

Jefferson-Houston K-8 School  
Addressing Corrective Action Plan  
September 2015 Update

Staffing & New Initiatives

- Enrollment-541
- Full Middle school staff
- Two additional ½ time Spanish Teachers
- School Improvement Coach
- TAG Teacher
- Four Kindergarten classes
- IB Coordinator IB Trait is included in lessons; Visits classrooms daily
- All Coaches providing support in classrooms especially Grade Four
- Teachers using lesson plan format and uploading to Google drive
- Special Education teachers using co teaching model; teaching the same lesson
- Writing is included throughout the school; portfolios were purchased; writing is included in extended day
- ELL Team provided Professional Development
- ELL student strength is listening and writing at JH; weakness – speaking (vocabulary)
- Middle school increasing vocabulary

Corrective Action Plan

Essential Action	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion	What has been done?
Align lesson plans to Virginia standards of learning and the Alexandria City Public Schools (ACPS) curriculum with a focus on measurable objectives, cognitive level of instruction, student engagement and assessment.	Lead Teachers, Teachers, Instructional Specialists and Coaches	Principal, Academic Principal, Assistant Principal, Chief Academic Officer (CAO)	March 2015 - March 2016	Lesson plans with feedback notes  Coaching notes on the shared file	<ol style="list-style-type: none"> <li>All lessons will be aligned, includes essential questions, and using kid friendly language in objective. PD completed on Daily objective Week of 9/21/15.</li> <li>Shared coaching file started.</li> </ol>
Create common grade level assessments that are aligned to Virginia Department of Education (VDOE) question strands and higher cognitive levels.	Lead Teachers, Teachers	Principal, Academic Principal, Assistant Principal, Chief Academic Officer (CAO)	March 2015 - March 2016	Common grade level assessments with feedback notes  Minutes from grade level meetings outlining assessment discussions	<ol style="list-style-type: none"> <li>Math Instructional Coach – creating common assessment quarterly</li> <li>Reading coaches have completed common assessments.</li> <li>AIR provided start of year common assessments.</li> </ol>
Implement the Classroom Assessment Scoring System	Principal, Academic	Director of Elementary	Completed	Professional Development	<ol style="list-style-type: none"> <li>JH goal during evaluations is to increase dialogue among students</li> </ol>

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<p>(CLASS) observation tool to assess the learning environment in the following three domain areas:</p> <ul style="list-style-type: none"> <li>-emotional support</li> <li>-classroom organization</li> <li>-instructional support</li> </ul>	Principal, Assistant Principal	Instruction, Director of Secondary Instruction	by June 2016	Materials, samples of CLASS scoring rubric	and teacher as well as student to student- CLASS observations. CLASS training completed August 26 and 27. CLASS observations start 9/28/15.
Utilize formative assessments to monitor student tier growth	Assistant Principal, Teachers	Principal, Academic Principal	Twice monthly March 2015 - March 2016	Formative Assessments, Formative Assessment data, Quarterly Data Report	1. Formative assessment PD started week of 9/21/15. Notes form data meetings.
Provide differentiated professional development based on classroom observations and assessment data.	Principal, Assistant Principal, Academic Principal, Executive Director of Curriculum	Director of Elementary Instruction	March 2015 – June 2016	Sign-In Sheets, Professional Development Materials, identified next steps resulting from professional development	<p>1. Dr. Sims- Academic Principal started professional development with staff on lesson planning and alignment with VDOE &amp; Co teaching Model -9/21/15. Focus was daily objective.</p> <p>2. Dr. Meyers from Simply Achieve</p>

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	and Instruction, Director of  Professional Learning				has started PD/Coaching on Balanced literacy. 9/14/15
Improve school climate by increasing student attendance, reducing disciplinary incidents and increasing parent/community engagement.	Teachers, School Counselor, School Social Worker, School Psychologist, School Nurse, Principal, Assistant Principal, Academic Principal	Director of Elementary Instruction	March 2015 – March 2016	Monthly student attendance reports, monthly student discipline reports, parent sign-in sheets, agendas from parent/community events	<ol style="list-style-type: none"> <li>1. School wide goal to build capacity and maintain highly qualified staff – Team building – 8/31/15  Meeting with MTSS – 9/25/15</li> <li>2. Chronic absenteeism students are targeted; social worker sending home letters and doing home visits after 5 times. 9/25/15</li> <li>3. New Parent Engagement liaison hired. Started Aug. 31, 2015.</li> </ol>

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Implement Positive Behavior Intervention Supports (PBIS)	<p>Teachers, School Counselor, School Social Worker, School Psychologist, School Nurse, Principal, Assistant Principal, Academic Principal</p> <p>Develop: ACPS PBIS Coordinator</p>	ACPS PBIS Coordinator, Superintendent	September 2015 – June 2016	Sign-in sheets, professional development materials, professional development next steps, PBIS team meeting minutes/notes, ACPS Implementation Report, monthly student discipline reports	1. PBIS fully implemented; did away with Jaguar Paws and now using stamps and monthly incentives such as dance, kickball, and volleyball tournaments. Training 8/31/15.

