

Jefferson-Houston Priority Partnership



CURRY SCHOOL
of EDUCATION

J-H Partnership: Getting Started

Leadership	Literacy	Mathematics	School Culture	Program Evaluation
<p data-bbox="117 506 282 536">Initial Audit</p> <p data-bbox="92 583 307 729">Responsive Leadership Coaching: J-H Administration</p>	<p data-bbox="488 467 653 496">Initial Audit</p> <p data-bbox="488 547 653 576">Iterative PD</p> <p data-bbox="442 623 699 769">Responsive Coaching within Balanced Literacy Model</p>	<p data-bbox="875 506 1039 536">Initial Audit</p> <p data-bbox="875 583 1039 612">Iterative PD</p> <p data-bbox="875 659 1039 732">Responsive Coaching</p>	<p data-bbox="1195 506 1495 579">My Teaching Partner (MTP)</p> <p data-bbox="1195 623 1495 732">Individualized Virtual CLASS Coaching for K-2 Faculty and Staff</p>	<p data-bbox="1582 506 1881 615">Evaluate Outsourced Extended Day Program</p> <p data-bbox="1609 659 1854 732">Evaluate Family Training Initiative</p>

J-H Partnership: Overall Audit Findings

Leadership

Staff and leadership seeking more clarity on roles and responsibilities

Jefferson-Houston would benefit from greater staff voice in school-wide behavior code and master scheduling options

Literacy

Jefferson-Houston would benefit from a school-wide definition and understanding of differentiated and balanced literacy instruction at levels appropriate for student development

Mathematics

Effective differentiated instructional strategies

CLASS Coaching, K-2

Coaching cycles focused on improving teacher - student interactions

Literacy Audit Recommendations

Immediate

Coach-the-Coaches

Job-embedded PD in literacy to build professional knowledge, best practices, and feedback through 2 Literacy Instructional Coaches to J-H staff

Summer

Literacy Institute

Customized Literacy PD to build shared knowledge and application of Balanced Literacy across J-H faculty

- June 28 - 30,
- July 10 - 12, or
- August 7 - 11

2017-2018

J-H Literacy Committee

Own literacy plan, long-range PD goals, align assessment, and support implementation across K-8 faculty & support staff.

Cognitive Model of Reading (McKenna & Stahl, 2009)

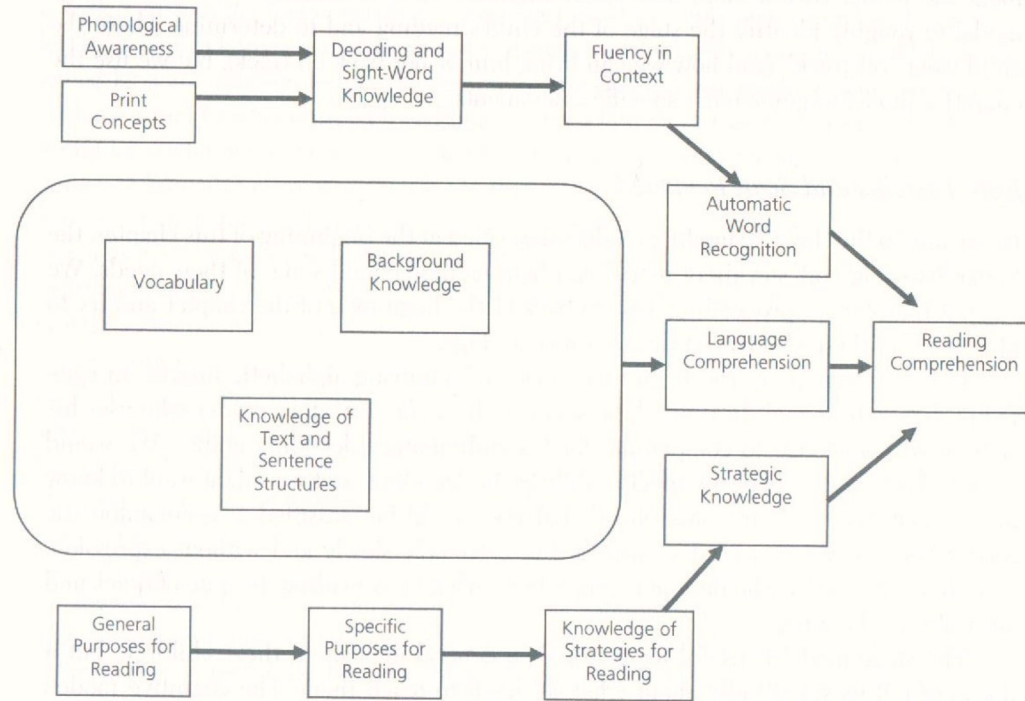
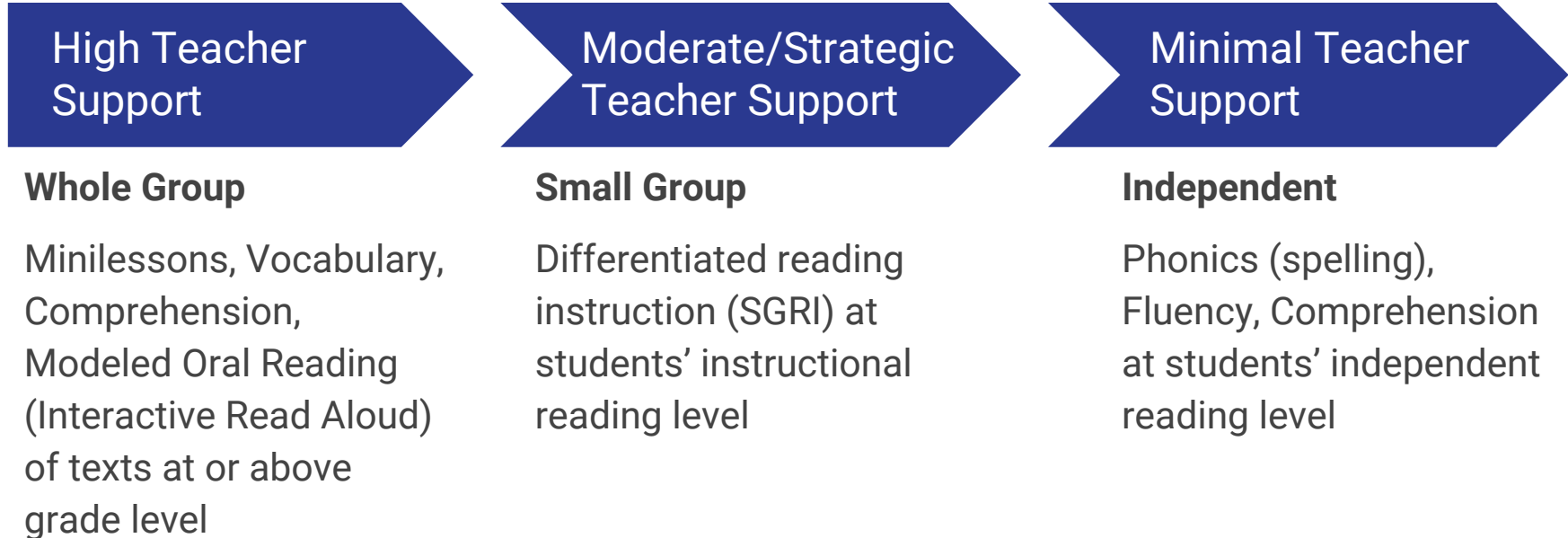


FIGURE 1.2. Cognitive model.

Balanced Literacy: Gradual Release

A balanced literacy approach uses a gradual release of responsibility with the goal of creating skilled, independent readers. Literacy instruction includes phonemic awareness, phonics, fluency, comprehension, and vocabulary instruction with varying degrees of focus across the stages of readers. Interactive discourse and writing are integrated throughout to support students' reading development.



Balanced Literacy: Focus Components by Level

Readiness - Preprimer A	Preprimer B - Primer	Primer to Late 2nd	3rd Grade and Up
<i>Emergent Readers</i>	<i>Beginner Readers</i>	<i>Transitional Readers</i>	<i>Intermediate & Advanced Readers</i>
Phonemic Awareness Alphabet Knowledge Concept of Word	Phonological Awareness Decoding skills and building sight word vocabulary	Oral Reading Fluency transition to silent, Vocabulary, Comprehension	Vocabulary Comprehension

Wide Reading Opportunities

Supported Grade-Level Texts

Leadership Audit Recommendations

Immediate

Coach-the-Leaders

Responsive coaching of admin in order to build capacity and trust in distributed leadership

Build-the-Staff

Seek staff input on roles & responsibilities, master schedule, discipline

Summer

Instructional Leadership Hybrid Summer Workshop

Five week hybrid workshop in instructional leadership for school leaders. F2F in Charlottesville (6/19, 20, and 7/31). 3 weeks of online asynchronous modules. Responsive content for participants.

2017-2018

Distributed Leadership & PLC's

Support leaders' implementation across K-8 faculty & support staff

Math Audit Recommendations

Immediate

Coach Targeted Teachers

Job-embedded PD in math, prioritizing 6th and 7th grade

CRA model of instruction;
eliciting student talk;
planning practices

Summer

Math PD Sessions

Ms. Tate and Mrs. Birnie to solicit and specify J-H staff needs

2017-2018

J-H Math Approach

Launch new school year with J-H math curriculum & expectations

The Partnership: Services

Leadership

Leadership Coaching
began with a call Feb 8th

Leadership Coaching
began Feb 22nd

Literacy

Coaching the coaches
began Jan. 27th

Coaching modeling
began Feb. 22nd

Mathematics

Instructional Coaching
began Feb. 23rd

CLASS Instruction, K-2

MTP coaching cycles
began Nov. 28th

Curry's Goals

Support and guide distributed leadership. Build instructional capacity for sustainable achievement.

ACPS's Goals

Create Professional Learning Communities (PLCs) and redefine Instructional Coaching across the district. Effective collaboration will drive sustainable achievement.

Learning Forward Session I:

Collaborate and Architect

Principals create structures to support collaboration for student learning

Launch PLCs & Second Coaching Cohort

Learning Forward Session II:

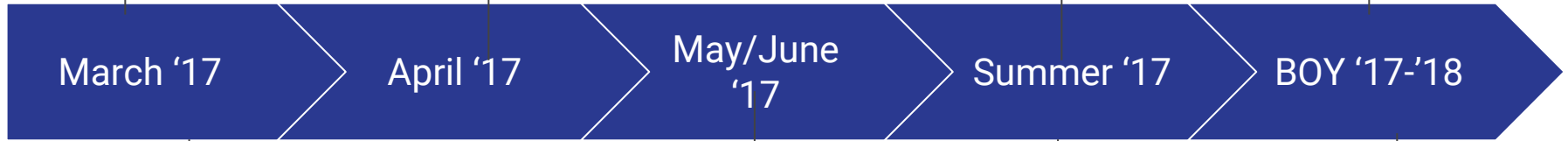
Learn & Analyze

Coaches clarify roles on coaching continuum and as leader & supporter of PLCs

Learning Forward Session III:

Support & Monitor Results

Principals & coaches reduce resistance, use multiple data gathering tools, diagnose problems, lead difficult conversations



Responsive Leadership Coaching

Responsive Literacy Coach Coaching

Instructional Leadership Workshop
June 19 - July 31

J-H Literacy Institute
June 28 - 30,
July 10 - 12, or
August 7 - 11

Launch 2017-18
Literacy Committee

Learning Forward Session I:

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Learning Forward Session II:

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Launch PLCs & Second Coaching Cohort



Short Term Deliverables

Establish Admin, Coaches, and Teacher Leaders for Literacy Committee

Define Coaches Roles & Responsibilities

Define Literacy Instruction at Jefferson-Houston

Long Term Deliverables

Review Assessments, Align and Plan for 2017-18

Balanced Literacy Plan

Review & Inventory Materials

PD Plan and Calendar for 2017-18