

Approved 10/09/07



NORFOLK PUBLIC SCHOOLS

Norview Middle School

SCHOOL ACCOUNTABILITY PLAN Year: 2007-2008

Dr. Stephen Jones, Superintendent of Schools
Mrs. Reba Jacobs-Miller, Ed. S., Principal

October 1, 2007

Dear Norview Middle Faculty, Staff, Parent, Students and Community:

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 Norview Middle School better.

Sincerely,

***Reba Jacobs-Miller, Ed. S.
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>	
<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 type="checkbox"/> SAT/ACT Participation and Achievement (B6)
<input checked="" type="checkbox"/> <i>SOL Math (B11) *</i>	<input type="checkbox"/> Foreign Language Enrollment
<input checked="" type="checkbox"/> <i>SOL English (B12)*</i>	<input type="checkbox"/> Scholarships Earned
<input checked="" type="checkbox"/> Reading on Grade Level (B8)	<input 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 type="checkbox"/> Volunteer Log
	<input checked="" type="checkbox"/> Adequate Yearly Progress
	<input checked="" type="checkbox"/> State Report Card
	<input type="checkbox"/> Other (please specify):

	I. Identifies Need	Tier 2 Indicators	Instructional Strategies	Relational Professional Development	How will we Assess Implementation	What Will We Look for as Student Result																																																																																																	
A	<p>59% of 8th Grade students scored proficient or better in the math strand of the SOL test. 75.9% of white students scored proficient or better while 59.8% of black students scored proficient or better in math creating an achievement gap of 16.1%. 50.0% of white special education students score proficient or better while 9.1% of black special education students scored proficient or better in math creating an achievement gap of 40.9%.</p> <table border="1"> <thead> <tr> <th colspan="4">% Passing 8th Grade Mathematics</th> </tr> <tr> <th rowspan="2">Population</th> <th colspan="3">Year</th> </tr> <tr> <th>2004-05</th> <th>2005-06</th> <th>2006-07</th> </tr> </thead> <tbody> <tr> <td>Black Special Ed (BSE)</td> <td>44.4</td> <td>26.1</td> <td>9.1</td> </tr> <tr> <td>Black Regular Ed (BRE)</td> <td>84.5</td> <td>78.8</td> <td>59.8</td> </tr> <tr> <td>White Special Ed (WSE)</td> <td>37.5</td> <td>71.4</td> <td>50</td> </tr> <tr> <td>White Regular Ed (WRE)</td> <td>90.9</td> <td>72.7</td> 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graphic organizers to compare and contrast concepts with diagrams and formulas.</p> <p>Teach “Test Taking Strategies” and require students to clarify and justify answers on multiple choice assessments.</p> <p>Re-teach concepts and strands of non-mastered areas in daily math through the use of differentiated instruction and learning centers.</p>	<p>Demonstrations of best practices in the use of nonlinguistic representations during monthly mathematics department meetings.</p> <p>Provide staff development for teachers integrating technology into the classroom by using Study Island, the Smart Board and PRS response.</p> <p>Springboard training for all new math teachers at the 6th and 7th grade levels.</p> <p>Workshops and in-services related to the implementation of differentiated instruction.</p> <p>Implement the use of data teams to analyze three week and quarterly assessment data to</p>	<p>Conducting formal and informal observations by administration and department chairs.</p> <p>Reviewing and monitoring of lesson plans by administration and department chairs to ensure connection to mapping and pacing charts.</p> <p>Monthly and quarterly analysis and charting of data obtained from weekly and monthly common formative assessments and district mathematics quarterly assessment.</p>	<p>8th Grade Math Goal 8% per year</p> <table border="1"> <thead> <tr> <th colspan="2">WRE Benchmark to World Class</th> </tr> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2006-07</td> <td>76</td> </tr> <tr> <td>2007-08</td> <td>84</td> </tr> <tr> <td>2008-09</td> <td>92</td> </tr> <tr> <td>2009-10</td> <td>100</td> </tr> </tbody> </table> <p>Goal 9.5% per year</p> <table border="1"> <thead> <tr> <th colspan="2">BRE Benchmark to World Class</th> </tr> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2006-07</td> <td>60</td> </tr> <tr> <td>2007-08</td> <td>73</td> </tr> <tr> <td>2008-09</td> <td>87</td> </tr> <tr> <td>2009-10</td> <td>100</td> </tr> 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55% of 6th Grade students scored proficient or better in the math strand of the SOL test.

50% 6th Grade white special education students scored proficient or better while 24.1% of black special education students scored proficient or better in math creating an achievement gap of 25.9%.

% Passing 6th Grade Mathematics		
Population	Year	
	2005-06	2006-07
Black Special Ed (BSE)	10.0	24.1
Black Regular Ed (BRE)	24.3	56.5
White Special Ed (WSE)	25.0	50.0
White Regular Ed (WRE)	41.7	61.3
Gap (WRE & BRE)	17.5	4.8
Gap (WSE & BSE)	14.3	25.9

Use of powerful literacy strategies, (word wall, reflection, visual and auditory activities) to enhance student math skills.

Teachers will use data results to differentiated instruction and provide conferencing to improve performance per student IEP.

SOL formatted warm-ups in math will be modified to VGLA standards.

interpret and plan for instructional /achievement between black and white students.

Staff development by Department of SPED on integration of the VGLA process as related to other SPED teacher and responsibilities.

Special education teachers will use documentation notebooks to outline objectives and to record mastery per state and local guidelines.

Monthly VGLA portfolio checks by the administration and department chairs.

Goal 30% per year	
BSE Benchmark	
to World Class	
Year	%
2006-07	9.1
2007-08	39
2008-09	70
2009-10	100

Goal 5% per year	
Gap Benchmark	
to World Class	
Year	%
2006-07	16
2007-08	11
2008-09	5
2009-10	0

7 th Grade Math	
Goal 15% per year	
WRE Benchmark	
to World Class	
Year	%
2006-07	55
2007-08	70
2008-09	85
2009-10	100

Goal 15% per year	
BRE Benchmark	
to World Class	
Year	%
2006-07	55
2007-08	70
2008-09	85
2009-10	100

Goal 28 % per year

WSE Benchmark	
to World Class	
Year	%
2006-07	17
2007-08	45
2008-09	72
2009-10	100

Goal 29% per year

BSE Benchmark	
to World Class	
Year	%
2006-07	13
2007-08	42
2008-09	71
2009-10	100

The gaps reflected at the 7th grade level were not significant.

6th Grade Math

Goal 13% per year

WRE Benchmark	
to World Class	
Year	%
2006-07	61
2007-08	74
2008-09	87
2009-10	100

Goal 14% per year

BRE Benchmark	
to World Class	
Year	%
2006-07	57
2007-08	71
2008-09	86
2009-10	100

Goal 17 % per year

WSE Benchmark	
to World Class	
Year	%
2006-07	50
2007-08	67
2008-09	83
2009-10	100

Goal 25% per year

BSE Benchmark	
to World Class	
Year	%
2006-07	24
2007-08	49
2008-09	75
2009-10	100

Goal 2% per year

Gap Benchmark	
to World Class	
Year	Main
2006-07	5
2007-08	3
2008-09	2
2009-10	0

	<i>I. Identifies Need</i>	<i>Tier 2 Indicators</i>	<i>Instructional Strategies</i>	<i>Relational Professional Development</i>	<i>How will we Assess Implementation</i>	<i>What Will We Look for as Student Result</i>																																																																																																	
B	<p>75% of 8th Grade students scored proficient or better in the Reading strand of the SOL test. 93.3% of white students scored proficient or better while 71.5% of black students scored proficient or better in Reading creating an achievement gap of 21.8%.</p> <table border="1"> <thead> <tr> <th colspan="4">% Passing 8th Grade English: R & L</th> </tr> <tr> <th rowspan="2">Population</th> <th colspan="3">Year</th> </tr> <tr> <th>2004-05</th> <th>2005-06</th> <th>2006-07</th> </tr> </thead> <tbody> <tr> <td>Black Special Ed (SE)</td> <td>25.9</td> <td>25.0</td> <td>17.4</td> </tr> <tr> <td>Black Regular Ed (BRE)</td> <td>68.8</td> <td>77.6</td> <td>71.5</td> </tr> <tr> <td>White Special Ed (WSE)</td> <td>37.5</td> <td>85.7</td> <td>100.0</td> </tr> <tr> <td>White Regular Ed (WRE)</td> <td>77.3</td> <td>87.5</td> <td>93.3</td> </tr> <tr> <td>Gap (WRE & BRE)</td> <td>8.5</td> <td>9.9</td> <td>21.8</td> </tr> <tr> <td>Gap (WSE & BSE)</td> <td>11.6</td> <td>60.7</td> <td>82.6</td> </tr> </tbody> </table> <p>73% of 7th Grade students scored proficient or better in the Reading strand of the SOL test. 50.0% of white special education students scored proficient or better while 28.9% of black special education students scored proficient or better in Reading creating an achievement gap of 21.1%.</p> <table border="1"> <thead> <tr> <th colspan="3">% Passing 7th Grade English: R & L</th> </tr> <tr> <th rowspan="2">Population</th> <th colspan="2">Year</th> </tr> <tr> <th>2005-06</th> <th>2006-07</th> </tr> </thead> <tbody> <tr> <td>Black Special Ed (SE)</td> <td>25.7</td> <td>28.9</td> </tr> <tr> <td>Black Regular Ed (BRE)</td> <td>69.6</td> <td>79.1</td> </tr> <tr> <td>White Special Ed (WSE)</td> <td>57.1</td> <td>50.0</td> </tr> <tr> <td>White Regular Ed (WRE)</td> <td>86.2</td> <td>80.0</td> </tr> <tr> <td>Gap (WRE & BRE)</td> <td>16.6</td> <td>0.9</td> </tr> <tr> <td>Gap (WSE & BSE)</td> <td>31.4</td> <td>21.1</td> </tr> </tbody> </table>	% Passing 8 th Grade English: R & L				Population	Year			2004-05	2005-06	2006-07	Black Special Ed (SE)	25.9	25.0	17.4	Black Regular Ed (BRE)	68.8	77.6	71.5	White Special Ed (WSE)	37.5	85.7	100.0	White Regular Ed (WRE)	77.3	87.5	93.3	Gap (WRE & BRE)	8.5	9.9	21.8	Gap (WSE & BSE)	11.6	60.7	82.6	% Passing 7 th Grade English: R & L			Population	Year		2005-06	2006-07	Black Special Ed (SE)	25.7	28.9	Black Regular Ed (BRE)	69.6	79.1	White Special Ed (WSE)	57.1	50.0	White Regular Ed (WRE)	86.2	80.0	Gap (WRE & BRE)	16.6	0.9	Gap (WSE & BSE)	31.4	21.1	<p>Increase the percentage of 6, 7 and 8 grade students scoring proficiently on the weekly common formative assessments, administrative three-week assessments, and district benchmark assessments.</p> <p>Increase the percentage of Special Education students scoring proficiently on weekly common formative assessments, administrative three-week assessments and district benchmark assessments.</p>	<p>Teach “Test Attack Plan” strategies and require students to justify and clarify answers on multiple-choice assessments.</p> <p>Employ pre-reading, during and post reading strategies for each guided reading lesson. Examples: Anticipation Guides, Think Alouds, Re-reads, and Reflection Review.</p> <p>Students will participate in reading across the curriculum by reading engaging non-fiction materials.</p>	<p>Provide training with regular and special education teachers to incorporate test attack plan.</p> <p>Staff Development sessions focused on incorporating reading across the curriculum by cross-curricular planning.</p> <p>Differentiated Instruction and cross-curricular reading instruction training.</p> <p>Teacher and Parent workshops on test taking strategies.</p> <p>Instructional Technology training for Academy of Reading and Study Island.</p>	<p>Agendas and sign-in logs from building workshops.</p> <p>Informal and formal classroom observations of instructional delivery and lesson plans by department chair and administration.</p> <p>Conduct walk-throughs.</p>	<p>8th Grade English Goal 2% per year</p> <table border="1"> <thead> <tr> <th colspan="2">WRE Benchmark to World Class</th> </tr> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2006-07</td> <td>93</td> </tr> <tr> <td>2007-08</td> <td>95</td> </tr> <tr> <td>2008-09</td> <td>98</td> </tr> <tr> <td>2009-10</td> <td>100</td> </tr> </tbody> </table> <p>Goal 9% per year</p> <table border="1"> <thead> <tr> <th colspan="2">BRE Benchmark to World Class</th> </tr> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2006-07</td> <td>72</td> </tr> <tr> <td>2007-08</td> <td>81</td> </tr> <tr> <td>2008-09</td> <td>90</td> </tr> <tr> <td>2009-10</td> <td>100</td> </tr> </tbody> </table> <p>Goal Maintenance</p> <table border="1"> <thead> <tr> <th colspan="2">WSE Benchmark to World Class</th> </tr> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2006-07</td> <td>100</td> </tr> <tr> <td>2007-08</td> <td>Maintain</td> </tr> <tr> <td>2008-09</td> <td>Maintain</td> </tr> <tr> <td>2009-10</td> <td>Maintain</td> </tr> </tbody> </table>	WRE Benchmark to World Class		Year	%	2006-07	93	2007-08	95	2008-09	98	2009-10	100	BRE Benchmark to World Class		Year	%	2006-07	72	2007-08	81	2008-09	90	2009-10	100	WSE Benchmark to World Class		Year	%	2006-07	100	2007-08	Maintain	2008-09	Maintain	2009-10	Maintain
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Black Regular Ed (BRE)	68.8	77.6	71.5																																																																																																				
White Special Ed (WSE)	37.5	85.7	100.0																																																																																																				
White Regular Ed (WRE)	77.3	87.5	93.3																																																																																																				
Gap (WRE & BRE)	8.5	9.9	21.8																																																																																																				
Gap (WSE & BSE)	11.6	60.7	82.6																																																																																																				
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79% of 6th Grade students scored proficient or better in the Reading strand of the SOL test.
 96.8% of white students scored proficient or better while
 80.6% of black students scored proficient or better in Reading creating an achievement gap of 16.2%.

% Passing 6th Grade English: R & L		
Population	Year	
	2005-06	2006-07
Black Special Ed (SE)	32.60%	52.90%
Black Regular Ed (BRE)	70.10%	80.60%
White Special Ed (WSE)	66.70%	40.00%
White Regular Ed (WRE)	80.90%	96.80%
Gap (WRE & BRE)	10.80%	16.20%
Gap (WSE & BSE)	34.10%	12.90%

Teachers will employ effective techniques for assisting students with making inferences and drawing conclusions from fiction and non-fiction, and narrative sources. Implementation of flexible cooperative grouping to differentiate instruction and reinforce standards.

Practice
 After school remediation program pairing special education and regular education teacher to focus on IEP goals and objectives.

Review of data and establish record keeping of monthly common assessments and quarterly assessments data by administration, data team and testing chairperson.

Goal 28% per year

BSE Benchmark to World Class	
Year	%
2006-07	17
2007-08	45
2008-09	73
2009-10	100

Goal 26% per year

Gap Benchmark to World Class	
Year	%
2006-07	22
2007-08	48
2008-09	74
2009-10	100

7th Grade English
 Goal 7% per year

WRE Benchmark to World Class	
Year	%
2006-07	80
2007-08	87
2008-09	94
2009-10	100

Goal 7% per year

BRE Benchmark to World Class	
Year	%
2006-07	79
2007-08	86
2008-09	93
2009-10	100

Goal 17% per year

WSE Benchmark	
to World Class	
Year	%
2006-07	50
2007-08	67
2008-09	84
2009-10	100

Goal 24% per year

BSE Benchmark	
to World Class	
Year	%
2006-07	29
2007-08	53
2008-09	77
2009-10	100

No Gap
6th Grade English

Goal 1% per year

WRE Benchmark	
to World Class	
Year	%
2006-07	97
2007-08	98
2008-09	99
2009-10	100

Goal 6% per year

BRE Benchmark	
to World Class	
Year	%
2006-07	81
2007-08	87
2008-09	93
2009-10	100

	<i>I. Identifies Need</i>	<i>Tier 2 Indicators</i>	<i>Instructional Strategies</i>	<i>Relational Professional Development</i>	<i>How will we Assess Implementation</i>	<i>What Will We Look for as Student Result</i>																																																																							
C	<p>77% of 8th Grade students scored proficient or better in the writing strand of the SOL test. 93.3% of white students scored proficient or better while 75.0% of black students scored proficient or better in writing creating an achievement gap of 18.3% 66.7% of white special education students scored proficient or better while 44.4% of black special education students scored proficient or better in writing creating achievement gap of 22.3%.</p> <table border="1"> <thead> <tr> <th colspan="4">% Passing 8 Grade English: Writing</th> </tr> <tr> <th rowspan="2">Population</th> <th colspan="3">Year</th> </tr> <tr> <th>2004-05</th> <th>2005-06</th> <th>2006-07</th> </tr> </thead> <tbody> <tr> <td>Black Special Ed (SE)</td> <td>30.0</td> <td>70.0</td> <td>44.4</td> </tr> <tr> <td>Black Regular Ed (BRE)</td> <td>69.2</td> <td>96.1</td> <td>75.0</td> </tr> <tr> <td>White Special Ed (WSE)</td> <td>50.0</td> <td>75.0</td> <td>66.7</td> </tr> <tr> <td>White Regular Ed (WRE)</td> <td>74.5</td> <td>100.0</td> <td>93.3</td> </tr> <tr> <td>Gap (WRE & BRE)</td> <td>5.3</td> <td>3.9</td> <td>18.3</td> </tr> <tr> <td>Gap (WSE & BSE)</td> <td>20.0</td> <td>5.0</td> <td>22.3</td> </tr> </tbody> </table>	% Passing 8 Grade English: Writing				Population	Year			2004-05	2005-06	2006-07	Black Special Ed (SE)	30.0	70.0	44.4	Black Regular Ed (BRE)	69.2	96.1	75.0	White Special Ed (WSE)	50.0	75.0	66.7	White Regular Ed (WRE)	74.5	100.0	93.3	Gap (WRE & BRE)	5.3	3.9	18.3	Gap (WSE & BSE)	20.0	5.0	22.3	<p>Increase the percentage of 8th grade students scoring proficiently on weekly common formative assessments, administrative three-weeks assessments, and district benchmarks in English/Writing.</p> <p>Increase the percentage of special education students scoring proficiently on weekly common formative assessments, administrative three-week assessments and district benchmark assessments in English/Writing.</p>	<p>Integrate writing across the curriculum.</p> <p>Implementation of the four square method as a graphic organizer for writing while incorporating a method of color coding to identify various parts of an essay.</p> <p>Teachers will instruct students on creating self assessments, setting goals and monitoring their own progress. Teachers will collaborate with students by providing feedback.</p>	<p>Collaborative Power/Priority Planning sessions for sixth, seventh and eighth grade regular and special education teachers at the building and district levels.</p> <p>Provide training for <i>new</i> teachers on the implementation of NCS Mentor in English/Writing.</p> <p>Provide a workshop on managing peer editing.</p> <p>Extensive re-training of Special Education and Regular Education teachers of VGLA process and NPS and state guidelines.</p>	<p>Informal and formal classroom observations including lesson plan reviews by administration, department chairpersons, and other instructional support personnel.</p> <p>Peer sharing, common level planning and peer observations.</p> <p>Monitoring of students' writing portfolios and performance based assessment and testing data.</p>	<p>8th Grade Writing Goal 2% per year</p> <table border="1"> <thead> <tr> <th colspan="2">WRE Benchmark to World Class</th> </tr> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2006-07</td> <td>93</td> </tr> <tr> <td>2007-08</td> <td>95</td> </tr> <tr> <td>2008-09</td> <td>97</td> </tr> <tr> <td>2009-10</td> <td>100</td> </tr> </tbody> </table> <p>Goal 8% per year</p> <table border="1"> <thead> <tr> <th colspan="2">BRE Benchmark to World Class</th> </tr> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2006-07</td> <td>75</td> </tr> <tr> <td>2007-08</td> <td>83</td> </tr> <tr> <td>2008-09</td> <td>91</td> </tr> <tr> <td>2009-10</td> <td>100</td> </tr> </tbody> </table> <p>Goal 11% per year</p> <table border="1"> <thead> <tr> <th colspan="2">WSE Benchmark to World Class</th> </tr> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2006-07</td> <td>67</td> </tr> <tr> <td>2007-08</td> <td>78</td> </tr> <tr> <td>2008-09</td> <td>89</td> </tr> <tr> <td>2009-10</td> <td>100</td> </tr> </tbody> </table>	WRE Benchmark to World Class		Year	%	2006-07	93	2007-08	95	2008-09	97	2009-10	100	BRE Benchmark to World Class		Year	%	2006-07	75	2007-08	83	2008-09	91	2009-10	100	WSE Benchmark to World Class		Year	%	2006-07	67	2007-08	78	2008-09	89	2009-10	100
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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>I. Identifies Need</i>	<i>Tier 2 Indicators</i>	<i>Instructional Strategies</i>	<i>Relational Professional Development</i>	<i>How will we Assess Implementation</i>	<i>What Will We Look for as Student Result</i>																																																													
	<p>School year 2006-2007, 697 incidents referencing specific conflict indicators resulted in students being suspended.</p> <table border="1" data-bbox="226 472 777 906"> <thead> <tr> <th rowspan="2">Category</th> <th colspan="2">Year</th> <th colspan="2">Change</th> </tr> <tr> <th>2005-2006</th> <th>2006-2007</th> <th>Raw</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Conflict Indicators</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>- Disruption</td> <td>286</td> <td>241</td> <td>-45</td> <td>-16</td> </tr> <tr> <td>- Harassment</td> <td>188</td> <td>152</td> <td>-36</td> <td>-19</td> </tr> <tr> <td>- Insubordination</td> <td>162</td> <td>125</td> <td>-37</td> <td>-23</td> </tr> <tr> <td>- Profanity</td> <td>105</td> <td>57</td> <td>-48</td> <td>-46</td> </tr> <tr> <td>Fighting</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>- Mutual combat</td> <td>112</td> <td>122</td> <td>10</td> <td>9</td> </tr> <tr> <td>TOTAL SUSPENSIONS:</td> <td>853</td> <td>697</td> <td>-156</td> <td>-18</td> </tr> </tbody> </table>	Category	Year		Change		2005-2006	2006-2007	Raw	%	Conflict Indicators					- Disruption	286	241	-45	-16	- Harassment	188	152	-36	-19	- Insubordination	162	125	-37	-23	- Profanity	105	57	-48	-46	Fighting					- Mutual combat	112	122	10	9	TOTAL SUSPENSIONS:	853	697	-156	-18	<p>Decrease the number of conflict indicators relating to disruption, harassment, insubordination, and profanity utilizing monthly Starbase discipline data.</p> <p>Decrease the number of indicators of mutual combat utilizing monthly Starbase discipline data.</p>	<p>Teach the use of Norview Middle School's 10 basic school rules through student discipline assemblies.</p> <p>Solicit and motivate students to participate in class- and school-wide activities using technologically supported lessons.</p> <p>Create engaging hands-on lessons to keep students focused on their learning.</p> <p>Conduct hall sweeps throughout the building.</p>	<p>Discipline equity and safety training for deans, assistant principal, security, SRO, and teachers.</p> <p>Classroom Management Training.</p> <p>School mentoring workshops by Janet Wright to provide mentors with successful strategies.</p> <p>Professional development focused on motivating unmotivated students.</p>	<p>Reduction in the number of referrals written for disruption, harassment, insubordination, fighting and profanity by analyzing monthly Data Warehouse and Starbase reports.</p> <p>Assess training logs on staff development, workshops and mentor program.</p>	<p>Conflict Indicators Goal 18% per year</p> <table border="1" data-bbox="1789 448 2028 716"> <thead> <tr> <th colspan="2">Benchmark to World Class</th> </tr> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2006-07</td> <td>122</td> </tr> <tr> <td>2007-08</td> <td>100</td> </tr> <tr> <td>2008-09</td> <td>78</td> </tr> <tr> <td>2009-10</td> <td>56</td> </tr> </tbody> </table>	Benchmark to World Class		Year	%	2006-07	122	2007-08	100	2008-09	78	2009-10	56
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	<p>School year 2006-2007, 26% of student absences were due to suspensions and 31% of the overall student population was chronically absent. This yielded an average daily attendance of 94.5% for all grade levels.</p> <table border="1" data-bbox="226 464 764 709"> <thead> <tr> <th>Grade Level</th> <th>% Absences due to Suspension</th> <th>% Chronic Absence</th> <th>Average Daily Attend</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>28</td> <td>26</td> <td>95.5</td> </tr> <tr> <td>Grade 7</td> <td>27</td> <td>30</td> <td>94.4</td> </tr> <tr> <td>Grade 8</td> <td>24</td> <td>34</td> <td>93.9</td> </tr> <tr> <td>Totals</td> <td>26</td> <td>31</td> <td>94.5</td> </tr> </tbody> </table>	Grade Level	% Absences due to Suspension	% Chronic Absence	Average Daily Attend	Grade 6	28	26	95.5	Grade 7	27	30	94.4	Grade 8	24	34	93.9	Totals	26	31	94.5	<p>Decrease the number of student absences related to suspensions and other factors impacting regular school attendance as measured by Starbase Data Management System.</p>	<p>Conduct discipline assemblies for all grade levels.</p> <p>Provide incentives for regular school attendance via student recognition assemblies.</p> <p>Use the attendance technician and counselors to:</p> <ul style="list-style-type: none"> assist with monitoring frequently absent students identify extenuating circumstances impacting school attendance create school attendance plans follow-up on all attendance cases and include parents 	<p>Provide discipline equity training for staff.</p> <p>Conduct training for staff on fostering a positive school climate</p> <p>Provide attendance training for teachers on attendance documentation</p>	<p>Agenda and attendance logs</p> <p>Agenda and attendance logs</p> <p>Use Starbase reports monthly to track daily student attendance</p> <p>Ensure that teachers track and use the 5, 10, and 15 day attendance notification letters</p>	<p>Daily Attendance</p> <p>Total Goal 1% per year</p> <table border="1" data-bbox="1778 391 2020 662"> <thead> <tr> <th colspan="2">Benchmark to World Class</th> </tr> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2006-07</td> <td>95</td> </tr> <tr> <td>2007-08</td> <td>96</td> </tr> <tr> <td>008-09</td> <td>97</td> </tr> <tr> <td>2009-10</td> <td>98</td> </tr> </tbody> </table>	Benchmark to World Class		Year	%	2006-07	95	2007-08	96	008-09	97	2009-10	98
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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>I Identifies Need</i>	<i>Tier 2 Indicators</i>	<i>Instructional Strategies</i>	<i>Relational Professional Development</i>	<i>How will we Assess Implementation</i>	<i>What Will We Look for as Student Result</i>																																				
	<p>PTA membership and participation at Norview Middle School reflected 20 members for school year 2006-2007.</p> <p>Norview Middle did not have business partners for school year 2006-2007.</p> <p>School year 2006-2007 16.5% of parents used eSembler to access grades.</p>	<p>Increase the membership and participation in the PTA by from 20 to 70 members.</p> <p>Increase the number of business partners from 0 to 4 through the school partnership coordinator.</p> <p>Increase the percentage of parents accessing eSembler to view grades.</p>	<p>Recruit more members to the PTA by aligning open house, parent conferences and other school related functions.</p> <p>Advertise extensively on web site, at orientation, open house, principal's newsletter, and parent link.</p> <p>Seek new partners by developing a committee during the fall semester to investigate and develop new partnerships.</p> <p>Survey of parent approval and evaluation of attitudes.</p> <p>Establish parent workshops to offer instructional assistance for helping children with the SOL curriculum throughout the school year.</p>	<p>PTA president will hold meetings with parents and Principal, administrative team and or principal's designee monthly.</p> <p>Principal or designee will attend all executive meetings with president to build a strong membership group.</p> <p>Technology workshop for parents.</p>	<p>Review the number of new members recruited this school year during meetings.</p> <p>Newsletter, logs and website will be viewed and updated.</p> <p>Workshop agendas and attendance logs.</p> <p>Workshop agendas and attendance logs.</p>	<p>PTA Membership</p> <p>Goal 50 per year</p> <table border="1" data-bbox="1780 516 2018 789"> <tr><td colspan="2">Benchmark to World Class</td></tr> <tr><td>Year</td><td>%</td></tr> <tr><td>2006-07</td><td>20</td></tr> <tr><td>2007-08</td><td>70</td></tr> <tr><td>008-09</td><td>120</td></tr> <tr><td>2009-10</td><td>170</td></tr> </table> <p>Business Partners</p> <p>Goal 4 per year</p> <table border="1" data-bbox="1780 870 2018 1143"> <tr><td colspan="2">Benchmark to World Class</td></tr> <tr><td>Year</td><td>%</td></tr> <tr><td>2006-07</td><td>0</td></tr> <tr><td>2007-08</td><td>4</td></tr> <tr><td>008-09</td><td>8</td></tr> <tr><td>2009-10</td><td>12</td></tr> </table> <p>Goal 28% increase per year</p> <table border="1" data-bbox="1780 1198 2018 1471"> <tr><td colspan="2">Benchmark to World Class</td></tr> <tr><td>Year</td><td>%</td></tr> <tr><td>2006-07</td><td>17</td></tr> <tr><td>2007-08</td><td>44</td></tr> <tr><td>008-09</td><td>72</td></tr> <tr><td>2009-10</td><td>100</td></tr> </table>	Benchmark to World Class		Year	%	2006-07	20	2007-08	70	008-09	120	2009-10	170	Benchmark to World Class		Year	%	2006-07	0	2007-08	4	008-09	8	2009-10	12	Benchmark to World Class		Year	%	2006-07	17	2007-08	44	008-09	72	2009-10	100
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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

Norview Middle School completed a multistage process in developing the Accountability Plan for school year 2007-2008. The following steps were used:

- Phase 1 Data collection and Review completed by the Instructional Leadership Team with the Data Team
- Phase 2 Data Review with the Technology Instructional Resource Specialist , Instructional Leadership Team, and the school's faculty
- Phase 3 Data Disaggregating by Departments
- Phase 4 Data Review meetings with Instructional Leadership Team and Data Team (Selecting focus for school year 2007-2008)
- Phase 5 Accountability Plan Training with Data Team
- Phase 6 Telephone conferences with parent representatives
- Phase 7 Writing the Accountability Plan
- Phase 8 Proofreading and editing the Accountability Plan
- Phase 9 Reviewing the document with the School Improvement Team

Upon completing the final draft of the Accountability Plan, the Instructional Leadership Team reviewed the final document and prepared to share the document with the school's staff and PTA via formal meetings. The plan for informing the school's community focused on using the school's website to post the final draft.

Methods Used to Communicate Our Plan

Norview Middle School projected to communicate the 2007-2008 Accountability Plan via the following methods:

1. Reviewing and discussing the Accountability Plan in a formal faculty meeting with school staff
2. Reviewing and discussing the Accountability Plan in a PTA meeting to inform parents
3. Posting the Accountability Plan on the school's website for community viewing
4. Using Parentlink to inform parents that the Accountability Plan is available for viewing via the school's website
5. Using the school's monthly newsletter to inform parents that the Accountability Plan is available on the school's website and will be reviewed in the October PTA meeting
6. Informing civic league using the school facility that the Accountability Plan is available for viewing via school's website

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>
Integrating Technology and Training on Collaborative Planning among Inclusion, and Self-Contained teachers.	September 2007	Special Education Department, SPED Department Chair, Special Education Coordinator, Principal and Assistant Principal	Attendance Logs
Training on Data Analysis using NPS software	September 2007	All Teachers	Attendance Logs
Study Island	September & October 2007	All Teachers and PTA members	Attendance Logs
Inter-write Assessment System	October 2007	Department Chairs and Administration	Attendance Logs
Springboard Training Reading and Math	October 2007	Reading Teachers and new teachers. Math Department Chair	Certificate of Completion
All Content Strategies-All City	October 2007	All Teachers	Attendance Logs, Certificate of Completion
NCS Mentor Workshops	November 2007	New Teachers English Department	Attendance Logs
Discipline Equity Training	November 2007	All Staff	Attendance Logs
Test Attack Plan	November 2007	All Staff and Parents	Attendance Logs
Math Data Analysis	December 2007	Math Teachers	Attendance Logs
Differentiation and cross-curricular reading mini-inservice.	Monthly	All Staff	Attendance Logs
Fostering a Positive School Climate	Monthly	All teachers (faculty meetings)	Attendance Logs
Instructional Lesson Planning	Monthly	Department Chairs	Attendance Logs
Mentoring	Monthly	All mentors & mentees	Attendance Logs

Professional Development Hours Related to Safe, Secure & Disciplined Learning Environment

Staff Development			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Pre-Service workshop on discipline data Discipline Equity Training	August 2007 (Out of Building Training)	All deans, security, SRO, and assistant principal	Attendance log
Discipline review and status	Bi-monthly meetings	Deans, assistant principal and security	Attendance log
Classroom management and school safety	October 2007	All staff	Attendance log
Crisis Plan Review	October 2007	All staff	Attendance logs
Dept. of Pupil Personnel discipline and safety staff development	November 2007-All City	Assistant principal, deans, security, SRO, attendance technicians and probation liaison.	Attendance logs