

Approved 10/4/07



NORFOLK PUBLIC SCHOOLS

Northside Middle School

SCHOOL ACCOUNTABILITY PLAN Year: 2007-2008

Dr. Stephen Jones, Superintendent of Schools
Dr. Andrea P. Tottossy, Principal

October __, 2007

Dear Northside 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 Northside Middle School better.

Sincerely,

Dr. Andrea P. Tottossy
Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

| Individual | Position |
|------------------------|----------|
| Dr. Andrea P. Tottossy | A |
| Doris E. Langhorne | A |
| Jessica Austin | T |
| Karen Rogers | T |
| Shayna Hart | T |
| Michele Hackworth | T |
| Sheila Nash | T |
| Monissa Cave | T |
| Melanie Rathbun | T |
| Duncan Hubbell | T |
| Joan Stokes | R |
| LaVonya Blowe | A |
| David Bunting | A |
| Patrick Mileur | A |
| Laura Bazemore | P |
| Benny LeBon | C |

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 |
|---------|-----------|----------|
| 9-7-07 | 8:00 a.m. | Room 104 |
| 10-5-07 | 8:00 a.m. | Room 104 |
| 11-2-07 | 8:00 a.m. | Room 104 |
| 12-7-07 | 8:00 a.m. | Room 104 |
| 1-4-07 | 8:00 a.m. | Room 104 |
| 2-1-07 | 8:00 a.m. | Room 104 |
| 3-7-07 | 8:00 a.m. | Room 104 |
| 4-4-07 | 8:00 a.m. | Room 104 |

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> | |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <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 type="checkbox"/> Completed Algebra by End of Eighth Grade (B3) |
| <input checked="" type="checkbox"/> <i>SOL Science (B9)</i> | <input 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 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) |
| <input type="checkbox"/> <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 checked="" 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 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 type="checkbox"/> Safe Schools (C4) | <input type="checkbox"/> 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 |
| <input type="checkbox"/> Incidents of Physical Violence (C2) | <input 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 type="checkbox"/> Local Benchmarks/Standards of Excellence |
| <input type="checkbox"/> Students Without Incidents of Physical Violence in School (C2) | <input 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 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): |

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

| A . | <p>English: Writing SOL Pass Rates:</p> <table border="1" data-bbox="86 418 386 548"> <thead> <tr> <th colspan="2">Overall</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>75.9</td> </tr> <tr> <td>06</td> <td>91.3</td> </tr> <tr> <td>05</td> <td>77.5</td> </tr> </tbody> </table> <table border="1" data-bbox="86 578 386 740"> <thead> <tr> <th colspan="3">SPED Gap</th> </tr> <tr> <th></th> <th>SPED</th> <th>REG</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>35.4</td> <td>83.7</td> </tr> <tr> <td>06</td> <td>68.7</td> <td>96.5</td> </tr> <tr> <td>05</td> <td>51.3</td> <td>81.3</td> </tr> </tbody> </table> <table border="1" data-bbox="86 769 386 932"> <thead> <tr> <th colspan="3">Race/Ethnicity Gap</th> </tr> <tr> <th></th> <th>B</th> <th>W</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>70.6</td> <td>78.4</td> </tr> <tr> <td>06</td> <td>87.7</td> <td>94.6</td> </tr> <tr> <td>05</td> <td>67.3</td> <td>84.9</td> </tr> </tbody> </table> <table border="1" data-bbox="86 961 386 1123"> <thead> <tr> <th colspan="3">Gender Gap</th> </tr> <tr> <th></th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>66.9</td> <td>85.7</td> </tr> <tr> <td>06</td> <td>88.6</td> <td>94.1</td> </tr> <tr> <td>05</td> <td>70.8</td> <td>83.4</td> </tr> </tbody> </table> | Overall | | 07 | 75.9 | 06 | 91.3 | 05 | 77.5 | SPED Gap | | | | SPED | REG | 07 | 35.4 | 83.7 | 06 | 68.7 | 96.5 | 05 | 51.3 | 81.3 | Race/Ethnicity Gap | | | | B | W | 07 | 70.6 | 78.4 | 06 | 87.7 | 94.6 | 05 | 67.3 | 84.9 | Gender Gap | | | | Boys | Girls | 07 | 66.9 | 85.7 | 06 | 88.6 | 94.1 | 05 | 70.8 | 83.4 | <p>Increase the percentage of students demonstrating proficiency on the district benchmark assessments to 60% proficiency.</p> <p>Increase the percentage of students demonstrating proficiency on the collaboratively developed tri-weekly assessments as determined by baseline data.</p> | <p>Students will justify responses on formative assessments.</p> <p>Teachers will utilize effective questioning techniques for all assessments, formal and informal.</p> <p>Students will utilize graphic organizers in interactive notebooks.</p> <p>Students will chart academic progress and set goals in interactive notebooks.</p> <p>Students will participate in writing across the curriculum by utilizing the Thomas Model (Northside's pre-writing tool) to support the development of five-paragraph essays.</p> | <p>Data team support.</p> <p>Justification training and support.</p> <p>Effective questioning training and support.</p> <p>Interactive Notebook training (related specifically to graphic organizers and goal setting for students.)</p> <p>Writing Across the Curriculum Training and support.</p> | <p>Formal and informal observations with a focus on student justification, questioning strategies, and graphic organizers by the principal, assistant principal, department chairs and support personnel.</p> <p>Interactive Notebook Rubric data.</p> <p>Writing Across the Curriculum data.</p> <p>Monitor lesson plans (Monthly IRG checks, weekly submissions and department chair feedback to teachers).</p> | <p>English: Writing</p> <table border="1" data-bbox="1734 391 2034 613"> <thead> <tr> <th colspan="2">Benchmark to World Class</th> </tr> <tr> <th colspan="2">Overall</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>77.5</td> </tr> <tr> <td>06</td> <td>91.3</td> </tr> <tr> <td>07</td> <td>75.9</td> </tr> <tr> <td>08</td> <td>84.0</td> </tr> </tbody> </table> <table border="1" data-bbox="1734 675 2034 898"> <thead> <tr> <th colspan="2">Benchmark to World Class</th> </tr> <tr> <th colspan="2">SPED Gap</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>30.0</td> </tr> <tr> <td>06</td> <td>27.8</td> </tr> <tr> <td>07</td> <td>48.3</td> </tr> <tr> <td>08</td> <td>32.0</td> </tr> </tbody> </table> <table border="1" data-bbox="1734 927 2034 1149"> <thead> <tr> <th colspan="2">Benchmark to World Class</th> </tr> <tr> <th colspan="2">Race/Ethnicity Gap</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>17.6</td> </tr> <tr> <td>06</td> <td>6.9</td> </tr> <tr> <td>07</td> <td>7.8</td> </tr> <tr> <td>08</td> <td>5.2</td> </tr> </tbody> </table> <table border="1" data-bbox="1734 1179 2034 1401"> <thead> <tr> <th colspan="2">Benchmark to World Class</th> </tr> <tr> <th colspan="2">Gender Gap</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>12.6</td> </tr> <tr> <td>06</td> <td>5.5</td> </tr> <tr> <td>07</td> <td>18.8</td> </tr> <tr> <td>08</td> <td>12.6</td> </tr> </tbody> </table> | Benchmark to World Class | | Overall | | 05 | 77.5 | 06 | 91.3 | 07 | 75.9 | 08 | 84.0 | Benchmark to World Class | | SPED Gap | | 05 | 30.0 | 06 | 27.8 | 07 | 48.3 | 08 | 32.0 | Benchmark to World Class | | Race/Ethnicity Gap | | 05 | 17.6 | 06 | 6.9 | 07 | 7.8 | 08 | 5.2 | Benchmark to World Class | | Gender Gap | | 05 | 12.6 | 06 | 5.5 | 07 | 18.8 | 08 | 12.6 |
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| Overall | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 75.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 91.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 77.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPED Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | SPED | REG | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 35.4 | 83.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 68.7 | 96.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 51.3 | 81.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Race/Ethnicity Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | B | W | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 70.6 | 78.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 87.7 | 94.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 67.3 | 84.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gender Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Boys | Girls | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 66.9 | 85.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 88.6 | 94.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 70.8 | 83.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Benchmark to World Class | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 77.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 91.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 75.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08 | 84.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Benchmark to World Class | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPED Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 30.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 27.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 48.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08 | 32.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Benchmark to World Class | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Race/Ethnicity Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 17.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 6.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 7.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08 | 5.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Benchmark to World Class | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gender Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 12.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 5.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 18.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08 | 12.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

B
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English: RLR 8
SOL Pass Rates:

| Overall | |
|---------|------|
| 07 | 65.6 |
| 06 | 72.3 |
| 05 | 77.5 |

| SPED Gap | | |
|----------|------|------|
| | SPED | REG |
| 07 | 47.7 | 68.9 |
| 06 | 52.8 | 75.9 |
| 05 | 48.8 | 76.7 |

| Race/Ethnicity Gap | | |
|--------------------|------|------|
| | B | W |
| 07 | 55.9 | 75.4 |
| 06 | 62.5 | 82.8 |
| 05 | 71.3 | 78.6 |

| Gender Gap | | |
|------------|------|-------|
| | Boys | Girls |
| 07 | 62.3 | 69.4 |
| 06 | 73.7 | 70.8 |
| 05 | 72.4 | 82.1 |

English: RLR 7
SOL Pass Rates:

| Overall | |
|---------|------|
| 07 | 71.0 |
| 06 | 76.4 |

| SPED Gap | | |
|----------|------|------|
| | SPED | REG |
| 07 | 34.9 | 76.9 |
| 06 | 45.8 | 82.4 |

| Race/Ethnicity Gap | | |
|--------------------|------|------|
| | B | W |
| 07 | 67.5 | 74.6 |

Increase the percentage of students demonstrating proficiency on the district benchmark assessments to 60% proficiency.

Increase the percentage of students demonstrating proficiency on the collaboratively developed tri-weekly assessments as determined by baseline data.

Students will justify responses on formative assessments.

Teachers will utilize effective questioning techniques for all assessments, formal and informal.

Students will utilize graphic organizers and nonlinguistic representations in interactive notebooks.

Students will chart academic progress and set goals in interactive notebooks.

Students will participate in writing across the curriculum by utilizing the Thomas Model (Northside's pre-writing tool) to support the development of five-paragraph essays.

Data team support.

Justification training and support.

Effective questioning training and support.

Interactive Notebook training (related specifically to graphic organizers and goal setting for students.)

Writing Across the Curriculum Training and support.

Formal and informal observations with a focus on student justification, questioning strategies, and graphic organizers by the principal, assistant principal, department chairs and support personnel.

Interactive Notebook Rubric data.

Writing Across the Curriculum data.

Monitor lesson plans (Monthly IRG checks, weekly submissions and department chair feedback to teachers).

English: RLR 8

| Benchmark to World Class Overall | |
|----------------------------------|------|
| 05 | 77.5 |
| 06 | 72.3 |
| 07 | 65.6 |
| 08 | 77.0 |

| Benchmark to World Class SPED Gap | |
|-----------------------------------|------|
| 05 | 27.9 |
| 06 | 23.1 |
| 07 | 21.2 |
| 08 | 14.0 |

| Benchmark to World Class Race/Ethnicity Gap | |
|---------------------------------------------|------|
| 05 | 7.3 |
| 06 | 20.3 |
| 07 | 19.5 |
| 08 | 13.0 |

| Benchmark to World Class Gender Gap | |
|-------------------------------------|-----|
| 05 | 9.7 |
| 06 | 2.9 |
| 07 | 7.1 |
| 08 | 4.7 |

English: RLR 7

| Benchmark to World Class Overall | |
|----------------------------------|------|
| 06 | 76.4 |

| | | |
|----|------|------|
| 06 | 73.7 | 80.0 |
|----|------|------|

| Gender Gap | | |
|------------|------|-------|
| | Boys | Girls |
| 07 | 65.2 | 77.5 |
| 06 | 71.0 | 82.5 |

English: RLR 6
SOL Pass Rates:

| Overall | |
|---------|------|
| 07 | 76.2 |
| 06 | 77.5 |

| SPED Gap | | |
|----------|------|------|
| | SPED | REG |
| 07 | 42.0 | 82.5 |
| 06 | 56.8 | 80.4 |

| Race/Ethnicity Gap | | |
|--------------------|------|------|
| | B | W |
| 07 | 68.3 | 85.7 |
| 06 | 77.8 | 81.0 |

| Gender Gap | | |
|------------|------|-------|
| | Boys | Girls |
| 07 | 70.3 | 81.7 |
| 06 | 77.6 | 77.5 |

| | |
|----|------|
| 07 | 71.0 |
| 08 | 80.0 |

| Benchmark to World Class SPED Gap | |
|--------------------------------------|------|
| 06 | 36.6 |
| 07 | 42.0 |
| 08 | 28.0 |

| Benchmark to World Class Race/Ethnicity Gap | |
|------------------------------------------------|-----|
| 06 | 6.3 |
| 07 | 7.1 |
| 08 | 4.7 |

| Benchmark to World Class Gender Gap | |
|----------------------------------------|------|
| 06 | 11.5 |
| 07 | 12.3 |
| 08 | 8.2 |

English: RLR 6:

| Benchmark to World Class Overall | |
|-------------------------------------|------|
| 06 | 77.5 |
| 07 | 76.2 |
| 08 | 84.0 |

| Benchmark to World Class SPED Gap | |
|--------------------------------------|------|
| 06 | 23.6 |
| 07 | 40.5 |
| 08 | 27.0 |

| Overall | |
|---------|------|
| 07 | 50.3 |
| 06 | 60.4 |
| 05 | 74.4 |

| SPED Gap | | |
|----------|------|------|
| | SPED | REG |
| 07 | 27.1 | 54.9 |
| 06 | 41.2 | 63.8 |
| 05 | 59.5 | 76.7 |

| Race/Ethnicity Gap | | |
|--------------------|------|------|
| | B | W |
| 07 | 41.4 | 61.0 |
| 06 | 51.8 | 71.3 |
| 05 | 61.1 | 80.0 |

| Gender Gap | | |
|------------|------|-------|
| | Boys | Girls |
| 07 | 46.8 | 54.4 |
| 06 | 56.3 | 64.7 |
| 05 | 69.6 | 78.7 |

Mathematics 7
SOL Pass Rates:

| Overall | |
|---------|------|
| 07 | 35.0 |
| 06 | 24.1 |

| SPED Gap | | |
|----------|------|------|
| | SPED | REG |
| 07 | 7.9 | 39.2 |
| 06 | 9.3 | 26.7 |

| Race/Ethnicity Gap | | |
|--------------------|------|------|
| | B | W |
| 07 | 27.0 | 43.4 |
| 06 | 18.8 | 26.8 |

| | |
|----|------|
| 05 | 6.7 |
| 06 | 6.9 |
| 07 | 14.7 |
| 08 | 9.8 |

Mathematics 8

| Benchmark to World Class | |
|--------------------------|------|
| Overall | |
| 05 | 74.4 |
| 06 | 60.4 |
| 07 | 50.3 |
| 08 | 72.0 |

| Benchmark to World Class | |
|--------------------------|------|
| SPED Gap | |
| 05 | 17.2 |
| 06 | 22.6 |
| 07 | 27.8 |
| 08 | 18.5 |

| Benchmark to World Class | |
|--------------------------|------|
| Race/Ethnicity Gap | |
| 05 | 18.9 |
| 06 | 19.5 |
| 07 | 19.6 |
| 08 | 13.0 |

| Benchmark to World Class | |
|--------------------------|-----|
| Gender Gap | |
| 05 | 9.1 |
| 06 | 8.4 |
| 07 | 7.6 |
| 08 | 5.0 |

Mathematics 7:

| Gender Gap | | |
|------------|------|-------|
| | Boys | Girls |
| 07 | 36.2 | 33.6 |
| 06 | 23.9 | 24.4 |

Mathematics 6
SOL Pass Rates:

| Overall | |
|---------|------|
| 07 | 47.2 |
| 06 | 36.8 |

| SPED Gap | | |
|----------|------|------|
| | SPED | REG |
| 07 | 19.6 | 52.4 |
| 06 | 24.2 | 38.4 |

| Race/Ethnicity Gap | | |
|--------------------|------|------|
| | B | W |
| 07 | 38.9 | 58.4 |
| 06 | 26.3 | 49.5 |

| Gender Gap | | |
|------------|------|-------|
| | Boys | Girls |
| 07 | 43.2 | 50.9 |
| 06 | 39.1 | 34.5 |

| Benchmark to World Class | |
|--------------------------|------|
| Overall | |
| 06 | 24.1 |
| 07 | 35.0 |
| 08 | 72.0 |
| 09 | |
| 10 | |

| Benchmark to World Class | |
|--------------------------|------|
| SPED Gap | |
| 06 | 17.4 |
| 07 | 31.3 |
| 08 | 20.8 |

| Benchmark to World Class | |
|--------------------------|------|
| Race/Ethnicity Gap | |
| 06 | 8.0 |
| 07 | 16.4 |
| 08 | 10.9 |

| Benchmark to World Class | |
|--------------------------|-----|
| Gender Gap | |
| 06 | 0.5 |
| 07 | 2.6 |
| 08 | 1.7 |

Mathematics 6:

| Benchmark to World Class | |
|--------------------------|------|
| Overall | |
| 06 | 36.8 |
| 07 | 47.2 |
| 08 | 72.0 |

| | | | | | | <table border="1"> <tr><th colspan="2">Benchmark to World Class</th></tr> <tr><th colspan="2">SPED Gap</th></tr> <tr><td>06</td><td>14.2</td></tr> <tr><td>07</td><td>32.8</td></tr> <tr><td>08</td><td>21.8</td></tr> </table> <table border="1"> <tr><th colspan="2">Benchmark to World Class</th></tr> <tr><th colspan="2">Race/Ethnicity Gap</th></tr> <tr><td>06</td><td>23.2</td></tr> <tr><td>07</td><td>19.5</td></tr> <tr><td>08</td><td>13.0</td></tr> </table> <table border="1"> <tr><th colspan="2">Benchmark to World Class</th></tr> <tr><th colspan="2">Gender Gap</th></tr> <tr><td>06</td><td>4.6</td></tr> <tr><td>07</td><td>7.7</td></tr> <tr><td>08</td><td>5.1</td></tr> </table> | Benchmark to World Class | | SPED Gap | | 06 | 14.2 | 07 | 32.8 | 08 | 21.8 | Benchmark to World Class | | Race/Ethnicity Gap | | 06 | 23.2 | 07 | 19.5 | 08 | 13.0 | Benchmark to World Class | | Gender Gap | | 06 | 4.6 | 07 | 7.7 | 08 | 5.1 |
|--------------------------|------|--|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--|----------|--|----|------|----|------|----|------|--------------------------|--|--------------------|--|----|------|----|------|----|------|--------------------------|--|------------|--|----|-----|----|-----|----|-----|
| Benchmark to World Class | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPED Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 14.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 32.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08 | 21.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Benchmark to World Class | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Race/Ethnicity Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 23.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 19.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08 | 13.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Benchmark to World Class | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gender Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 4.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 7.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08 | 5.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| D | <p>Science 8 SOL Pass Rates:</p> <table border="1"> <tr><th colspan="2">Overall</th></tr> <tr><td>07</td><td>73.9</td></tr> <tr><td>06</td><td>80.5</td></tr> <tr><td>05</td><td>83.0</td></tr> </table> <table border="1"> <tr><th colspan="3">SPED Gap</th></tr> <tr><th></th><th>SPED</th><th>REG</th></tr> <tr><td>07</td><td>48.0</td><td>79.3</td></tr> <tr><td>06</td><td>68.0</td><td>82.7</td></tr> <tr><td>05</td><td>70.7</td><td>84.8</td></tr> </table> <table border="1"> <tr><th colspan="3">Race/Ethnicity Gap</th></tr> <tr><th></th><th>B</th><th>W</th></tr> <tr><td>07</td><td>63.1</td><td>84.5</td></tr> <tr><td>06</td><td>71.3</td><td>91.1</td></tr> <tr><td>05</td><td>69.7</td><td>92.2</td></tr> </table> | Overall | | 07 | 73.9 | 06 | 80.5 | 05 | 83.0 | SPED Gap | | | | SPED | REG | 07 | 48.0 | 79.3 | 06 | 68.0 | 82.7 | 05 | 70.7 | 84.8 | Race/Ethnicity Gap | | | | B | W | 07 | 63.1 | 84.5 | 06 | 71.3 | 91.1 | 05 | 69.7 | 92.2 | <p>Increase the percentage of students demonstrating proficiency on the district benchmark assessments to 60% proficiency.</p> <p>Increase the percentage of students demonstrating proficiency on the collaboratively developed tri-weekly assessments as determined by baseline data.</p> | <p>Students will justify responses on formative assessments.</p> <p>Teachers will utilize effective questioning techniques for all assessments, formal and informal.</p> <p>Students will utilize graphic organizers and nonlinguistic representations in interactive notebooks.</p> <p>Students will chart academic progress and set goals in interactive notebooks.</p> | <p>Data team support.</p> <p>Justification training and support.</p> <p>Effective questioning training and support.</p> <p>Interactive Notebook training (related specifically to graphic organizers and goal setting for students.)</p> <p>Writing Across the Curriculum Training and support.</p> | <p>Formal and informal observations with a focus on student justification, questioning strategies, and graphic organizers by the principal, assistant principal, department chairs and support personnel.</p> <p>Interactive Notebook Rubric data.</p> <p>Writing Across the Curriculum data.</p> <p>Monitor lesson plans (Monthly IRG checks, weekly submissions and department chair feedback)</p> | <p>Science 8:</p> <table border="1"> <tr><th colspan="2">Benchmark to World Class</th></tr> <tr><th colspan="2">Overall</th></tr> <tr><td>05</td><td>83.0</td></tr> <tr><td>06</td><td>80.5</td></tr> <tr><td>07</td><td>73.9</td></tr> <tr><td>08</td><td>82.6</td></tr> </table> <table border="1"> <tr><th colspan="2">Benchmark to World Class</th></tr> <tr><th colspan="2">SPED Gap</th></tr> <tr><td>05</td><td>14.1</td></tr> <tr><td>06</td><td>14.7</td></tr> <tr><td>07</td><td>31.3</td></tr> <tr><td>08</td><td>20.8</td></tr> </table> | Benchmark to World Class | | Overall | | 05 | 83.0 | 06 | 80.5 | 07 | 73.9 | 08 | 82.6 | Benchmark to World Class | | SPED Gap | | 05 | 14.1 | 06 | 14.7 | 07 | 31.3 | 08 | 20.8 |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--|----|------|----|------|----|------|----------|--|--|--|------|-----|----|------|------|----|------|------|----|------|------|--------------------|--|--|--|---|---|----|------|------|----|------|------|----|------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--|---------|--|----|------|----|------|----|------|----|------|--------------------------|--|----------|--|----|------|----|------|----|------|----|------|
| | Overall | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 07 | 73.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 06 | 80.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 83.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPED Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | SPED | REG | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 48.0 | 79.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 68.0 | 82.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 70.7 | 84.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Race/Ethnicity Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | B | W | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 63.1 | 84.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 71.3 | 91.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 69.7 | 92.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Benchmark to World Class | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 83.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 80.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 73.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08 | 82.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Benchmark to World Class | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPED Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 14.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 14.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 31.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08 | 20.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <table border="1"> <thead> <tr> <th colspan="3">Gender Gap</th> </tr> <tr> <th></th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>73.9</td> <td>73.9</td> </tr> <tr> <td>06</td> <td>83.4</td> <td>77.4</td> </tr> <tr> <td>05</td> <td>80.9</td> <td>84.8</td> </tr> </tbody> </table> | Gender Gap | | | | Boys | Girls | 07 | 73.9 | 73.9 | 06 | 83.4 | 77.4 | 05 | 80.9 | 84.8 | <p>Students will participate in writing across the curriculum by utilizing the Thomas Model (Northside's pre-writing tool) to support the development of five-paragraph essays.</p> | | <p>to teachers).</p> | <table border="1"> <thead> <tr> <th colspan="2">Benchmark to World Class</th> </tr> <tr> <th colspan="2">Race/Ethnicity Gap</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>22.5</td> </tr> <tr> <td>06</td> <td>19.8</td> </tr> <tr> <td>07</td> <td>21.4</td> </tr> <tr> <td>08</td> <td>14.2</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Benchmark to World Class</th> </tr> <tr> <th colspan="2">Gender Gap</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>3.9</td> </tr> <tr> <td>06</td> <td>6.0</td> </tr> <tr> <td>07</td> <td>0.0</td> </tr> <tr> <td>08</td> <td>0.0</td> </tr> </tbody> </table> | Benchmark to World Class | | Race/Ethnicity Gap | | 05 | 22.5 | 06 | 19.8 | 07 | 21.4 | 08 | 14.2 | Benchmark to World Class | | Gender Gap | | 05 | 3.9 | 06 | 6.0 | 07 | 0.0 | 08 | 0.0 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------|--|--|------|-------|----|------|------|----|------|------|----|------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--|--------------------|--|----|------|----|------|----|------|----|------|--------------------------|--|------------|--|----|-----|----|-----|----|-----|----|-----|
| Gender Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Boys | Girls | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 73.9 | 73.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 83.4 | 77.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 80.9 | 84.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Benchmark to World Class | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Race/Ethnicity Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 22.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 19.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 21.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08 | 14.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Benchmark to World Class | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gender Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 3.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 6.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 0.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08 | 0.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>E History / Social Science 8 SOL Pass Rates:</p> <table border="1"> <thead> <tr> <th colspan="2">Overall</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>71.5</td> </tr> <tr> <td>06</td> <td>76.7</td> </tr> <tr> <td>05</td> <td>82.9</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">SPED Gap</th> </tr> <tr> <th></th> <th>SPED</th> <th>REG</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>46.8</td> <td>76.4</td> </tr> <tr> <td>06</td> <td>52.9</td> <td>81.0</td> </tr> <tr> <td>05</td> <td>63.4</td> <td>85.9</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">Race/Ethnicity Gap</th> </tr> <tr> <th></th> <th>B</th> <th>W</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>65.1</td> <td>76.1</td> </tr> <tr> <td>06</td> <td>70.6</td> <td>83.8</td> </tr> <tr> <td>05</td> <td>77.6</td> <td>85.8</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">Gender Gap</th> </tr> <tr> <th></th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>73.0</td> <td>69.9</td> </tr> <tr> <td>06</td> <td>77.9</td> <td>75.5</td> </tr> <tr> <td>05</td> <td>81.6</td> <td>84.0</td> </tr> </tbody> </table> | Overall | | 07 | 71.5 | 06 | 76.7 | 05 | 82.9 | SPED Gap | | | | SPED | REG | 07 | 46.8 | 76.4 | 06 | 52.9 | 81.0 | 05 | 63.4 | 85.9 | Race/Ethnicity Gap | | | | B | W | 07 | 65.1 | 76.1 | 06 | 70.6 | 83.8 | 05 | 77.6 | 85.8 | Gender Gap | | | | Boys | Girls | 07 | 73.0 | 69.9 | 06 | 77.9 | 75.5 | 05 | 81.6 | 84.0 | <p>Increase the percentage of students demonstrating proficiency on the district benchmark assessments to 60% proficiency.</p> <p>Increase the percentage of students demonstrating proficiency on the collaboratively developed tri-weekly assessments as determined by baseline data.</p> | <p>Students will justify responses on formative assessments.</p> <p>Teachers will utilize effective questioning techniques for all assessments, formal and informal.</p> <p>Students will utilize graphic organizers and nonlinguistic representations in interactive notebooks.</p> <p>Students will chart academic progress and set goals in interactive notebooks.</p> <p>Students will participate in writing across the curriculum by utilizing the Thomas Model (Northside's pre-writing tool) to support the development of five-paragraph essays.</p> | <p>Data team support.</p> <p>Justification training and support.</p> <p>Effective questioning training and support.</p> <p>Interactive Notebook training (related specifically to graphic organizers and goal setting for students.)</p> <p>Writing Across the Curriculum Training and support.</p> | <p>Formal and informal observations with a focus on student justification, questioning strategies, and graphic organizers by the principal, assistant principal, department chairs and support personnel.</p> <p>Interactive Notebook Rubric data.</p> <p>Writing Across the Curriculum data.</p> <p>Monitor lesson plans (Monthly IRG checks, weekly submissions and department chair feedback to teachers).</p> | <p>History / Social Science 8:</p> <table border="1"> <thead> <tr> <th colspan="2">Benchmark to World Class</th> </tr> <tr> <th colspan="2">Overall</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>82.9</td> </tr> <tr> <td>06</td> <td>76.7</td> </tr> <tr> <td>07</td> <td>71.5</td> </tr> <tr> <td>08</td> <td>81.0</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Benchmark to World Class</th> </tr> <tr> <th colspan="2">SPED Gap</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>22.5</td> </tr> <tr> <td>06</td> <td>28.1</td> </tr> <tr> <td>07</td> <td>29.6</td> </tr> <tr> <td>08</td> <td>19.7</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Benchmark to World Class</th> </tr> <tr> <th colspan="2">Race/Ethnicity Gap</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>8.2</td> </tr> <tr> <td>06</td> <td>13.2</td> </tr> <tr> <td>07</td> <td>11.0</td> </tr> <tr> <td>08</td> <td>7.3</td> </tr> </tbody> </table> | Benchmark to World Class | | Overall | | 05 | 82.9 | 06 | 76.7 | 07 | 71.5 | 08 | 81.0 | Benchmark to World Class | | SPED Gap | | 05 | 22.5 | 06 | 28.1 | 07 | 29.6 | 08 | 19.7 | Benchmark to World Class | | Race/Ethnicity Gap | | 05 | 8.2 | 06 | 13.2 | 07 | 11.0 | 08 | 7.3 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------|----|------|----|------|----|------|----------|--|--|--|------|-----|----|------|------|----|------|------|----|------|------|--------------------|--|--|--|---|---|----|------|------|----|------|------|----|------|------|------------|--|--|--|------|-------|----|------|------|----|------|------|----|------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--|---------|--|----|------|----|------|----|------|----|------|--------------------------|--|----------|--|----|------|----|------|----|------|----|------|--------------------------|--|--------------------|--|----|-----|----|------|----|------|----|-----|
| Overall | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 71.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 76.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 82.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPED Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | SPED | REG | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 46.8 | 76.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 52.9 | 81.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 63.4 | 85.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Race/Ethnicity Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | B | W | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 65.1 | 76.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 70.6 | 83.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 77.6 | 85.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gender Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Boys | Girls | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 73.0 | 69.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 77.9 | 75.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 81.6 | 84.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Benchmark to World Class | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 82.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 76.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 71.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08 | 81.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Benchmark to World Class | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPED Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 22.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 28.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 29.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08 | 19.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Benchmark to World Class | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Race/Ethnicity Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05 | 8.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06 | 13.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 11.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08 | 7.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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><i>Chronic Absenteeism Data</i></p> <table border="1" data-bbox="176 483 445 641"> <thead> <tr> <th colspan="2">Percent of Sixth Graders Absent 10 or More Days</th> </tr> </thead> <tbody> <tr> <td>06-07</td> <td>23%</td> </tr> <tr> <td>05-06</td> <td>31%</td> </tr> </tbody> </table> | Percent of Sixth Graders Absent 10 or More Days | | 06-07 | 23% | 05-06 | 31% | <p>Decrease the percentage of sixth graders absent 10 or more days on a quarterly basis.</p> | <p>Students who are suspended from school will have the opportunity to attend an alternatives to suspension program, “Stay in the Race.” (contingent on funding – continuation of pilot program).</p> <p>Utilize the services of the Attendance Technician.</p> <p>Rising sixth graders will have the opportunity to participate in the summer transition program.</p> <p>Students who are overage for grade will have the opportunity to participate in the Achievers Program.</p> <p>Students will be recognized for perfect attendance at quarterly honors assemblies.</p> <p>Students will be recognized for improved attendance at monthly Breakfast with the Principal programs.</p> <p>Create engaging lessons that excite students about their learning.</p> | <p>Communications facilitated by the attendance technician and SIPC related to attendance policies and procedures.</p> <p>Review of Stay in the Race expectations with the Northside staff.</p> <p>Review of Achievers expectations with the Northside staff.</p> <p>Monthly collection and publication of names of students who will participate in the Breakfast with the Principal program (Whale Done Correlate to facilitate).</p> <p>Quarterly collection and publication of names of students who will participate in the honors assemblies (guidance department to facilitate).</p> | <p>Quarterly collection and analysis of Stay in the Race Data with administrative team and SITR team.</p> <p>Quarterly evaluation and analysis of Achievers data with the administrative team and Achievers team.</p> <p>Quarterly analysis of attendance trends by administrative team and attendance technician.</p> <p>Formal and informal classroom observations conducted by the principal, assistant principal, department chairs, and support personnel.</p> | <p><i>Chronic Absenteeism Data</i></p> <table border="1" data-bbox="1789 483 2039 673"> <thead> <tr> <th colspan="2">Percent of Sixth Graders Absent 10 or More Days</th> </tr> </thead> <tbody> <tr> <td>07-08</td> <td>20%</td> </tr> <tr> <td>06-07</td> <td>23%</td> </tr> <tr> <td>05-06</td> <td>31%</td> </tr> </tbody> </table> | Percent of Sixth Graders Absent 10 or More Days | | 07-08 | 20% | 06-07 | 23% | 05-06 | 31% |
| Percent of Sixth Graders Absent 10 or More Days | | | | | | | | | | | | | | | | | | | | |
| 06-07 | 23% | | | | | | | | | | | | | | | | | | | |
| 05-06 | 31% | | | | | | | | | | | | | | | | | | | |
| Percent of Sixth Graders Absent 10 or More Days | | | | | | | | | | | | | | | | | | | | |
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| 05-06 | 31% | | | | | | | | | | | | | | | | | | | |

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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 Assess Implementation?</i> | <i>What Will We Look for as Student Results?</i> |
|--|------------------------|-------------------------|-------------------|-----------------------------------------|-------------------------------------------|--------------------------------------------------|
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| A. | <p>DSS Survey</p> <table border="1" data-bbox="178 175 445 459"> <tr><td colspan="2">Parent Comparison</td></tr> <tr><td colspan="2">The principal encourages parental involvement and school and student learning.</td></tr> <tr><td>Mean 07</td><td>3.7</td></tr> <tr><td>Mean 06</td><td>3.6</td></tr> <tr><td>Mean 05</td><td>3.2</td></tr> </table> <table border="1" data-bbox="178 488 445 711"> <tr><td colspan="2">Parent Comparison</td></tr> <tr><td colspan="2">The office staff and administration are friendly and helpful.</td></tr> <tr><td>Mean 07</td><td>3.9</td></tr> <tr><td>Mean 06</td><td>3.9</td></tr> <tr><td>Mean 05</td><td>3.7</td></tr> </table> <table border="1" data-bbox="178 740 445 1024"> <tr><td colspan="2">Parent Comparison</td></tr> <tr><td colspan="2">I have visited (communicated with) my child's school at least once in the last three months.</td></tr> <tr><td>Mean 07</td><td>4.1</td></tr> <tr><td>Mean 06</td><td>4.1</td></tr> <tr><td>Mean 05</td><td>4.1</td></tr> </table> | Parent Comparison | | The principal encourages parental involvement and school and student learning. | | Mean 07 | 3.7 | Mean 06 | 3.6 | Mean 05 | 3.2 | Parent Comparison | | The office staff and administration are friendly and helpful. | | Mean 07 | 3.9 | Mean 06 | 3.9 | Mean 05 | 3.7 | Parent Comparison | | I have visited (communicated with) my child's school at least once in the last three months. | | Mean 07 | 4.1 | Mean 06 | 4.1 | Mean 05 | 4.1 | <p>Increase opportunities to develop and build positive relationships with parents and community members on a quarterly basis.</p> | <p>Conduct weekly parent/teacher conferences on Wednesday afternoons.</p> <p>Attend Northside Civic League meetings on a regular basis to address issues and influences facing our children and community.</p> <p>Utilize the Community Correlate as an outreach/altruistic program.</p> <p>Encourage parents to utilize eSembler as a tool to keep informed about student progress.</p> <p>Communicate school and community events via Parent Link.</p> <p>Meet with parents of overage-for-grade students during forum meetings.</p> <p>Maintain up-to-date web pages for all school instructional personnel.</p> <p>Sponsor activities for parents centered around music department performances.</p> | <p>Monthly office manager meetings related to customer service.</p> <p>Share best practices with administrative team focused on maintaining positive communications with parents.</p> <p>Inservices and communications with Youth Bureau regarding community issues.</p> <p>Inservices for staff on web page design.</p> | <p>Logs of activities held for the community by the Community Correlate.</p> <p>Logs of support extended to the community by the Community Correlate.</p> <p>Logs of parental attendance at Wednesday conferences.</p> <p>Attendance at Northside Civic League meetings.</p> <p>Records of all communications sent via Parent Link.</p> <p>Monitoring of web pages.</p> <p>Conferences held with individual staff members related to customer service issues.</p> | <p>Increase or maintain favorable responses by parents on the District Stakeholder Survey.</p> <table border="1" data-bbox="1791 269 2039 488"> <tr><td colspan="2">Parent Comparison</td></tr> <tr><td colspan="2">The principal encourages parental involvement and school and student learning.</td></tr> <tr><td>Mean 08</td><td>3.8</td></tr> </table> <table border="1" data-bbox="1791 548 2039 735"> <tr><td colspan="2">Parent Comparison</td></tr> <tr><td colspan="2">The office staff and administration are friendly and helpful.</td></tr> <tr><td>Mean 08</td><td>4.0</td></tr> </table> <table border="1" data-bbox="1791 795 2039 1076"> <tr><td colspan="2">Parent Comparison</td></tr> <tr><td colspan="2">I have visited (communicated with) my child's school at least once in the last three months.</td></tr> <tr><td>Mean 08</td><td>4.2</td></tr> </table> | Parent Comparison | | The principal encourages parental involvement and school and student learning. | | Mean 08 | 3.8 | Parent Comparison | | The office staff and administration are friendly and helpful. | | Mean 08 | 4.0 | Parent Comparison | | I have visited (communicated with) my child's school at least once in the last three months. | | Mean 08 | 4.2 |
| Parent Comparison | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The principal encourages parental involvement and school and student learning. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean 07 | 3.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean 06 | 3.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean 05 | 3.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parent Comparison | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The office staff and administration are friendly and helpful. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean 07 | 3.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean 06 | 3.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean 05 | 3.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parent Comparison | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I have visited (communicated with) my child's school at least once in the last three months. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean 07 | 4.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean 06 | 4.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean 05 | 4.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Mean 08 | 3.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Mean 08 | 4.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Mean 08 | 4.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

The instructional leadership team met for a retreat during the summer to analyze available data and provide direction for the upcoming 07-08 school year. When teachers returned for pre-service week, each content planning team worked collaboratively together to process Instructional Accountability Plans on a much more individual level. During this process, each team was challenged to articulate how they intend to meet the needs of individual learners to ensure gaps will continue to be eliminated. Teams were required to reflect on their own instructional goals and process what supports they would need to meet these goals. Feedback from these plans was included in the development of our accountability plan. The instructional leadership team ultimately developed Northside Power Strategies that span across all content areas as well as content-specific instructional strategies.

Additional feedback was obtained from departmental data analysis. Teachers worked in departmental teams to identify strengths and weaknesses based on a data analysis of last year's student proficiency data. Additionally, departments conducted data analyses where key points in the data were noted and suggestions for improvement were identified. Again, feedback from these processes was included in our accountability plan.

Methods Used to Communicate Our Plan

Northside's Accountability Plan is expected to be maintained in the Instructional Resource Guide of each teacher. The plan will be linked to Northside's web page. Additionally, copies of the plan will be made available to parents in the main office.

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> |
| Pre-Service Week Professional Development | | | |
| Team Data Analysis (instructional and discipline data) Northside’s Instructional Program <ul style="list-style-type: none"> • RAC and WAC • Interactive Notebooks • Lesson Design, IRGs, Anticipatory Sets and Closures • PRIDE Challenge • Clipboard Management | Pre-Service Week | All instructional personnel | Agendas Professional Development Certificates |
| OUR Kids – World Class Expectations <ul style="list-style-type: none"> • Data Analysis • Creation of Data Boards based on SOL scores, discipline data, and student DSS data | Pre-Service Week | All instructional personnel | Agenda Professional Development Certificates |
| Early Release Day Professional Development | | | |
| Framing – Implementation of Content Enhancement Routine | September Early Release Day 9-20-07 | All instructional personnel | Agendas Attendance Logs |
| “Unpacking the Standards” as it relates to Tri-Weekly Assessment Planning | October Early Release Day 10-18-07 | All instructional personnel | Agendas Attendance Logs |
| Teacher Motivation - TBD | November Early Release Day 11-21-07 | All instructional personnel | Agendas Attendance Logs |
| Interactive Notebook: Self-Audits | April Early Release Day 4-21-07 | All instructional personnel | Agendas Attendance Logs |
| Faculty Meeting Professional Development | | | |
| Inclusivity – Mission and Vision | September Faculty Meeting 9-10-07 | All instructional personnel | Agendas Attendance Logs |

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| Interactive Notebooks: Graphic Organizers Student Tracking of Data and Goal Setting | October Faculty Meeting 10-1-07 | All instructional personnel | Agendas Attendance Logs |
| Justification of Answers | November Faculty Meeting 11-5-07 | All instructional personnel | Agendas Attendance Logs |
| Questioning Strategies | December Faculty Meeting 12-3-07 | All instructional personnel | Agendas Attendance Logs |
| Writing Across the Curriculum | January Faculty Meeting 1-7-08 | All instructional personnel | Agendas Attendance Logs |
| Data Review – Accountability Plan | February Faculty Meeting 2-4-08 | All instructional personnel | Agendas Attendance Logs |
| Justification of Answers | March Faculty Meeting 3-3-08 | All instructional personnel | Agendas Attendance Logs |
| Questioning Strategies | April Faculty Meeting 4-7-08 | All instructional personnel | Agendas Attendance Logs |
| Test Taking Skills | May Faculty Meeting 5-5-08 | All instructional personnel | Agendas Attendance Logs |
| Data Review – Accountability Plan | June Faculty Meeting 6-2-08 | All instructional personnel | Agendas Attendance Logs |
| Idea Factory Professional Development | | | |
| Framing – Implementation of Content Enhancement Routine Focus: Utilization as a Graphic Organizer in the Interactive Notebooks Responsibility: Science Department | October Idea Factory 10-15-07 | All instructional personnel | Agendas Attendance Logs |
| Justification Focus: Student Justification of Answers Responsibility: Mathematics Department | November Idea Factory 11-19-07 | All instructional personnel | Agendas Attendance Logs |

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| <p>Questioning Focus: Teacher Questioning Strategies for formal and informal assessment Responsibility: Reading Department</p> | <p>December Idea Factory 12-17-07</p> | <p>All instructional personnel</p> | <p>Agendas Attendance Logs</p> |
| <p>Test Taking Focus: Strategies to Support Quality Testing Taking Skills Responsibility: Academic Coaches</p> | <p>March Idea Factory 3-17-08</p> | <p>All instructional personnel</p> | <p>Agendas Attendance Logs</p> |
| <p>WAC Focus: Writing Across the Curriculum as a Tool for Student Success; WAC Data; Collaborative Student of Student Work Responsibility: Writing Department</p> | <p>April Idea Factory 4-21-08</p> | <p>All instructional personnel</p> | <p>Agendas Attendance Logs</p> |
| <p>Interactive Notebooks Focus: Interactive Notebooks as a tool to implement graphic organizers, student tracking of data, and student goal setting Responsibility: HSS and Reading Departments</p> | <p>May Idea Factory 5-19-08</p> | <p>All instructional personnel</p> | <p>Agendas Attendance Logs</p> |
| <p>Data Teams: Meetings and Support</p> | | | |
| <p>SEAS Support: Introduction of Tri-Weekly Assessments How to involve students in the assessment process.</p> | <p>9-11-07</p> | <p>Instructional Leadership Team – Core Chairs SEAS Representative</p> | <p>Meeting Attendance</p> |
| <p>SEAS Support: Feedback on Tri-Weekly Assessment Drafts</p> | <p>9-13-07</p> | <p>Instructional Leadership Team – Core Chairs SEAS Representative</p> | <p>Meeting Attendance</p> |

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| SEAS Support: Feedback on Tri-Weekly Assessment Data | 9-25-07 | Instructional Leadership Team – Core Chairs SEAS Representative | Meeting Attendance |
| Tri-Weekly Analysis Quarter 1 Weeks 1-3 | 9-26-07 | All Core | Meeting Minutes |
| SEAS Support: Feedback and Discussion on Tri- Weekly Assessment Drafts | 10-4-07 | Instructional Leadership Team – Core Chairs SEAS Representative | Meeting Attendance |
| SEAS Support: Feedback on Tri-Weekly Assessment Data | 10-15-07 | Instructional Leadership Team – Core Chairs SEAS Representative | Meeting Attendance |
| Tri-Weekly Analysis Quarter 2 Weeks 4-6 | 10-16-07 | All Core | Meeting Minutes |
| Table of Specifications Analysis Quarter 1 Benchmark | 10-19-07 | All Core | Meeting Minutes |
| Benchmark Analysis Quarter 1 | 11-8-07 | All Core | Meeting Minutes |
| SEAS Support: Feedback on Tri-Weekly Assessment Drafts | 11-20-07 | Instructional Leadership Team – Core Chairs SEAS Representative | Meeting Attendance |
| SEAS Support: Feedback on Tri-Weekly Assessment Data | 12-4-07 | Instructional Leadership Team – Core Chairs SEAS Representative | Meeting Attendance |
| Tri-Weekly Analysis Quarter 2 Weeks 1-3 | 12-5-07 | All Core | Meeting Minutes |
| SEAS Support: Feedback on Tri-Weekly Assessment Drafts | 12-12-07 | Instructional Leadership Team – Core Chairs SEAS Representative | Meeting Attendance |
| SEAS Support: Feedback on Tri-Weekly Assessment Data | 1-3-08 | Instructional Leadership Team – Core Chairs SEAS Representative | Meeting Attendance |
| Tri-Weekly Analysis Quarter 2 Weeks 4-6 | 1-3-08 | All Core | Meeting Minutes |
| Table of Specifications Analysis Quarter 2 Benchmark | 1-9-08 | All Core | Meeting Minutes |
| Benchmark Analysis Quarter 2 | 1-29-08 | All Core | Meeting Minutes |

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| SEAS Support: Feedback on Tri-Weekly Assessment Drafts | 2-6-08 | Instructional Leadership Team – Core Chairs SEAS Representative | Meeting Attendance |
| SEAS Support: Feedback on Tri-Weekly Assessment Data | 2-18-08 | Instructional Leadership Team – Core Chairs SEAS Representative | Meeting Attendance |
| Tri-Weekly Analysis Quarter 3 Weeks 1-3 | 2-19-08 | All Core | Meeting Minutes |
| SEAS Support: Feedback on Tri-Weekly Assessment Drafts | 2-27-08 | Instructional Leadership Team – Core Chairs SEAS Representative | Meeting Attendance |
| SEAS Support: Feedback on Tri-Weekly Assessment Data | 3-11-08 | Instructional Leadership Team – Core Chairs SEAS Representative | Meeting Attendance |
| Tri-Weekly Analysis Quarter 3 Weeks 4-6 | 3-12-08 | All Core | Meeting Minutes |
| Table of Specifications Analysis Quarter 3 Benchmark | 3-6-08 | All Core | Meeting Minutes |
| Benchmark Analysis Quarter 3 | 4-1-08 | All Core | Meeting Minutes |
| SEAS Support: Feedback on Tri-Weekly Assessment Drafts | 4-8-08 | Instructional Leadership Team – Core Chairs SEAS Representative | Meeting Attendance |
| SEAS Support: Feedback on Tri-Weekly Assessment Data | 4-23-08 | Instructional Leadership Team – Core Chairs SEAS Representative | Meeting Attendance |
| Tri-Weekly Analysis Quarter 4 Weeks 1-3 | 4-23-08 | All Core | Meeting Minutes |
| SEAS Support: Feedback on Tri-Weekly Assessment Drafts | 4-30-08 | Instructional Leadership Team – Core Chairs SEAS Representative | Meeting Attendance |
| SEAS Support: Feedback on Tri-Weekly Assessment Data | 5-12-08 | Instructional Leadership Team – Core Chairs SEAS Representative | Meeting Attendance |
| Tri-Weekly Analysis Quarter 4 Weeks 4-6 | 5-14-08 | All Core | Meeting Minutes |
| Table of Specifications Analysis Quarter 4 Benchmark | 5-21-08 | All Core | Meeting Minutes |

| TTAC: Collaborative Team Coaching Sessions and Team Meetings (Individual Coaching TBD) | | | |
|----------------------------------------------------------------------------------------------|----------|-----------------------------|----------------------------|
| Professional Development: Framing Routine | 9-20-07 | All instructional personnel | Agendas Attendance Logs |
| Group Coaching | 10-25-07 | Math, Science, HSS Teachers | Agendas Attendance Logs |
| TTAC Team – Planning Meeting | 10-25-07 | TTAC Team | Agendas Attendance Logs |
| Group Coaching | 11-13-07 | Math, Science, HSS Teachers | Agendas Attendance Logs |
| TTAC Team – Planning Meeting | 11-13-07 | TTAC Team | Agendas Attendance Logs |
| Individual Coaching | 12-18-07 | TBD | Agendas Attendance Logs |
| TTAC Team – Planning Meeting | 12-18-07 | TTAC Team | Agendas Attendance Logs |
| Individual Coaching | 1-15-08 | TBD | Agendas Attendance Logs |
| TTAC Team – Planning Meeting | 1-15-08 | TTAC Team | Agendas Attendance Logs |
| Individual Coaching | 2-26-08 | TBD | Agendas Attendance Logs |
| TTAC Team – Planning Meeting | 2-26-08 | TTAC Team | Agendas Attendance Logs |
| Individual Coaching | 3-6-08 | TBD | Agendas Attendance Logs |
| TTAC Team – Planning Meeting | 3-6-08 | TTAC Team | Agendas Attendance Logs |
| Professional Development: The Course-Organizer Routine | 4-17-08 | All instructional personnel | Agendas Attendance Logs |
| Group Coaching | 4-29-08 | TBD | Agendas Attendance Logs |
| TTAC Team – Planning Meeting | 4-29-08 | TTAC Team | Agendas Attendance Logs |

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| Individual Coaching | 5-27-08 | TBD | Agendas Attendance Logs |
| TTAC Team – Planning Meeting | 5-27-08 | TTAC Team | Agendas Attendance Logs |
| TTAC Planning Meeting for 2008-2009 | 6-17-08 | TTAC Team | Agendas 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> |
| Grade-Level Professional Development – Book Study Just in Time: Powerful Strategies to Promote Positive Behavior | | | |
| Chapter 1: Introduction to Strategies | September Grade-Level Meeting 9-21-07 | All instructional personnel | Agendas Attendance Logs |
| Chapter 2: Tips for Welcoming Students | October Grade-Level Meeting 10-26-07 | All instructional personnel | Agendas Attendance Logs |
| Chapter 3: Tips for Developing Effective Rules and Consequences | November Grade-Level Meeting 11-30-07 | All instructional personnel | Agendas Attendance Logs |
| Chapter 4: Tips for Promoting Greater Responsibility and Problem-Solving Abilities | December Grade-Level Meeting 12-20-07 | All instructional personnel | Agendas Attendance Logs |
| Chapter 5: Tips for Motivating Students | January Grade-Level Meeting 1-25-08 | All instructional personnel | Agendas Attendance Logs |