

Priority School VDOE Contractor Monthly Report

State Facilitator: Rebecca W. Grant

Division: Alexandria City Public Schools School: Jefferson Houston prek-8 School

Report Date: 7/05/2015 Indicate the Month for which you are reporting: May/June

❖ Reports are due to VDOE-OSI by the 5th of each month for the previous month beginning March 5, 2015. The May/June report is due on July 1, 2015.

Note: The Priority School Monthly Contractor Report is completed by the VDOE Contractor then sent to the VDOE-OSI point of contact (POC) for review/approval. Once the report is approved by the OSI POC, it is returned to Contractor as a PDF. The Contractor will send the approved report to the building principal, the division POC and the Superintendent, with a copy to the OSI POC.

Part I. Alignment of School-Level Planning and Division-Level and LTP Support with Identified Needs

1. Review the current continuation application and any available LTP conducted needs assessment to identify the school goals, the current division- and school-level meeting minutes, School Improvement Plan tasks, the current approved LTP Scope of Work (SOW), and any available school reviews (LTP, state, etc.) to identify strategies/steps to meet the goals, and associated responsibilities and timelines.
2. Note the *Identified School Needs* in the space provided below; which can be drawn from the continuation application school goals and from the needs assessment conducted by the LTP.
3. In each column (School, Division, LTP), indicate if the interventions, supports and monitoring efforts are aligned with the identified needs, and whether there is evidence of division and/or LTP support for the school's plan in addressing these needs.
 - a) *If aligned*, provide statements of evidence.
 - b) *If not aligned*, please make a recommendation for alignment. Recommended supports indicated should identify any barriers impeding the school, division or LTP from implementing the improvement effort(s). Enter suggestions regarding any needed technical assistance for the division- and/or school-level teams.

Identified School Needs

1. 65% of students in the 'All Students' category will be proficient or better in Reading by June 2015.
2. 57% of students in the 'All Students' category will be proficient or better in Math by June 2015.
3. Reduce the number of discipline referrals by 25% by June 2015.

School-Level	Division-Level	LTP
Alignment Intervention/Improvement Strategies with School's Needs	Alignment of Supports with School's Needs	Alignment of Support and Monitoring with School's Needs
<p>X Interventions are Aligned.</p> <p>Evidence: February: Students are assessed using the Scholastic Reading and Math Inventories as universal screeners in grades 2-8, PALs, teacher-created and division-created common formative assessments in all SOL-tested grades and subject areas as well as common formative assessments created by teachers and vetted by the District/AIR team using the Interactive Achievement tool. The assessments are used to identify members of tiered groups for interventions. Interventionists monitor and report progress to the School Leadership Team. ACPS provided all schools with resources to train teachers and other interventionists on Databased Decision-Making. Using the data from our Intervention Progress Monitoring Report as well as any relevant assessment data (as listed above), we evaluate student progress and the effectiveness of interventions. Intervention plans are modified and updated to reflect the needs of all students both collectively and individually with regards to intervention tool or program, instructional grouping, and amount of time spent receiving intervention(s) in the form of scheduling. Training on the use of assessment tools also takes place during Professional Development sessions in addition to Collaborative Learning</p>	<p>X Supports are Aligned.</p> <p>Evidence: February: The Division has supported the school's needs by providing specialist/staff from the central office to go into Jefferson Houston weekly to coach/model and support teachers in content, instruction, management, intervention strategies and other areas as needed. (an all hands on deck support team) Individuals providing instructional support make comments/notes in Google Docs.</p> <p>Division representatives attend all STAT meetings, Transformation Team Meetings and Governance Meetings to discuss school needs and their alignment of support. The Division has been attentive to requests made by the school and works with the principal in a supportive manner. The team has worked on the Corrective Action Plan required by the State.</p> <p>The Division representatives attending Transformation and Governance Meetings are hearing a report from the LTP on what has occurred with teachers during their visits. The principal also reports on what he is seeing/hearing during his visits and conversations with teachers.</p>	<p>X Supports and monitoring are Aligned.</p> <p>Evidence: February: The LTP just recently started working with Jefferson Houston School. According to the LTP's record the Math coach modeled one session in Math for a teacher, co-taught 17 sessions with 5 teachers, 15 classroom observations, and 15 co-planning sessions. The English/Language Arts sessions included 3 observations and 1 co-planning session from the 2 coaches. English/Language Arts Coaches were not on board in February on a consistent basis. The Leadership Coach/on-site coordinator has met with the principal, visited the school and attended the Governance Meeting. The LTP Leadership Coach attends STAT meetings and Transformation Meetings. The LTP will administer the Classroom Assessment Scoring System tool to monitor effectiveness of classroom interactional processes. According to the contract this should have been administered in the fall and again in the spring. It will be administered for the first time the week on March 11, 2015.</p> <p>March: The LTP Math Coach co-taught in math classes at grades 3, 5, 6, and 7. Co-planning was done with</p>

<p>Time (held weekly) as needed. Implementation is modeled and monitored with observation data collected during walkthroughs by coaches and administrators. Coaching and support are provided to identified teachers.</p> <p>There is a school-wide emphasis on “justifying answers” in all contents. Students have to write a justification for all answers. This is discussed/shared at STAT meetings monthly, encouraging teachers to ensure that this occurs with fidelity.</p> <p>Students are tiered following each benchmark assessment and placed in small groups for extended day based on strands needing additional instruction.</p> <p>The building level administrators are monitoring the work of the LPT in the classrooms through Google Doc comments and a report that is completed by the LTP and given to the administrators following classroom visits. The administrators are spending time observing in the classrooms and looking for evidence that the teachers are using some of the things suggested/modeled/coached by the LTP.</p> <p>Indicators: TA01: The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions (2931) TA02: The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the</p>	<p>March:</p> <p>The School and Division worked collaboratively on the Corrective Action Plan addressing Essential Actions from the previous Academic Review, person responsible for the actions, person monitoring the actions, timeframes, and what documentation is required to support evidence of progress or completion. The progress of each of the Essential Actions is discussed at Governance Meetings and next steps.</p> <p>The LTP reports their summaries of activity at the Governance Meeting with the school and division representatives. There is discussion around their findings and practices. Next steps are identified for the LTP and school.</p> <p>The Division will hold spots in the Summer Content Academies for Jefferson Houston staff, new and/or returning.</p> <p>April:</p> <p>The Division and LTP met for a planning session to align Division coaches and LTP coaches to support teachers. The Division coaches are continuing to work in classrooms modeling, coaching, planning and providing feedback to teachers related to instructional practices. Documentation of visits and</p>	<p>classroom teachers and special educations teachers in Grade 7 classes and classroom teachers for Grade 3, 4, 5, 6, and 8, observed instruction and provided feedback in Grades 4, 5, 6, and 7, review SOL Practice Test Data individually with teachers of Grades 6, 7, and 8, identifying areas of low student achievement, speculating on possible student misconceptions or learning gaps, and choosing or developing strategies and student activities to address some of these issues, reviewed local assessment data with classroom and special education (joint meeting) for Grade 7, analyzed trends in student performance and identified strategies and designed activities for student learning activities to strengthen student learning gaps, joint Grade 4 data review session following Practice SOL testing, as teachers reported low achievement across strands in mathematics.</p> <p>The English/Language Arts Coach co-taught with ELA teachers in Grade 3-8, co-planned with classroom teachers in Grades 4, 5, 6, 7, and 8, observed instruction and provided feedback for teachers in Grade 5, 6, 7, and 8, participated in Grade 2 and 4 data review sessions, reviewed grades 6-8 assessments with teachers to identify areas of need for students and developing lessons for the teacher to support the students.</p> <p>The Leadership Coach met with the principal to support the use of turnaround leadership practices. The principal recommended that the LTP</p>
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<p>process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)</p> <p>TA03: The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)</p> <p>March:</p> <p>The school continues to meet with grade levels to discuss data and next steps. The principal has pre-planned guiding questions related to the data. The principal meets with the Transformation Team and discusses areas of strengths and concerns. A continuing concern is the lack of “urgency” with some teachers. The principal observed the Extended Day Learning and was concerned with the number of teachers sitting, and a lack of student engagement. The principal has challenged the team to work with their grade level/teams to help encourage them to be more attentive and provide the best possible learning environment. The administrative team conferences with the teachers and has placed some on improvement plans based on their</p>	<p>support activities are entered in Google Docs.</p> <p>The Division representative participates in weekly progress monitoring calls with the LTP , debriefing with Dr. Brozo, and CLASS observation results.</p> <p>May:</p> <p>May 8th the LTP and ACPS instructional specialists met to discuss alignment of supports for the remainder of the year. A May Service Calendar was created to align the days that LTP and Division specialists will be providing service to teachers/ school. The Division continues to provide content coaching support to teachers.</p> <p>The Division provided support/discussion on the revision of the Extended Learning time for 2015-2016 school year.</p> <p>Division representatives attend the School Governance Meetings to add support, address questions/concerns, and to ensure consistency/alignment of supports.</p> <p>June:</p> <p>Division representatives attend the School Governance Meetings to add support, address questions/concerns, and to ensure consistency/alignment of supports.</p>	<p>Leadership Coaching be focused on developing “monitor and directiveness,” a component of Driving for Results. The emphasis working with the Assistant Principal on recommendations and feedback for teachers and staff following observations.</p> <p>April:</p> <p>LTP Math Coach worked with teachers on April 14, 15, 21, 22, and 27 to plan grouping for differentiated instruction and sorting data by standards in preparation for intervention prior to SOL testing. The Math Coach provided modeling, co-teaching, classroom observations, co-planning , materials, and planning activities that support student engagement.</p> <p>The Language Coach worked with teachers on April 9, 10, 16, 21, and 30 on monitoring small groups to assess students’ independent work habits and ability to transfer learning from instructions. The LTP provided feedback to teachers about student learning and needs for support in independent work based on observations, suggested strategies for increasing student engagement, modeled formative assessment, discussed differentiated strategies to support access to complex text, provided students with models of effective questioning, and the use of reading and writing strategies, modeled inferences in poetry, discussed</p>
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<p>performance and student achievement data.</p> <p>April:</p> <p>The school administration provides updated data at governance meetings and shares intervention/remediation plans for addressing areas of weaknesses. The administration is monitoring the extended day program to ensure that the interventions are being implemented with fidelity and that teachers are focused on individual student needs.</p> <p>The administration used the coaching data/information provided by LTP and Division to look for implementation of recommendations during classroom observations.</p> <p>The administration responds quickly to address any areas of concern/requests to suggestions made by the Division, LTP, and State Contractor.</p> <p>May:</p> <p>The school appointed a team of representatives from the division, community and school to discuss/revise the present Extended Learning time for the upcoming school year. It was decided that the offerings would focus on</p>	<p>The Division shares in the discussion on the LTP monthly reports concerning progress, etc.</p>	<p>data, co-taught, co-planned and provided resources to teachers.</p> <p>The Leadership Coach provided coaching support to the assistant principal on April 22, and 28.</p> <p>The LTP District support was provided on April 10, 15, 21, 22, and 29 through participation in school governance meeting, planning meeting with district staff to discuss alignment of support, weekly progress monitoring calls with ACPS staff and LTP, and CLASS orientation to district and school.</p> <p>The LTP brought Dr. William Brozo, adolescent literacy support coach to the school on April 8 to conduct observations of ELA classes and to debrief at the end of the day by providing talking points and next step recommendations.</p> <p>The LTP provided staff to perform CLASS orientation to principal, assistant principal ACPS superintendent, and grants coordinator, share results of observations and next steps. CLASS observations were scheduled for a second round on May 6 and 7.</p> <p>May:</p> <p>On May 6, 1, 14, 21, 22, 28 and 29 the LTP English Language Arts content Coach provided modeling, co-teaching, co-planning, observations and</p>
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<p>building student understanding, increasing cognitive abilities, writing, presentation and inquiry. Academics will be embedded in the offerings. There will be a select group of students offered a Reading Recovery and Math Recovery session.</p> <p>The school administration supports the efforts of the LTP coaches working in the classrooms.</p> <p>The school administration monitors classroom instruction and provides feedback to teachers on the implementation of strategies, activities, resources, etc. provided through the LTP.</p> <p>June:</p> <p>The school continues to meet with grade levels to discuss data and next steps. The principal has pre-planned guiding questions related to the data. End of year data and discussions around next steps in planning for the upcoming school year are a focus of the meetings. The principal continues to meet with the Transformation Team and discusses areas of strengths and concerns.</p> <p>The administrative team plans to work with the School Improvement Coach to disaggregate data and identify areas of focus for 2015-2016.</p> <p>The administrative team identified individual professional development/and or SUMMER ACADEMY topics addressing targeted individual</p>		<p>feedback to teachers. The support included monitoring small groups to assess students' independent work habits and the ability to transfer learning instruction in grades 3 and 4, provide classroom management techniques focused on increasing student on-task behaviors in grades 3, 4, 6, 7, and 8, test-taking strategies in grades 6-8, modeled small group differentiated instruction in grade 7,, modeled think-pair-share strategy in grades 6-8, co-planned with teachers for extended day in grade 7, pre-planned instructional support when teacher was absent and substitute present in grades 6-8, provided models of effective questioning and the use of reading comprehension strategies in grades 3-5, technology enhanced method of "drag and drop" in grade 4, provided remediation model lesson of high needs skills in grade 5, provided feedback on pacing and focus lessons in grade 5, and co-taught groups working to self-evaluate practice test item responses in grade 5.</p> <p>The Math LTP Coach provided support on May 6, 12, 13, 19 and 20 with co-teaching, modeling, co-planning, observation and feedback. The Math Coach support included: content work in grades 3-8 on utilizing data to plan instruction, modeled lessons in grades 4 and 5 and co-taught in grades 3, 5, 6, and 7, observed classes and provided feedback to teachers in grades 4 and 6, supporting lesson planning in grades 3, 4, 5, and 7, co-planned</p>
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<p>teacher needs.</p>		<p>activities to better utilize extended-day class adult volunteers in grades 5, 6, and 8.</p> <p>The LTP Leadership Coach provided support for the assistant principal on May 21 and 26 on identifying competency focus and goals, provided an article and research aligned with goals, discussed the article and reviewed observation notes to determine how to address teacher needs through job-embedded professional development.</p> <p>The LTP On-site Coordinator consulted with principal on May 27th on Dr. Brozo's report; upcoming governance team meeting, and LTP June focus of work .</p> <p>The LTP brought in an adolescent literacy coach, Dr. William Brozo to conduct observations of ELA classes, debrief at the end of the day by providing talking points and next-step recommendations. Dr. Brozo examined resources in the bookrooms and media center and reviewed curricular materials and guides. A final report to the principal and ACPS district leaders.</p> <p>The LTP provided a consultant to do follow-up CLASS observations on May 6 and 7. An orientation was presented to the principal, assistant principal, ACPS superintendent, and grants coordinator, and final report.</p>
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<p>Not aligned.</p> <p><u>Recommendation:</u> February: March: Continue to stress the sense of urgency during these last few days prior to SOL testing and address concerns with those individuals identified. Continue to utilize the LTP to provide services in areas of need. April: The LTP reported there were some</p>	<p><input type="checkbox"/> Not aligned.</p> <p><u>Recommendation:</u> February: March: April: May: June:</p>	<p><input type="checkbox"/> Not aligned.</p> <p><u>Recommendation:</u> February: Any changes in the LTP schedule should be shared with the principal in advance. Adherence to schedules/assignments is important. Copies of LTP reports, visits, concerns, etc. should be sent to the principal.</p> <p>March: LTP attend school Transformation Team Meetings</p>

<p>unannounced school-wide schedule changes that limit access to classes and that there was a lack of teacher availability for debriefing and planning.</p> <p>The recommendation was that there be an updated school schedule to lead LTP when changes are made and that the school develop a school schedule designating uninterrupted grade-level and content team planning.</p> <p>May: June:</p>		<p>and professional development trainings offered at the school. Continue to co-plan, co-teach and model for teachers. Continue to support teachers in creating and implementing aligned lessons for the extended day focused on individual student needs.</p> <p>April: The LTP be flexible with school schedule changes (whenever possible) and made adaptations to their schedules as needed. If there are other classes available to go to them when there is a conflict.</p> <p>LTP attend school Transformation Team Meetings and professional development trainings offered at the school. Continue to co-plan, co-teach and model for teachers. Continue to support teachers in creating and implementing aligned lessons for the extended day focused on individual student needs.</p> <p>May: LTP attend school Transformation Team Meetings.</p> <p>June: LTP attend school Transformation Team Meetings.</p>
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Part II. Development of Capacity for Sustainability

Planning for sustainability of the school’s improvement is crucial and must begin with the initial implementation. As divisions and schools develop strategies for improvement efforts, it is essential that sustainability is considered when determining costs and timeframes for continuation of programs and each initiative considered by the school-level and division-level team.

1. Based on your observations and review of relevant documents (meeting minutes, agendas, schedules, etc.), in each column in the table below, indicate if there is evidence of capacity being built *this month* at the division-level (division leadership), the school-level (school leadership), and the classroom-level (effective instruction).
 - a) If there is evidence of capacity building, provide a description of the evidence.
 - b) If there is lack of evidence of capacity building, please make a recommendation.
2. Based on the cost of programs or initiatives addressed this month, are there recommendations that should be considered for next month’s budget discussion?

Division-Level (Division Leadership)	School-Level (School Leadership)	Classroom Level (Effective Instruction)
<p>A. Evidence: February:</p> <p>The Division has developed a Professional Learning Plan for teacher competencies, Division-wide Professional Learning with a focus on developing school leaders, promoting and nurturing distributed leadership within schools, building a platform for technology enhanced professional development, and providing summer learning opportunities, professional learning for school leaders. The division Department of Curriculum & Instruction has developed a Work Plan for 2015-2016 to include strategies, and action steps for: Lesson Planning, Frequent Feedback & Coaching, Effective Use of Data, Targeted Professional Development, and Customized</p>	<p>A. Evidence: February:</p> <p>The school leadership structure changed in June 2014. Input was solicited from staff and community for the selection of a new principal. Two meetings for staff and families occurred during the summer to create a leadership profile and select a staff member/PTA member to sit on the interview panel. The school leadership structure consists of a Lead Academic Principal, two Academic Principals and an Assistant Principal. Staff members will continue to meet weekly with members of the Leadership Team in collaborative team meetings for a variety of purposes including (but not limited to): Data Analysis, Collaborative Planning, Professional Development and Student Talk. The Leadership Team communicates regularly with staff regarding every aspect of the Transformation and all related efforts. Stakeholders have participated in Staff and Community Meetings, surveys and strategy sessions. Staff members</p>	<p>A. Evidence: February:</p> <p>The administrative team has developed a professional development calendar for the staff based on data, and any school-wide instructional focus. There is a school-wide focus on higher-ordering questioning. The Division content specialist are working with the teachers on ensuring the cognitive levels in standards are addressed and that higher-order questioning is being addressed in the classroom. Teachers are working together in teams to develop common grade level assessments. There is a school-wide focus on justifying answers for all work and a focus on interdisciplinary approach to teaching on a consistent basis. Struggling teachers are receiving support from</p>

<p>Service Delivery focused on the identified needs by Gap Groups.</p> <p>March:</p> <p>The Division continues to support teacher/school professional development opportunities. There are Summer Content Academies being offered in the summer and the division has agreed to hold spots for the Jefferson Houston teachers to attend. This could include new hires and/or returning teachers.</p> <p>The Division specialists attend Governance Meetings and division representatives attend UPD STAT Meetings.</p> <p>April:</p> <p>The Division coaches continue to work in the classrooms with the content teachers on planning, differentiated activities, delivery of instruction, etc. Division representatives met with LTP to discuss their alignment of supports to teachers. The Division provides information on upcoming professional development opportunities for teachers. The Special Education representative is working with the Special Education teachers to review IEP's and</p>	<p>reviewed data at the beginning of the school year and selected objectives for the Improvement Plan. All goals were re-evaluated with the creation of the Indistar plan and a few staff-led teams continue to function with the support of the Leadership Team. A weekly bulletin is shared with staff and includes progress toward goals and objectives, celebrations and current instructional and cooperative goals. Weekly Collaborative Team Meetings (CLTs) take place by grade level and content area. These weekly meetings focus on the use of data, planning and instructional strategies, and student support. Staff members provide feedback and seek responses to posed questions. A plan-do-study-act approach to continuous improvement is employed at all meetings as we strive to improve systems, practices and outcomes. Work completed in these sessions support many indicators as detailed in our Indistar plan. Monthly updates (and requests) to the parents and other stakeholders including the Division Leadership and Support Team and the School Board are communicated by the members of the school leadership team and encompass the work done in all areas to school transformation. During these community meetings attendees receive data, have opportunities to ask questions and also give input on the ongoing plan and efforts to transform our school.</p> <p>Indicators: C1 The LEA has determined whether an existing principal in position for two years or less has the necessary competencies to be a transformation leader. (890) C2 The LEA advertises for principal candidates in local newspapers, publications such as Education</p>	<p>specialist/coaches/administrators/and team members. Weak teachers are put on support plans with specific requirements for improvement.</p> <p>March:</p> <p>The LTP administered the Classroom Assessment Scoring System (CLASS) tool, which is used to assess the learning environment. It is not a teacher evaluation tool. The LTP coach visited the elementary and secondary classrooms using the tool to look at the following areas: Positive Climate, Negative Climate, Sensitivity, Regard for Student Perspectives, Behavior Management, Productivity, Instructional Learning Formats, Concept Development, Quality of Feedback, and Language Modeling. The lowest scored areas at the elementary level are: Regard for Student Perspectives, Concept Development, Quality Feedback, and Language Modeling. At the secondary level the lowest scored areas are: Regard for Student Perspectives, Analysis and Inquiry, Quality of Feedback, and Instructional Dialogue. The grade levels identified with the lowest scores are grades 3 and 8. The results will be shared with the teachers and the LTP and school will identify any individual or school professional development, which can help to develop teacher skills in the low areas and increase</p>
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<p>ensure that individual student goals at being met. The school administration is a part of these meetings.</p> <p>May:</p> <p>The Division continues to build capacity within the division. This year there were new members of the Division Leadership Team who brought new ideas to the team and provided individual strength to the Division Level. The Division members attend school meetings, observe in classrooms, participate in school-level decisions. All departments at the Division level have been included in the support at Jefferson Houston this year.</p> <p>June:</p> <p>The Division specialists met with the Chief Academic Officer and VDOE Contractor to discuss the SUMMER CONTENT ACADEMY and the possibility of including the Lesson Plan components as a part of the content training. The CONTENT ACADEMY consists of Literacy, Math, Science and Social Studies offerings.</p> <p>The Director of Curriculum Support shared that the curriculum department is in the process of analyzing data to look at trends in data</p>	<p>Week, regional education newsletters or web sites; alternatively, engage a search firm. (891)</p> <p>C3 The LEA has an established policy and process/rubric for screening principal candidates. (892)</p> <p>C4 The LEA has an established process for preparing to interview candidates. (893)</p> <p>C5 Key The LEA has an established criteria and format for interviewing candidates. (894)</p> <p>C6 Key The LEA selects and hires qualified principals with the necessary competencies to be change leaders. (895)</p> <p>D5 The LEA/School has established a positive organizational culture. (903)</p> <p>G2 The principal effectively and clearly communicates the message of change. (920)</p> <p>March:</p> <p>The school and division are creating a committee to look at the pros and cons of the current Extended Day Program and to discuss additional options for the 2015-2016 school year. The committee will consist of staff, parents, division representatives, LTP, and community representatives.</p> <p>The LTP Leadership Coach and principal collaborate on ideas and resources regarding processes and templates that may be considered for next school year. They will schedule “reality checks” to analyze and strategize planning to align with the Corrective Action Plan. They will ensure that all partnership</p>	<p>student motivation and performance.</p> <p>There will be a team reviewing Lesson Plans to ensure alignment and provide written feedback to teachers.</p> <p>The administration has discussed providing Balanced Literacy professional development for new hires to ensure that all teachers are familiar with the strategies and are implementing with fidelity.</p> <p>UPD STAT Meetings focus on data and strategies in Grades 2, 3, and middle school. Teachers discuss strategies and activities for providing intervention/remediation based on data.</p> <p>April:</p> <p>Content teacher representatives inventoried and provided information for school asset mapping on personnel, programs, and software in their building. They participated in a meeting on looking at these assets, who uses them (grade and content), how often they are used, what data is collected, and how the data is used. The discussion was to encourage staff/school to look at resources, etc. how they are being used and whether or not they are using it with fidelity and receiving any type of data to use for future planning and instruction.</p>
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<p>regarding strands and rigor.</p> <p>The Director of Special Education Support reported that there has been training on AIMSWEB and FAST FORWARD to teachers. Instructional Coaches are supporting teachers and assisting with middle school students.</p> <p>The Division representatives and the Superintendent contribute to the School Governance Meeting discussion and support the schools efforts to provide targeted assistance and division support.</p> <p>-OR-</p>	<p>efforts and resources are aligned to the Corrective Action Plan, CLASS observation findings, and recommendations from Dr. William Brozo’s visit. (Literacy Specialist)</p> <p>The administrative team attends all UPD STAT Meetings.</p> <p>The administrative team keeps their Indistar plan current with monthly monitoring comments and meets timelines for submission.</p> <p>April:</p> <p>School leadership has created a committee to review the present Extended Learning and make recommendations/suggestions for future planning for Extended Learning. The committee consists of parents, students, teachers, administrators, central office staff, and LTP.</p> <p>The assistant principal is working with the LTP Leadership Coach on identifying competency focus and goals and providing evidence-based feedback to teachers on observations and summative evaluations.</p> <p>The school is recruiting early for teachers based on needs for the 2015-2016 school year and encouraging current teachers to get in endorsed to be highly qualified in science grade 8.</p>	<p>Teachers are using one planning period per work to push-in to the SOL testing grades to assist with small groups of students.</p> <p>Lead content teachers participated in Asset Mapping. The teachers worked with their content teachers to help identify assets in personnel, programs, and software. The process included questions such as: Who Uses it? , How often?, What data do you get from it? , How is that data used? , and Next steps?</p> <p>May:</p> <p>On May 6, 1, 14, 21, 22, 28 and 29 the LTP English Language Arts content Coach provided modeling, co-teaching, co-planning, observations and feedback to teachers. The support included monitoring small groups to assess students’ independent work habits and the ability to transfer learning instruction in grades 3 and 4, provide classroom management techniques focused on increasing student on-task behaviors in grades 3, 4, 6, 7, and 8, test-taking strategies in grades 6-8, modeled small group differentiated instruction in grade 7,, modeled think-pair-share strategy in grades 6-8, co-planned with teachers for extended day in grade 7, pre-planned instructional support when teacher was absent and substitute present in grades 6-8, provided models of effective questioning and the use of reading comprehension</p>
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	<p>May:</p> <p>The administrative team shared its' vision for providing an increased emphasis of formative assessment, differentiated professional development for teachers, monitoring student attendance and fidelity with PBIS.</p> <p>The Corrective Action Plan goals have been shared and discussed with the Leadership Team and will be shared with the staff.</p> <p>The administrative team attends teacher professional developments and assists in the planning.</p> <p>The administrative team continues to review IEP's for alignment and is working with the division specialist on implementation.</p> <p>The administrative and Leadership teams participated in ASSET MAPPING.</p> <p>June:</p> <p>The administrative team provided preliminary SOL and expedited retake data with the School Leadership Team and School Governance Team and that there needs to be a continued focus on 4th grade for the 2015-2016 school year due to lack of</p>	<p>strategies in grades 3-5, technology enhanced method of "drag and drop" in grade 4, provided remediation model lesson of high needs skills in grade 5, provided feedback on pacing and focus lessons in grade 5, and co-taught groups working to self-evaluate practice test item responses in grade 5.</p> <p>The Math LTP Coach provided support on May 6, 12, 13, 19 and 20 with co-teaching, modeling, co-planning, observation and feedback. The Math Coach support included: content work in grades 3-8 on utilizing data to plan instruction, modeled lessons in grades 4 and 5 and co-taught in grades 3, 5, 6, and 7, observed classes and provided feedback to teachers in grades 4 and 6, supporting lesson planning in grades 3, 4, 5, and 7, co-planned activities to better utilize extended-day class adult volunteers in grades 5, 6, and 8.</p> <p>The LTP Leadership Coach provided support for the assistant principal on May 21 and 26 on identifying competency focus and goals, provided an article and research aligned with goals, discussed the article and reviewed observation notes to determine how to address teacher needs through job-embedded professional development.</p> <p>The LTP On-site Coordinator consulted with principal on May 27th on Dr. Brozo's report; upcoming governance team meeting, and LTP June focus of work .</p>
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	<p>performance in grade 3 and 5th grade due to performance in grade 4.</p> <p>The principal shared the status of the Corrective Action Plan and reported on updates related to Essential Actions.</p> <p>The administrative team will continue Action Plans with a focus on: lesson planning, common assessments, CLASS, professional development, and PBIS. Writing will be a focus in language arts and across contents. There will be a continued focus on justifying all answers school-wide. ELL teachers will focus on content areas to provide targeted support. An effort to expand library bilingual collection and high-interest books will be addressed. Tracking attendance data will become a focus and a plan considered for contacting parents at intervals of concern. The realignment of special education is being discussed.</p> <p>The administrative team is adding an School Improvement Coach to the administrative team to assist with data , classroom instruction, etc.</p> <p>The administration is adding a newly elected PTA.</p> <p>The administrative appointed Extended Day Committee created a draft proposal for what it will look like in 2015-2016. The recommended changes will support specific student interests, development and academic needs of all students providing a</p>	<p>The LTP brought in an adolescent literacy coach, Dr. William Brozo to conduct observations of ELA classes, debrief at the end of the day by providing talking points and next-step recommendations. Dr. Brozo examined resources in the bookrooms and media center and reviewed curricular materials and guides. A final report to the principal and ACPS district leaders.</p> <p>The LTP provided a consultant to do follow-up CLASS observations on May 6 and 7. An orientation was presented to the principal, assistant principal, ACPS superintendent, and grants coordinator, and final report.</p> <p>June:</p> <p>Effective classroom instruction will continue to be addressed through professional development, lesson plan and observation feedback.</p> <p>The LTP and administrative team have identified individual teacher strengths and areas of weakness needing additional support.</p> <p>SUMMER CONTENT ACADEMY offerings have been made available and recommended for targeted staff members.</p> <p>-OR-</p>
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<p>B. Recommendation: February: March: April: May: June:</p>	<p>variety of leadership opportunities so that youth have a voice and a sense of belonging and ownership, employing staff who can form relationships with youth and demonstrate sensitivity and flexibility, offering a safe and nurturing environment that creates a sense of community, providing intentional and meaningful peer interactions, and providing direct and explicit instruction aligned to the regular school day, but in a variety of other formats.</p> <p>-OR-</p> <p>B. Recommendation: February: March: Use the LTP to provide research from different models/methods of learning used for Extended Day. Transformation Meeting Agendas should be documented on the template in Indistar and distributed to the team members in advance. Discuss any current data at Transformation Meetings. April: May: June:</p>	<p>B. Recommendation: February: March: April: LTP to provide professional development for individual/school-wide teachers based on needs. May: June:</p>
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Based on the cost of programs or initiatives addressed this month, are there recommendations that should be considered for next month's budget discussion?

February: None at this time.

March: None at this time.

April: None at this time.

May: None at this time

June: None at this time.