Appraisal Instrument	September 2007	All Faculty	Agenda, Attendance Logs
Effective Questioning Strategies	October 2007	All Faculty	Agenda, Attendance Logs

<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Mentoring Middle Schoolers	October 2007	All Faculty and Staff	Agenda, Attendance Logs
Demonstration Science Lab on Effective Questioning Strategies	November 2007	All Faculty	Agenda, Attendance Logs
Differentiating Instruction for Gifted Learners – Conference Presentation Follow Up	November 2007	All Faculty	Agenda, Attendance Logs
Differentiating Instruction – Model Lesson from the History Department Focusing on Content, Process, Product	December 2007	All Faculty	Agenda, Attendance Logs
Differentiating Instruction – Model Lesson of Instructional Strategy	January 2008	All Faculty	Agenda, Attendance Logs
Differentiating Instruction – Demonstration Lesson on Rule of Four	February 2008	All Faculty	Agenda, Attendance Logs
SOL Testing Preparation and Strategies	March 2008	All Faculty	Attendance Logs, Agendas
SOL Testing Preparation and Strategies	April 2008	All Faculty	Attendance Logs, Agendas
Evaluation of Essays for Prospective Students	May 2008	All Faculty	Attendance Logs, Agendas
Data Analysis of Testing Results	June 2008	All Faculty	Attendance Logs, Agendas
In-services, Conferences and Workshops	2007-2008	Selected Faculty	Attendance Logs, Agendas
Spring Board Training	October 2007	Communication Skills Lead Teacher	Agenda, Attendance Logs
Math Solutions Training	October, December 2007; January, February 2008	Math Cluster Leader	Agenda, Attendance Logs
Differentiating Instruction for Gifted Learners	October 2007	Reading, Math 6 Teachers	Agenda, Attendance Logs
Science Training in the 5 E's	November 2007	Science Teachers	Agenda, Attendance Logs
Formative Assessment Training	September 2007	Math Teachers History Teacher	Agenda, Attendance Logs
Power Planning in Math 6 and Geometry	September 2007-May 2008	District Math Department	Agenda, Attendance Logs

<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Cluster Meetings			
Using Data to Drive Instruction and Develop Accountability Plan	September 2007	All Cluster Teachers	Agenda, Attendance Logs, Monthly Reports of Meetings
Vocabulary Instruction (Word Walls, Word Associations, Categorizing, etc).	September-June 2007-2008	All Cluster Teachers	Agenda, Attendance Logs, Monthly Reports of Meetings
Classroom Management – Review and discussion of <i>The Master Teacher</i>	September-June 2007-2008	All Cluster Teachers	Agenda, Attendance Logs, Monthly Reports of Meetings
Interactive Notebook Training	September 2007	Math and History Cluster Meetings	Agenda, Attendance Logs, Monthly Reports of Meetings
Incorporating Technology into Instruction	September 2007-June 2008	All Cluster Teachers	Agenda, Attendance Logs, Monthly Reports of Meetings
Early Release Days	2007-2008	All Faculty and Staff	Agenda, Attendance Logs
Bullying Prevention	September 2007	All Faculty and Staff	Agenda, Attendance Logs
Strengths Finders	October 2007	All Faculty and Staff	Agenda, Attendance Logs
Book Talk – <i>The Master Motivator</i>	October 2007	All Faculty and Staff	Agenda, Attendance Logs
SOL Testing Preparation	April 2008	All Faculty	Agenda, Attendance Logs
Review of the 2007-2007 School Year	June 12, 2008	All Faculty	Agenda, Attendance Logs
Quarterly/Semester Planning by Subject Area	September 2007- June 2008	Selected Faculty	Agenda, Attendance Logs
Math Department	October 1; February 1	Math Teachers	Agenda, Attendance Logs
History Department	To be determined	History Teachers, History Coordinator	Agenda, Attendance Logs
Science Department	To be determined	Science Teachers	Agenda, Attendance Logs
Foreign Language Department	October 4	FL Teachers, FL Coordinator	Agenda, Attendance Logs
Communication Skills Department	October 22	Communications Skills Teachers	Agenda, Attendance Logs