

Approved 10/8/07

NORFOLK PUBLIC SCHOOLS



Rosemont Middle School

SCHOOL ACCOUNTABILITY PLAN Year: 2007-2008

Dr. Stephen Jones, Superintendent of Schools
Mrs. Tracey K. Flemings, Principal

October 1, 2007

Dear Rosemont 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 Rosemont Middle School better.

Sincerely,

Mrs. Tracey K. Flemings
Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Tracey Flemings	Principal/A
Jerome Bynum	Assistant Principal/A
Alphonso Durso	6 th Grade Dean/A
Darrick Person	8 th Grade Dean/A
Greg Worcester	7 th Grade Dean/A
Tyler Nekton	Soc St Chr/T
Regina Owens	SPED Chr/R
Alice Spence	Guidance Chr/R
LaDawn Durant	English Chr/T
Christine Hebert	Reading Chr/T
Tori Jacobs	Math Chr /T
Janice Justice	Science Chr /T
Kenneth Knight	Electives Chr/T
Renee Brightman	Health & PE Chr/T
Mary Simpson-Jones	PTA President / P
LaDonna Johnson	Security/R

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
2006		
August 25	8:30-3:00	Norfolk Botanical Gdn
Sept 7, 24, 27	8:30-9:30	RMS, Rm. 319
Oct 10, 19		
Nov 2, 16, 30		
Dec 7, 21		
2007		
Jan 4, 18		
Feb 5, 15, 28		
Mar 7, 19		
April 4, 18		
May 2, 16		
June 6, TBA		

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)
* <i>Narrowing the Achievement Gap (B9-12)</i>	<input checked="" type="checkbox"/> Completed Algebra by End of Eighth Grade (B3)
<input checked="" type="checkbox"/> <i>SOL Science (B9)</i>	<input checked="" type="checkbox"/> PSAT Participation and Achievement (B4)
<input checked="" type="checkbox"/> <i>SOL History (B10)</i>	<input type="checkbox"/> SAT/ACT Participation and Achievement (B6)
* <i>SOL Math (B11)</i>	<input type="checkbox"/> Foreign Language Enrollment
* <i>SOL English (B12)</i>	<input type="checkbox"/> Scholarships Earned
<input checked="" type="checkbox"/> Reading on Grade Level (B8)	<input type="checkbox"/> Teacher Retention (A1)
<input type="checkbox"/> <i>STAR Test Results</i>	<input checked="" type="checkbox"/> Highly Qualified Teachers (A2)
<input checked="" type="checkbox"/> <i>Gates-MacGinitie Test Results</i>	<input checked="" type="checkbox"/> <i>Classes Taught by Highly Qualified Teachers (A2)</i>
<input type="checkbox"/> <i>PALS Tests Results</i>	<input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement
<input type="checkbox"/> International Baccalaureate Program Enrollment, Results, Graduates (B7)	<input type="checkbox"/> Attendance Data for Staff (A3)
<input type="checkbox"/> Advance Placement or Dual Enrollment Participation and Achievement (B5)	<input checked="" type="checkbox"/> Attendance Data for Students & NCLB Subgroups (C1)
<input type="checkbox"/> Certifications Earned, Received and CTE Diplomas (B2)	* <i>Chronic Student Absenteeism (C3)</i>
<input checked="" type="checkbox"/> Promotion/Retention/Dropout (B13)	<input type="checkbox"/> Governor's School Results and Enrollment
	* Professional Development Hours and Involvement Related to Academic Achievement

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

<u>Safe, Secure & Disciplined Learning Environment</u>	<u>Active Engagement of Parents Business and Community in Educational Process</u>
<input checked="" type="checkbox"/> District Survey Data (C4,C5)	<input type="checkbox"/> Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
<input checked="" type="checkbox"/> Safe Schools (C4)	<input type="checkbox"/> Total Volunteer Hours by Parents and Community Members in Schools
<input checked="" type="checkbox"/> School Environment (C5)	<input checked="" type="checkbox"/> Direct Interactive Parent Contacts Involving Student Achievement
<input checked="" type="checkbox"/> Incidents of Physical Violence (C2)	<input type="checkbox"/> Training Workshops Provided for Parents/Community
<input type="checkbox"/> Incidents of Possession of Firearms in School (C2)	<input type="checkbox"/> <u>Other</u>
<input type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School (C2)	<input checked="" type="checkbox"/> Local Benchmarks/Standards of Excellence
<input type="checkbox"/> Students Without Incidents of Physical Violence in School (C2)	<input type="checkbox"/> State Benchmarks/Standards of Excellence
<input type="checkbox"/> Students Without Incidents of Possession of Firearms in School (C2)	<input type="checkbox"/> National Benchmarks/Standards of Excellence
<input type="checkbox"/> Students Without Incidents of Possession of Weapons Other than Firearms in School (C2)	<input type="checkbox"/> International Benchmarks/Standards of Excellences
<input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to School Climate and Student Discipline	<input type="checkbox"/> Volunteer Log
	<input checked="" type="checkbox"/> Adequate Yearly Progress
	<input type="checkbox"/> State Report Card
	<input type="checkbox"/> Other (please specify):

II. Objectives Linked to Needs and Tier 2 Indicators

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

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

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>																																								
A.	<p>Mathematics: Spring 2007 SOL Tests</p> <table border="1"> <thead> <tr> <th colspan="2">Overall Pass Rate</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>53.9%</td> </tr> <tr> <td>7</td> <td>49.2%</td> </tr> <tr> <td>6</td> <td>37.1%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">SPED Gap</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>39.9%</td> </tr> <tr> <td>7</td> <td>25.4%</td> </tr> <tr> <td>6</td> <td>29.9%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Ethnicity Gap</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>27.1%</td> </tr> <tr> <td>7</td> <td>31.8%</td> </tr> <tr> <td>6</td> <td>24.8%</td> </tr> </tbody> </table>	Overall Pass Rate		8	53.9%	7	49.2%	6	37.1%	SPED Gap		8	39.9%	7	25.4%	6	29.9%	Ethnicity Gap		8	27.1%	7	31.8%	6	24.8%	<p>Increase the percentage of students scoring proficient or better on Math Accountability Quizzes.</p> <p>Increase the percentage of students scoring proficient or better on common tri-weekly and district quarterly assessments.</p> <p>Decrease SPED and ethnicity achievement gaps on common tri-weekly and quarterly assessments.</p>	<p>Writing across the curriculum to include common school-wide paragraph writing format, written justification of answers, elaboration strategies, and non-fiction writing.</p> <p>Use of four-square method in direct vocabulary instruction.</p> <p>Utilization of interactive notebooks to include use of graphic organizers, reading and writing strategies, note-taking, and student tracking of individual content assessment data to compare and contrast performance and to set short- and long-range goals.</p> <p>Use of questions, cues, and advance organizers.</p>	<p>District-level planning sessions to include content study groups.</p> <p>In-building professional development focused on effective instructional planning.</p> <p>In-building professional development focused on interactive notebooks.</p> <p>In-building professional development seminars focused on writing strategies.</p> <p>Departmental staff development focused on content vocabulary instruction (using book, <u>Words, Words, Words</u>), data analysis, content instructional strategies, and peer observations.</p>	<p>Formal and informal observations by administration and department chairs to include check of interactive notebooks.</p> <p>Weekly lesson plan checks by department chairs and administration.</p> <p>SOL formatted warm-ups in all courses.</p> <p>Review of data from math accountability quizzes, common tri-weekly and district quarterly assessments.</p> <p>Cross-departmental and vertical Walk-Through feedback</p> <p>Data team and departmental minutes.</p> <p>Agendas from building and district meetings and workshops.</p>	<p>Increase the percentage of students scoring proficient or better on grade 6, grade 7, and grade 8 2008 Math SOL tests to 70% or higher.</p> <p>Reduce SPED achievement gaps in grades 6, 7, and 8 by 75% to:</p> <table border="1"> <thead> <tr> <th colspan="2">SPED Gap</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>10%</td> </tr> <tr> <td>7</td> <td>6%</td> </tr> <tr> <td>6</td> <td>7.5%</td> </tr> </tbody> </table> <p>Reduce the Ethnicity achievement gaps in grades 6, 7, and 8 by 75% to:</p> <table border="1"> <thead> <tr> <th colspan="2">Ethnicity Gap</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>7%</td> </tr> <tr> <td>7</td> <td>8%</td> </tr> <tr> <td>6</td> <td>6%</td> </tr> </tbody> </table>	SPED Gap		8	10%	7	6%	6	7.5%	Ethnicity Gap		8	7%	7	8%	6	6%
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B.

**RLR: Spring 2007
SOL Tests:**

Overall Pass Rate	
8	66.2%
7	75%
6	68.2%

SPED Gap	
8	42.4%
7	60.2%
6	43.9%

Ethnicity Gap	
8	13.4%
7	10.2%
6	12.8%

Focus Strand:

Use Word Analysis Strategies	
8	69.1%
7	69%
6	55.7%

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

Decrease SPED and ethnicity achievement gaps on common tri-weekly and quarterly assessments.

Writing across the curriculum to include common school-wide paragraph writing format, written justification of answers, elaboration strategies, and non-fiction writing.

Use of four-square method and word study strategies in direct vocabulary instruction.

Utilization of interactive notebooks to include use of graphic organizers, reading and writing strategies, note-taking, and student tracking of individual content assessment data to compare and contrast performance and to set short- and long-range goals.

Use of questions, cues, and advance organizers.

District-level English staff development activities

In-building professional development focused on effective instructional planning.

In-building professional development focused on interactive notebooks.

In-building professional development seminars focused on writing strategies.

Departmental staff development focused on content vocabulary instruction (using book, Words, Words, Words), data analysis, content instructional strategies, and peer observations.

Formal and informal observations by administration and department chairs to include check of interactive notebooks.

Weekly lesson plan checks by department chairs and administration.

SOL formatted warm-ups in all courses.

Review of data from common tri-weekly and quarterly assessments.

Cross-departmental and vertical Walk-Through feedback

Data team and departmental minutes.

Agendas from building and district meetings and workshops.

Increase the percentage of students scoring proficient or better on the Ggrade 6, grade 7, and grade 8 2008 RLR SOL tests to 80% or higher.

Reduce SPED achievement gaps in grades 6, 7, and 8 by 75% to:

SPED Gap	
8	11%
7	15%
6	11%

Reduce the Ethnicity achievement gaps in grades 6, 7, and 8 by 75% to:

Ethnicity Gap	
8	3%
7	3%
6	3%

Increase the percentage of students scoring proficient or better on focus strand to 75% or better in grades 6, 7, and 8.

C.

**Writing: Spring 2007
SOL Test**

Overall Pass Rate	
8	77.9%

SPED Gap	
8	50.7%

Ethnicity Gap	
8	14.1%

Increase the percentage of 8th grade students scoring proficient or better on common tri-weekly and district quarterly assessments.

Decrease SPED and ethnicity achievement gaps on common tri-weekly and quarterly assessments.

Writing across the curriculum to include common school-wide paragraph writing format, written justification of answers, elaboration strategies, and non-fiction writing.

Use of four-square method and word study strategies in direct vocabulary instruction.

Utilization of interactive notebooks to include use of graphic organizers, reading and writing strategies, note-taking, and student tracking of individual content assessment data to compare and contrast performance and to set short- and long-range goals.

Use of questions, cues, and advance organizers.

District-level planning sessions to include content study groups.

In-building professional development focused on effective instructional planning.

In-building professional development focused on interactive notebooks.

In-building professional development seminars focused on writing strategies.

Departmental staff development focused on content vocabulary instruction (using book, Words, Words, Words), data analysis, content instructional strategies, and peer observations.

Formal and informal observations by administration and department chairs to include check of interactive notebooks.

Weekly lesson plan checks by department chairs and administration.

SOL formatted warm-ups in all courses.

Review of data from common tri-weekly and quarterly assessments.

Cross-departmental and vertical Walk-Through feedback

Data team and departmental minutes.

Agendas from building and district meetings and workshops.

Increase the percentage of students scoring proficient or better on the grade 8 English Writing SOL test to 85% or higher.

Reduce the SPED achievement gap in grade 8 by 75% to 13%.

Reduce the ethnicity achievement gap in grade 8 by 75% to 4%.

D.

**Science: Spring 2007
SOL Tests**

Overall Pass Rate	
8	80.3%
Biology	94.7%

SPED Gap	
8	50.7%
Biology	98.2%

Ethnicity Gap	
8	14.1%
Biology	5.9%

Pass Advanced	
8	12.6%
Biology	5.3%

Decrease SPED and ethnicity achievement gaps on common tri-weekly and quarterly assessments.

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

Writing across the curriculum to include common school-wide paragraph writing format, written justification of answers, elaboration strategies, and non-fiction writing.

Use of four-square method and word study strategies in direct vocabulary instruction.

Utilization of interactive notebooks to include use of graphic organizers, reading and writing strategies, note-taking, and student tracking of individual content assessment data to compare and contrast performance and to set short- and long-range goals.

Use of questions, cues, and advance organizers.

District-level planning sessions to include content study groups.

In-building professional development focused on effective instructional planning.

In-building professional development focused on interactive notebooks.

In-building professional development seminars focused on writing strategies.

Departmental staff development focused on content vocabulary instruction (using book, Words, Words, Words), data analysis, content instructional strategies, and peer observations.

Formal and informal observations by administration and department chairs to include check of interactive notebooks.

Weekly lesson plan checks by department chairs and administration.

SOL formatted warm-ups in all courses.

Review of data from common tri-weekly and quarterly assessments.

Cross-departmental and vertical Walk-Through feedback.

Data team and departmental minutes.

Agendas from building and district meetings and workshops.

Increase the percentage of students scoring proficient or better on the grade 8 Science SOL test to 85% or higher.

Reduce SPED achievement gaps in grade 8 science and biology by 75% to:

SPED Gap	
8	13%
Biology	25%

Reduce the Ethnicity achievement gap in grade 8 science and biology by 75% to:

Ethnicity Gap	
8	4%
Biology	2%

Increase the percentage of students scoring pass advanced by 75% to:

Pass Advanced	
8	22%
Biology	9%

II. Objectives Linked to Needs and Tier 2 Indicators

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

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

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>
A.	<p>855 suspensions resulting in a loss of 1890 instructional days.</p> <p>Of 1999 infraction referrals written, 1000 were for disruption and insubordination.</p>	<p>Reduce the number of conflict indicators relating to disruption and insubordination by at least 5% each month.</p>	<p>Mentor selected students (as per data analysis)</p> <p>Increase positive parental contact relating to discipline and academic progress of students.</p> <p>Increase student engagement in class- and school-wide activities.</p> <p>Reward students for continual improvement in behavior, attendance, and/or academics.</p>	<p>Assistant principal, deans, security and SRO will attend staff development workshops on discipline and safety offered by the Department of Pupil Personnel Services.</p> <p>Monthly Dean meetings with grade level teams to focus on relationship building, proactive discipline strategies, and appropriate referral writing.</p> <p>Staff programs (BEST, COMP, TESA, and Project Ride) for new teachers and veteran teachers centered classroom management and student engagement.</p> <p>Counselors promote workshops with teachers on conflict mediation; counselors will work with students daily during in-school detention as well as work with small groups of habitual offenders.</p>	<p>Monthly review of parent contact logs submitted by teachers.</p> <p>Review of documentation of previous interventions for reported offense.</p> <p>Monthly review of discipline data by administrative team.</p>	<p>The number of infraction referrals written (as measured by Starbase discipline data) during the 2007-2008 school year will decrease by 25% to 1500.</p> <p>The number of infraction referrals written for disruption and insubordination (as measured by StarBase discipline data) will decrease by 25% to 750 for the 2007-08 school year.</p>

<p>B.</p>	<p>506 attendance infractions occurred. 432 of these related to tardiness.</p>	<p>Decrease the number of indicators of school tardiness by 50 percent utilizing monthly Starbase discipline data.</p>	<p>Institute and follow school-wide tardy policy.</p> <p>Utilize hall sweeps throughout the building.</p> <p>Increase duties of truancy technician related to student tardiness to school.</p> <p>Utilization of the ParentLink system to notify parents of student tardiness to school.</p>	<p>Monthly staff development sessions offered by the Department of Pupil Personnel Services.</p>	<p>Monthly review of attendance data by the administrative team.</p> <p>Review of truancy documentation held by technician by administration.</p>	<p>Decrease tardy discipline infractions by 25 percent to a total of less or equal to 324.</p>
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II. Objectives Linked to Needs and Tier 2 Indicators

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

Objective # 3: Active Engagement of Parents, Business, and Community in the Educational Process

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Monitor Implementation?</i>	<i>What Will We Look for as Student Results?</i>
A.	PTA membership and participation at Rosemont Middle School was _____ members in 2006-07.	Increase the membership and participation in the PTA.	<p>Recruit more members to the PTA. Maintain membership envelopes and flyers on front counter.</p> <p>Advertise extensively on web site, at orientation, open house, principal’s newsletter and parent link.</p> <p>Sponsor fund raisers and parent activities to promote parent participation and exposure to the group.</p> <p>Survey of parent approval and evaluation of attitudes.</p>	<p>PTA president will hold meetings with parents and administration on a monthly basis.</p> <p>Attend all executive meetings with president to build a strong membership group.</p>	<p>Review the number of new members recruited this school year during meetings.</p> <p>Newsletter, logs and website will be viewed and updated.</p>	Increase in PTA during the 2007-08 school year to 300 or greater.

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

Members of the Oakwood Community Development Center (OCDC) will be utilized to support Rosemont by utilization of their (OCDC) after-school program. Additionally, OCDC and Rosemont Middle School will work collaboratively to submit a 21st Century Learning Grant to address the indicator relating to out-of-school suspensions. As during the 2006-2007 school year, Ms. Alice Spence, Guidance Director, will continue to conduct weekly group sessions at OCDC during the 2007-2008 school year. This on-going relationship between OCDC and Rosemont will support objectives 2 and 3.

Methods Used to Communicate Our Plan

The Rosemont Middle School Accountability Plan for 2007-08 will be available in the Media Center and main office of Rosemont Middle School for parents and community members. It will be sent via Group Wise to all staff at Rosemont Middle School. It will also be posted on the RMS website after final approval. The principal will communicate to parents and community the availability of the plan via the monthly newsletter, parentlink, school marquee, and will send it electronically to any of the school community who request it.

IV. Needs Assessment: School-wide Staff Development Focus

Based on our staff development needs assessment survey results, along with team member discussions, the following staff development opportunities will be provided. They are linked directly to our Tier 1 needs and Tier 2 Indicators and corresponding strategies. This information also will be useful for the Tier 3 Narrative and school-generated Tier 1 data concerning staff development opportunities and involvement.

Staff Development			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
The Power of 2	August 29, 2007	All Professional Staff at Rosemont Middle School Facilitator: Department SPED	Attendance Logs/Certificates
Releasing the Potential in Our Children: Surface Conversations versus Focused Conversations	August 30, 2007	All Professional Staff at Rosemont Middle School Facilitator: Alice Spence	Agenda/Certificates
Instructional Planning	October 9-12, 2007	All Professional Staff at Rosemont Middle School Facilitators: Instructional Leadership Team	Agenda Attendance Logs/Certificates
Effective Paragraph Writing	October 18, 2007	All Professional Staff at Rosemont Middle School Facilitators: Instructional Leadership Team	Agenda Attendance Logs/Certificates
Interactive Notebooks	October 22, 2007	All Professional Staff at Rosemont Middle School Facilitator: Instructional Leadership Team	Agenda Attendance Logs/Certificates
Effective Vocabulary Instruction <i>Words, Words, Words</i> (Book Talk)	October 18, 2007 (ERD) November 19, 2007 December 17, 2007	All Professional Staff at Rosemont Middle School Facilitators: Instructional Leadership Team	Attendance Logs/Certificates
Departmental Book Talks (Books TBD)	January 14, 2007 February 11, 2007 March 10, 2007 April 17, 2007 (ERD)	All Professional Staff at Rosemont Middle School Facilitators: Department Chairs	Attendance Logs/Certificates