

Virginia Board of Education Agenda Item



Agenda Item: C

Date: February 28, 2013

Title	Final Review of Memorandum of Understanding for Alexandria City School Board for Jefferson-Houston Elementary School		
Presenter	Dr. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement Dr. Morton Sherman, Division Superintendent, Alexandria City Public Schools		
E-mail	Kathleen.Smith@doe.virginia.gov	Phone	(804) 225-2865

Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

Previous review and action. Specify date and action taken below:

Date: November 29, 2012

Action: Received first review of a Memorandum of Understanding from Alexandria City School Board for Jefferson-Houston Elementary School

Action Requested:

Final review: Action requested at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

X	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 1: Considering the Memorandum of Understanding (MOU) for Alexandria City School Board for Jefferson-Houston Elementary will provide the most appropriate course of action to ensure accountability of student learning.

Section 8 VAC 20-131-315 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) requires certain actions for schools that are denied accreditation:

- A. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and shall provide parents of enrolled students and other interested parties with the following:
1. Written notice of the school's accreditation rating within 30 calendar days of the notification of the rating from the Department of Education;
 2. A copy of the school division's proposed corrective action plan, including a timeline for implementation, to improve the school's accreditation rating; and
 3. An opportunity to comment on the division's proposed corrective action plan. Such public comment shall be received and considered by the school division prior to finalizing the school's corrective action plan and a Board of Education memorandum of understanding with the local school board.
- B. Any school rated Accreditation Denied in accordance with [8 VAC 20-131-300](#) shall be subject to actions prescribed by the Board of Education and affirmed through a memorandum of understanding between the Board of Education and the local school board. The local school board shall submit a corrective action plan to the Board of Education for its consideration in prescribing actions in the memorandum of understanding within 45 days of the notification of the rating. The memorandum of understanding shall be entered into no later than November 1 of the academic year in which the rating is awarded.

The local board shall submit status reports detailing implementation of actions prescribed by the memorandum of understanding to the Board of Education. The status reports shall be signed by the school principal, division superintendent, and the chair of the local school board. The school principal, division superintendent, and the chair of the local school board may be required to appear before the Board of Education to present status reports.

The memorandum of understanding may also include but not be limited to:

1. Undergoing an educational service delivery and management review. The Board of Education shall prescribe the content of such review and approve the reviewing authority retained by the school division.
2. Employing a turnaround specialist credentialed by the state to address those conditions at the school that may impede educational progress and effectiveness and academic success.

Summary of Important Issues:

Jefferson-Houston Elementary School is in *Accreditation Denied* status for 2012-2013 and is subject to actions prescribed by the Virginia Board of Education (VBOE) and affirmed through a MOU between the VBOE and Alexandria City School Board (Attachment A).

State Accountability – Accreditation Designation Based on Statewide Assessment Pass Rates

Year	Accreditation Rating	Based on Statewide Assessments In	Areas of Warning
2002-2003	<i>Provisionally Accredited/Needs Improvement</i>	2001-2002	With this rating, no areas were indicated

2003-2004	<i>Provisionally Accredited/Needs Improvement</i>	2002-2003	With this rating, no areas were indicated
2004-2005	<i>Accredited with Warning</i>	2003-2004	English, Mathematics, Science
2005-2006	<i>Accredited with Warning</i>	2004-2005	Mathematics, History, Science
2006-2007	<i>Accredited with Warning</i>	2005-2006 English,	Mathematics
2007-2008	<i>Conditionally Accredited</i>	2006-2007 English,	Mathematics
2008-2009	<i>Fully Accredited</i>	2007-2008 None	
2009-2010	<i>Accredited with Warning</i>	2008-2009 English	
2010-2011	<i>Accredited with Warning</i>	2009-2010 English,	History
2011-2012	<i>Accredited with Warning</i>	2010-2011	English, History, Science
2012-2013	<i>Accreditation Denied</i>	2011-2012	English, Mathematics, History, Science

Federal Accountability

Jefferson-Houston Elementary School has been identified as a priority school in accordance with Virginia's approved *Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965* (ESEA). Based on 723 schools identified as Title I in school year 2011-2012, Virginia identified a number of schools equal to five percent of the state's Title I schools, or 36 schools (5 percent of 723 schools), as priority schools for school year 2012-2013 using the criteria below. Jefferson-Houston Elementary School was identified under Criterion C.

Criterion A	Schools receiving School Improvement Grant (SIG) funds under Section 1003(g) of ESEA in Federal Fiscal Year 2009 (Cohort I) or 2010 (Cohort II) and identified and served as a Tier I or Tier II school
Criterion B	Title I high schools with a federal graduation indicator* of 60 percent or less for two or more of the most recent consecutive years
Criterion C	Title I schools based on the "all students" performance in reading and/or mathematics performance on federal AMOs
Criterion D	Title I schools failing to meet the 95 percent participation rate in reading and/or mathematics for three consecutive years

*The ESEA federal graduation indicator recognizes only Standard and Advanced Studies diplomas.

Priority schools must select a Lead Turnaround Partner (LTP) and implement one of the four U. S. Department of Education (USED) models as outlined in Virginia's approved *Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965* (ESEA); this meets the requirements of reconstitution as a change in governance. Priority schools will receive federal funding per the USED 2011 1003(g) School Improvement Grant (SIG) initiative to support school reform.

On December 21, 2012, Alexandria City Public Schools entered into a contract for an LTP with the American Institutes of Research (AIR). This contract is included as Attachment B. The recommendations made to Alexandria City Public Schools for Jefferson-Houston Elementary after an academic review of the schools is included as Attachment C.

The scope of work includes one coach experienced as a turnaround leader who will provide daily, on-site support to the building principal and school leadership team in leading the school-level transformation in all areas.

The updated corrective action plan (Attachment D) required by the school's status of *Accreditation Denied*, includes:

1. Actions to provide parents of enrolled students: (a) written notice of the school's accreditation rating within 30 calendar days of the notification of the rating from the VDOE; (b) a timeline for implementation to improve the school's accreditation rating, including how the school plans to meet the requirements of the federal status of a priority school; (c) an opportunity to comment on the division's proposed corrective action plan; and (d) how such public comment was received and considered by the school division prior to finalizing the school's corrective action plan and a Virginia Board of Education MOU with the Alexandria City School Board.
2. Actions to hire an LTP, approved by the VDOE, to meet the requirements of a priority school and how this educational management organization will implement an educational service and delivery management review (completed, see Attachments B and C).
3. Actions to contract with the LTP to address those conditions at the school that impede educational progress and effectiveness and academic success and meet the turnaround principles or one of the four United States Department of Education (USED) turnaround models (completed, see Attachments B and C).
4. Proposed leading and lagging indicators to meet the turnaround principles or one of the four USED turnaround models and included in the proposed MOU.

Impact on Fiscal and Human Resources:

None

Timetable for Further Review/Action:

The first update on the status of Jefferson-Houston Elementary School is tentatively scheduled (pending data release on the 2013 assessments) for the July 25, 2013, Board meeting.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Virginia Board of Education approve the memorandum of understanding with Alexandria City School Board for Jefferson-Houston Elementary School.

Memorandum of Understanding Between the Virginia Board of Education and the Alexandria City School Board

I. Purpose and Scope

The purpose of this Memorandum of Understanding (MOU) is to define all state and federal sanctions for Jefferson-Houston Elementary School in Alexandria City Public Schools (ACPS).

In an effort to provide continuous support to Jefferson-Houston Elementary School, ACPS will comply with all requirements included in the approved *Elementary and Secondary Education Act of 1965* (ESEA) Flexibility Waiver and the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA).

A copy of the ESEA Flexibility Waiver submitted by the Virginia Department of Education (VDOE) and approved by the U.S. Department of Education (USED) is located at the following link:

http://www.doe.virginia.gov/federal_programs/esea/va_esea_flexibility_application.pdf.

A copy of the SOA requirements for schools rated *Accredited with Warning* is located at the following link:

http://www.doe.virginia.gov/support/school_improvement/academic_reviews/index.shtml.

Both the VDOE and ACPS should ensure that program activities are conducted in compliance with all applicable federal laws, rules, and regulations.

II. Virginia Department of Education (VDOE) Responsibilities

The VDOE shall undertake the following activities during the duration of the MOU term:

1. Ensure adherence of ACPS to applicable federal and state laws and regulations and waiver guidelines.
2. Review and approve all documentation evidencing the division's performance of requirements as set forth in the ESEA Flexibility Waiver for the VDOE as approved by USED, and monitor ACPS' compliance with the MOU.
3. Review and approve all documentation evidencing the division's performance of requirements as set forth in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.
4. Assign an external VDOE contractor to ACPS for the purpose of building local capacity for supporting Jefferson-Houston Elementary School. The contractor will:
 - a. Monitor the implementation of the corrective action plan for Jefferson-Houston Elementary School and ensure the school's and division's compliance to the MOU and SOA.

- b. Monitor the implementation of the FY2009 Tier III, Title I and non-Title I schools that did not meet an AMO, focus, and priority schools' intervention and corrective action plans as prescribed by the waiver and/or 1003(g) grant award as indicated in Attachment A-1 to this MOU.
- c. Provide oversight to the academic review process including scheduling and follow-up.
- d. Monitor the development and implementation of the corrective action plan for Jefferson-Houston Elementary (and school improvement plans for those schools listed in Attachment A-1).
- e. Meet with ACPS team and VDOE representatives monthly via Web conference.
- f. Monitor ACPS' compliance to state and federal sanctions six to eight days per month (funded through set-aside or grant funds).
- g. Assist in monitoring ACPS' implementation of a division plan to support Jefferson-Houston Elementary School. The contractor will communicate with division and school representatives through telephone calls and coaching comments entered into the Indistar® Web-based planning tool.
- h. Provide lead turnaround partner (LTP) training sessions with the Jefferson-Houston Elementary School transformation team. This activity will be funded through the set-aside or grant funds.

III. Alexandria City Public Schools Responsibilities and School Responsibilities

ACPS shall undertake the following activities during the duration of the MOU term:

- 1. Ensure adherence of applicable federal and state laws and regulations and waiver guidelines.
- 2. Provide reports to the Virginia Board of Education, as requested, on Jefferson-Houston Elementary School's progress in meeting a status of *Fully Accredited*.
- 3. Ensure ACPS division team is comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELLs), and the principal of Jefferson-Houston Elementary School as appropriate.
- 4. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts and monitor monthly the school improvement process. This includes support and monitoring of targeted interventions at the school level for students at risk for not passing a grade-level assessment including students with disabilities and ELLs.
- 5. Establish a school improvement team comprised of one division-level representative, the principal, and school-level leaders representing Title I, special education, and ELLs.
- 6. Use Indistar®, an online school improvement tool, to develop, coordinate, track, and report division- and school-level improvement activities, including the following:
 - a. School-level annual goals for student achievement on the State's assessments in both reading/language arts and mathematics;
 - b. Meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice at ACPS and school level;

- c. Analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school; and
- d. Tasks for the three required rapid improvement school indicators. These indicators meet the remedial requirements of 8-VAC 20-630 *Regulations for State Funded Remedial Programs* for schools rated *Accreditation Denied* or priority schools.

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.
TA02	The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the 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).
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.

- 7. Develop an intervention strategy for students who: 1) are not meeting expected growth measures; 2) are at risk of failure; or 3) at risk of dropping out of school. This includes students who have failed an SOL assessment in the past and students who are identified as below grade level on the Algebra Readiness Diagnostic Test (ARDT) (grades 5-8) or the Phonological Awareness Literacy Screening (K-3), with a special focus on low-performing subgroups.
- 8. Participate in division- or school-level technical assistance as recommended by the assigned VDOE contractor that may include: peer mentors for schools/divisions; direct technical assistance; and Differentiated Technical Assistance Team webinar series.
- 9. Collaborate with assigned VDOE contractor(s) to ensure ACPS and the school maintain the fidelity of implementation necessary for reform.

IV. Modification and Termination

Any and all amendments to this agreement must be made in writing and must be agreed to and executed by all parties before becoming effective.

V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Alexandria City School Board (ACSB) officials. It shall be in force beginning on January 10, 2013, and will terminate when Jefferson-Houston Elementary is *Fully Accredited* and is no longer a priority school. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

David Foster
Virginia Board of Education President

Date

Dr. Patricia Wright
State Superintendent of Public Instruction

Date

Ms. Karen A. Graf
Alexandria School Board Chairperson

Date

Dr. Morton Sherman
Superintendent
Alexandria City Public Schools

Date

Other Schools in ACPS with State or Federal Sanctions

Schools	State and/or Federal Ratings
Jefferson-Houston Elementary	Accreditation Denied and Priority School
Francis Hammond (3) Middle School	Accredited with Warning and Did not Meet AMOs (non-Title I)
George Washington (3) Middle School	Accredited with Warning and Did not Meet AMOs (non-Title I)
John Adams Elementary	Focus school
Patrick Henry Elementary	Focus school
T. C. Williams High School	Priority School – Year 3 of three-year grant award (non-Title I)
Cora Kelly Magnet School	Tier 3 FY 2009 – Year 3 of three-year grant award
Charles Barrett Elementary	Did not Meet AMOs (non-Title I)
George Mason Elementary	Did not Meet AMOs (non-Title I)
George Washington (1) Middle School	Did not Meet AMOs (non-Title I)
James K. Polk Elementary	Did not Meet AMOs (non-Title I)
Maury Elementary	Did not Meet AMOs (non-Title I)
Mount Vernon Elementary	Did not Meet AMOs (non-Title I)
Samuel W. Tucker Elementary	Did not Meet AMOs (non-Title I)



ACPS Contract # 12-13-050
ACPS Funding Source-~~XXX~~

CONTRACT

FOR

LEAD TURNAROUND PARTNER(S)

This Contract is entered into this 21 day of December, 2012, by and between the Alexandria City School Board dba Alexandria City Public Schools (hereinafter referred to as "ACPS"), a public entity and/or political subdivision of the Commonwealth of Virginia with offices located at 2000 North Beauregard Street, Alexandria, Virginia 22311, and American Institutes for Research® (hereinafter referred to as "AIR®", whose Federal I.D. is 25-0965219, or "Contractor"), for services identified herein, on the following terms and conditions.

WITNESSETH:

WHEREAS, ACPS now desires to retain AIR® and AIR® desires to provide Lead Turnaround Partner(s) services for the ACPS' Jefferson-Houston School;

WHEREAS, ACPS desires to enter into this Contract with AIR® to set forth the general terms and conditions under which AIR® shall perform certain Lead Turnaround Partner services in connection Jefferson-Houston School;

WHEREAS ACPS through the competitive negotiation process has determined that AIR® shall provide the most advantageous offer to the ACPS;

NOW, THEREFORE, with the intent to be legally bound hereby, the parties to this Contract set forth the following as the terms and conditions of their understanding and in consideration of the mutual promises contained herein, ACPS and the AIR® agree as follows:

I. CONTRACT DOCUMENTS:

The following documents are incorporated herein by reference and are made a part of this Contract:

- Exhibit I - Request for Proposals (RFP) No. 12-13-003, dated November 27, 2012;
- Exhibit II - Addendum I, dated October 28, 2012;
- Exhibit III - Addendum II, dated December 7, 2012;
- Exhibit IV - AIR®'s Proposal dated December 13, 2012; and
- Exhibit V - AIR®'s final revised Pricing contained in email from Tino Pania, dated December 19, 2012 @ 10:38 a.m.

The Contract with Exhibits I through V shall constitute the whole and entire Contract between the two parties. Where there is conflict between the requirements of this Contract and the requirements of Exhibits I through V, the requirements of this Contract shall govern.

II. DEFINITIONS

- A. Contract shall mean those documents identified in Section I.
- B. Contract Sum shall mean the amounts payable to AIR®.
- C. Contracting Officer's Technical Representative shall mean the ACPS's Superintendent or designated representative, who serves as ACPS' representative for the purposes of administering the Contract.
- D. Work shall mean the Work identified in Exhibits I through V.

III. SCOPE OF WORK

- A. The Contractor hereby agrees to provide the Lead Turnaround Services to ACPS. The scope of work shall include all services set forth in Exhibits I, III, IV and V (the "Work").
- B. The Superintendent or his designee shall serve as the Contracting Officer's Technical Officer (COTR) or his designated representative.
- C. The Work required to be delivered pursuant to this Contract shall be in strict accordance with the specifications included as part of the Contract documents. All persons performing the Work shall hold any licenses required by law and shall be duly qualified to perform the Work.

IV. RELATIONSHIP OF THE PARTIES

- A. AIR® shall perform the Work to the satisfaction of the ACPS and with the skill and care that a professional contractor would exercise under similar conditions; shall cooperate fully with the ACPS, and such contractors ACPS may retain; shall exercise skill and judgment in furthering the interests of the ACPS, and shall perform the Work as expeditiously, economically and professionally as possible consistent with ACPS' interests and requirements. The ACPS agrees to furnish and approve, in a timely manner, information required by AIR® to make payments to AIR® in accordance with the requirements of the Contract.
- B. It is the intent of the parties that AIR® shall be legally considered as an independent contractor; that neither it nor its employees, agents or representatives shall, under any circumstances, be considered servants or agents of ACPS; and ACPS shall at no time be legally responsible for any negligence or intentional

wrongdoing on the part of AIR®, its servants or agents, resulting in bodily injury to any person or property damage to any individual, firm or corporation.

V. CONTRACT PERIOD

- A. The base term for this Contract shall be from January 1, 2013 through December 31, 2013.
- B. The parties hereto shall have the option to extend the Contract, and/or enter into a new contract, upon such terms and conditions as they may mutually, and in writing, agree. Any such extension or new contract will be subject to any applicable ACPS procurement procedures.

VI. CONTRACT COSTS

- A. In return for the services contained in the Contract documents, ACPS shall pay AIR® the following amounts:

AIR®'s final pricing:

Year One (January-June 2013)

Budget Category	Key Deliverables	Cost
School Transformation Coach	One coach experienced as a turnaround leader who will provide daily, on-site support to building principal and school leadership team in leading school level transformation in all SIG areas with a priority focus on working with instructional coaches and professional learning communities. Coach will also support work with family and community engagement coordinator. <input type="checkbox"/> Budget assumes 1 coach full time for 24 weeks, beginning January 2, 2013.	\$119,600
Leadership Professional Development and Coaching	<input type="checkbox"/> Two-day leadership academy for district and school teams at a mutually agreed date not later than August 31, 2013. <input type="checkbox"/> Participation in 1 AIR turnaround event with other schools and districts at a mutually agreed date <input type="checkbox"/> Bi-monthly on-site coaching for school leaders (12 visits Jan – June) <input type="checkbox"/> Monthly onsite coaching for district SIG leaders (6 visits Jan – June)	\$64,900
Curriculum, Instruction, and Assessment Coaching and PD	<input type="checkbox"/> Six days per month on-site Math expert. Days will include curriculum and assessment working groups, co-teaching and modeling, coaching, and provision of workshops <input type="checkbox"/> 2.5 days ACPS Coaching Training for one AIR coach	\$113,200

Diagnostic Tools and Progress Monitoring	<input type="checkbox"/> Monthly reports and meetings with the Superintendent and other district leaders to assess progress <input type="checkbox"/> Implementation of a reality check at mid-year to determine mid-course corrections, as well as one annual planning session <input type="checkbox"/> Collection of survey and observation data twice annually to assess progress	\$71,600
TOTAL		\$369,300

Note: AIR® Lead Turnaround Partners shall participate in three (3) Priority School Meetings January 9, 2013, March 21-22, 2013 and April 24, 2013. These conferences shall replace days listed above (no extra time or costs to AIR®).

- B. Both parties reserve the right to negotiate changes in the foregoing costs on a mutually agreed basis. Any cost increases must be approved in writing by an appropriate addendum to this Contract, executed by the ACPS Superintendent or CFO.

VII. PERSONNEL AUTHORIZED TO REPRESENT THE PARTIES

Any termination or cancellation notice or any other notice required by this Contract shall be in writing and must be delivered by services rendering and confirming receipt (such as registered or certified mail). Alternatively, notices may be sent via a nationally recognized overnight service, or may be personally delivered to the appropriate party. The following individuals shall serve as contacts for the respective parties to receive required notices pursuant to this Contract at the addresses provided:

Contact Information for ACPS:

Dr. Sherman Morton, Superintendent
2000 North Beauregard Street, Second Floor
Alexandria, VA 22311
Phone: (703) 824-6610

Contact Information for AIR®:

Nilva da Silva, Contracts and Grants Specialist
1000 Thomas Jefferson Street, NW
Washington, DC 20007
Phone: (202) 403-5020
Email: ndasilva@air.org

VIII. PAYMENT AND COMPLETION

- A. AIR® shall submit invoices, in triplicate, for each deliverable (by project), to include a detailed breakdown of all charges. Invoices shall be rendered when the task or deliverable is completed, and shall include progress reports as appropriate.

- B. All such invoices will be paid promptly by ACPS unless any items thereon are questioned, in which event payment will be withheld pending verification of the amount claimed and the validity of the claim. AIR® shall provide complete cooperation during any such investigation. All invoices shall reference the Contract Number, 12-13-051, and shall be forwarded to the following address:

Alexandria City Public Schools
Pupil Services
Attn: Natalie Mitchell
Director of Title I Programs
2000 North Beauregard Street
Alexandria, VA 22311
Email: natalie.mitchell@acps.k12.va.us

IX. PAYMENT TO SUBCONTRACTORS

- A. Within seven days after receipt of amounts paid by ACPS for work performed by a subcontractor under this contract, the Contractor shall either:
- i. Pay the subcontractor for the proportionate share of the total payment received from ACPS attributable to the work performed by the subcontractor under this Contract; or
 - ii. Notify ACPS and Subcontractor, in writing, of his intention to withhold all or a part of the Subcontractor's payment and the reason for non- payment.
- B. AIR® shall pay interest to the Subcontractor on all amounts owed that remain unpaid beyond the seven day period.
- C. AIR® shall include in each of its subcontracts a provision requiring each Subcontractor to include or otherwise be subject to the same payment and interest requirements as set forth above with respect to each lower-tier subcontractor.
- D. AIR®'s obligation to pay an interest charge to a subcontractor pursuant to this provision may not be construed to be an obligation of ACPS.

X. SAFETY

All contractors and subcontractors performing services for ACPS are required and shall comply with all Occupational Safety and Health Administration (OSHA), State and County Safety and Occupational Health Standards and any other applicable rules and regulations. Also all contractors and subcontractors shall be held responsible for the safety of their employees and any unsafe acts or conditions that may cause injury or damage to any persons or property within and around the work site area under this contract.

XI. NON-DISCRIMINATION

- A. ACPS does not discriminate against faith-based organizations.
- B. During the performance of the Contract, Contractor agrees as follows:
 - I. Contractor shall not discriminate against any employee or applicant for employment because of race, color, national origin, sex, disability, age, religion, sexual orientation, marital status, status as a parent, or pregnancy in its programs, age, disability or on other basis prohibited by state law relating to discrimination in employment, except where there is a bona fide occupational qualification reasonably necessary to the normal operation of Contractor. Contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this nondiscrimination clause.
 - II. Contractor, in all solicitations or advertisements for employees placed by or on behalf of Contractor, will state that Contractor is an equal opportunity employer.
 - III. Notices, advertisements, and solicitations placed in accordance with federal laws, rules, or regulations shall be deemed sufficient for the purpose of meeting the requirements of this Section.
- C. Contractor will include the provisions of the foregoing Sections 14(B)(i), (ii) and (iii) in every subcontract, sub-consulting agreement and Purchase Order over \$10,000, in order that the provisions above will be binding upon each subcontractor, subcontractor and vendor.
- D. Notice of Required Disability Legislation Compliance: Contractor is required to comply with state and federal disability legislation: The Rehabilitation Act of 1973 Section 504, The Americans with Disabilities Act (ADA) and The Virginians with Disabilities Act.

XII. BACKGROUND CHECK AND SECURITY PROVISIONS

- A. AIR® shall inform its employees, representatives and agents that placement in an ACPS school or facility will be contingent upon the results of a criminal background check, background verification as well as a Sex Offender Registry Search in accordance with ACPS policies and procedures for ACPS volunteers and employees. The failure to successfully pass ACPS' background check shall serve as grounds for immediate dismissal or removal of that employee, agent or representative from any program administered on an ACPS site or facility.
- B. AIR® shall provide certification that any employees, agents or representatives who will have direct contact with students on school property during regular school hours or during school sponsored activities have not been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child, or a crime of moral turpitude. .

XIII. INTEGRATION CLAUSE

This Contract shall constitute the whole agreement between the parties. There are no promises, terms, conditions, or obligations other than those contained herein, and this contract shall supersede all previous communications, representations, or agreements, written or verbal, between the parties hereto. Any changes to this Contract require an addendum, executed by an authorized official of both the parties.

XIV. NOT TO BENEFIT

AIR® certifies that no employee of ACPS, or members of his immediate family, including spouse, parents, children or sister/brother/daughter/son-in-law has received or will receive, or has been promised, directly or indirectly, any financial benefit, by way of fee, commission, finder's fee or in any other manner, remuneration arising from or directly or indirectly related to a contract with ACPS.

XV. INCORPORATION OF ACPS STANDARD TERMS AND CONDITIONS

This Contract incorporates, and Contractor agrees to, the ACPS TERMS AND CONDITIONS FOR MISCELLANEOUS NON-PROFESSIONAL SERVICES sets forth in Exhibit I hereto (other than the extent, if any, to which they conflict with the express provisions herein. For the purposes of this Contract, "Purchase Order" as referenced in the Terms and Conditions refers to this Contract.

XVI. APPLICABLE LAW

This Contract shall be interpreted and enforced in accordance with the laws of the Commonwealth of Virginia.

IN WITNESS WHEREOF, ACPS and AIR® have reviewed and understand the terms of this Contract. All portions of the Contract documents have been identified herein. The parties hereto have made and executed this Contract as of the day and year written below.

The Contract will be effective on the date on which it is signed on behalf of ACPS (which is the Effective Date of this Contract).

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CONTRACT CONTINUED ON PAGE 8).**

CONSENTED and AGREED TO BY:

ALEXANDRIA CITY SCHOOL BOARD

Authorized
Signature:

Gwen Carol H Holmes

Name:

Gwen Carol H Holmes

Title:

Chief Academic Officer

Date:

12/21/12

Authorized
Signature:

Stacy B Johnson

Stacy B. Johnson

Chief Financial Officer

Date:

12/21/12

**AMERICAN INSTITUTES FOR
RESEARCH, INC.**

Authorized
Signature:

Nilva da Silva

Name:

Nilva da Silva

Title:

Contract Officer

Date:

Dec. 21, 2012

Email:

ndasilva@air.org

Telephone:

202/403-5086

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Corrective Action Plan: Jefferson-Houston Elementary School

January 23, 2013

Goal: Improve coaching effectiveness.

Prioritized Next Step	Related Action Steps	Person Responsible	Timeline	Indistar Indicator	Expected Outcome	Monitoring / Evaluation
Implement Coaching framework teachers aligned to school improvement plan for providing coaching to all teachers.	1. Develop Coaching Framework for articulating types of coaching support, frequency, and monitoring for all teachers.	Principal, School coaches, AIR consultant	Jan. 31 – Feb. 15, 2013	E6 <u>The LEA will plan for and initiate an ongoing cycle of continuous progress monitoring and adjustment.(914)</u>	Provide a guiding document that outlines coaching expectations for providing support to all teachers	Coaching survey data and Coaching Tracking Tool data will be monitored and evaluated quarterly by School Leadership Team
	2. Establish weekly coaching meeting with principal to review Teacher Mapping tool data, determine areas of support, and identify PD needs of teachers.	Principal	weekly	E6 <u>The LEA will plan for and initiate an ongoing cycle of continuous progress monitoring and adjustment.(914)</u>	To establish a support system for coaches, keep the principal informed of coaching successes and challenges, and align coaching support to the school's improvement plan	Coaching survey data and Coaching Tracking Tool data will be monitored and evaluated quarterly by School Leadership Team
	3. Implement Coaching Tracking Tool to monitor	School Coaches and AIR consultant	Jan. 31 – Feb. 15, 2013	E6 <u>The LEA will plan for and initiate an ongoing cycle of</u>	Determine types of coaching taking place, frequency,	Coaching survey data and Coaching Tracking Tool data

	coaching effectiveness to include quarterly online teachers surveys			<u>continuous progress monitoring and adjustment. (914)</u>	and documentation of coaching sessions	will be monitored and evaluated quarterly by School Leadership Team
	4. Coaches will participate in twice monthly PD sessions to deepen coaching knowledge and skills.	School Coaches and AIR consultant	Twice monthly	F2 <u>The LEA provides the school transformation team members information on what the school can do to promote rapid improvement.(918)</u>	Develop a deeper understanding of effective coaching best practices Develop and utilize tools to determine coaching priorities	Coaching survey data and Coaching Tracking Tool data will be monitored and evaluated quarterly by School Leadership Team
	5. Coaches will participate in 4 content coaching sessions per month.	School Coaches and AIR Math content consultants	4 times monthly	F2 <u>The LEA provides the school transformation team members information on what the school can do to promote rapid improvement. (918)</u>	Develop and implement effective co-teaching practices Develop effective collaborative practices to support CLTs Deepen math content knowledge to support effective practice in the classroom	Coaching survey data, Coaching Tracking Tool data, and math student achievement data will be monitored and evaluated quarterly by School Leadership Team

Goal: Adopt and implement AIR nine high-leverage instructional practices for all math instruction.

Prioritized Next Step	Related Action Steps	Person Responsible	Timeline	Indistar Location (Indicator and Task)	Expected Outcome	Monitoring / Evaluation
Implement AIR nine high leverage instructional practices for all math instruction.	1. Train all teachers during CLT time to integrate asking why questions during lesson delivery and student practice.	Coaches	Feb. 2013	<p>G4 <u>The principal, after reviewing data, will seek quick wins. (922)</u></p> <p>I6 <u>The LEA/School will provide sustained and embedded professional development related to implementation of new programs and strategies. (955)</u></p>	<p>Develop language rich math classrooms</p> <p>Create classroom environments where multiple explanations are valued</p> <p>Provide opportunities for students to self correct</p>	The School Leadership Team will monitor and evaluate bi-weekly classroom walkthrough data collected by Admin. Team and coaches, lesson plans, and student assessment results.
	2. Train all teachers during CLT time to develop and implement math vocabulary to emphasize terminology, explanations, and solutions.	School Coaches and AIR Math Content Experts	March 2013	<p>G4 <u>The principal, after reviewing data, will seek quick wins. (922)</u></p> <p>I6 <u>The LEA/School will provide sustained and embedded professional development related to implementation of new programs and strategies. (955)</u></p>	Develop an understanding of the use and meaning of mathematical terms, including their definitions and connection to the real world/pictures	The School Leadership Team will monitor and evaluate bi-weekly classroom walkthrough data collected by Admin. Team and coaches, lesson plans, and student assessment results.
	3. Train all teachers during CLT time to develop and implement strategies to connect math content to the real	School Coaches and AIR Math Content Experts	April 2013	<p>G4 <u>The principal, after reviewing data, will seek quick wins. (922)</u></p> <p>I6 <u>The LEA/School will provide sustained and embedded</u></p>	<p>Develop and apply an understanding of place value</p> <p>Increase engagement</p> <p>Develop an understanding of how</p>	The School Leadership Team will monitor and evaluate bi-weekly classroom walkthrough data collected by Admin.

	world and to develop number sense, estimation, mental calculations, and equivalent forms of numbers.			<u>professional development related to implementation of new programs and strategies. (955)</u>	math skills are utilized in everyday living	Team and coaches, lesson plans, and student assessment results.
	4. Conduct monthly Monday PD sessions with all teachers on Alternative Approaches to Mathematical Problem Solving, Strategies for Multiple Representations, and formative assessments	School Coaches and AIR Math Content Coaches	March, and April 2013 (one Monday per month)	G4 <u>The principal, after reviewing data, will seek quick wins. (922)</u> I6 <u>The LEA/School will provide sustained and embedded professional development related to implementation of new programs and strategies. (955)</u>	Develop understanding that math is a sense making process for understanding why Develop strategies to provide multiple visualizations of skills and concepts Assess frequently the degree to which the lesson's objective was mastered	The School Leadership Team will monitor and evaluate bi-weekly classroom walkthrough data collected by Admin. Team and coaches, lesson plans, and student assessment results.
	5. Conduct unit planning training for all teachers to develop unit plans for the third quarter and fourth quarter. .	School Coaches and AIR Math Content Coaches	Feb. and March 2013	G4 <u>The principal, after reviewing data, will seek quick wins. (922)</u> I6 <u>The LEA/School will provide sustained and embedded professional development related to implementation of new programs and strategies. (955)</u>	Develop an understanding of tools and resources in the ACPS curriculum guide Develop units aligned to the ACPS curriculum guide, SOLs, and assessments.	The School Leadership Team will monitor and evaluate bi-weekly classroom walkthrough data collected by Admin. Team and coaches, lesson plans, and student assessment results.

	6. Provide AIR math coaching 4 days per month.	AIR Math Coaches	Feb. - June 2013	<p>G4 <u>The principal, after reviewing data, will seek quick wins. (922)</u></p> <p>I6 <u>The LEA/School will provide sustained and embedded professional development related to implementation of new programs and strategies. (955)</u></p>	<p>Develop best practices in each classroom</p> <p>Deepen math knowledge and skills</p> <p>Support collegial observations/sharing</p>	The School Leadership Team will monitor and evaluate bi-weekly classroom walkthrough data collected by Admin. Team and coaches, lesson plans, and student assessment results.
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Goal: Develop an understanding and utilize the ACPS Math Curriculum Guide.

Prioritized Next Step	Related Action Steps	Person Responsible	Timeline	Indistar Location (Indicator and Task)	Expected Outcome	Monitoring / Evaluation
Ensure all teachers are utilizing ACPS materials and resources to effectively prepare and deliver math lessons	1. Assess Math Curriculum Guide needs/level of understanding of teachers.	School Coaches	Jan. 30,2013	K3 <u>The principal will align professional development with classroom observations and teacher evaluation criteria. (972)</u>	Use the data to develop targeted PD sessions for teachers	Survey results will be collected and analyzed by coaches, SLT, and AIR coaches.
	2. Provide targeted curriculum guide training to identified teachers.	School Coaches	Feb. – March 2013	K3 <u>The principal will align professional development with classroom observations and teacher evaluation criteria. (972)</u>	Increase use of ACPS curriculum guide to align instruction and practice	Coaches and Admin. Team will monitor implementation and alignment through weekly classroom walkthrough data

	3. Provide training on Unit planning by grade level teams for third quarter.	School coaches	Feb. 2013	K3 <u>The principal will align professional development with classroom observations and teacher evaluation criteria. (972)</u>	Increase use of ACPS curriculum guide to align instruction and practice	Coaches and Admin. Team will monitor implementation and alignment through weekly classroom walkthrough data
	4. Coaches will provide training on Unit planning by grade level teams for third quarter.	School coaches	Feb. 2013	K3 <u>The principal will align professional development with classroom observations and teacher evaluation criteria. (972)</u>	Increase use of ACPS curriculum guide to align instruction and practice	Coaches and Admin. Team will monitor implementation and alignment through weekly classroom walkthrough data
	5. AIR Math Coaches will review unit plans to provided feedback on rigor, appropriate skill sequence, and strategy selection.	School Coaches, AIR coaches	Feb. 2013	K3 <u>The principal will align professional development with classroom observations and teacher evaluation criteria. (972)</u>	Increase use of ACPS curriculum guide to align instruction and practice	Coaches and Admin. Team will monitor implementation and alignment through weekly classroom walkthrough data

Goal: Develop and implement data systems to effectively analyze and as appropriate course correct math instructional program and interventions.

Prioritized Next Step	Related Action Steps	Person Responsible	Timeline	Indistar Location (Indicator and Task)	Expected Outcome	Monitoring / Evaluation
Use student data from the quarterly CRT benchmark and SRI/SMI data to identify learning gaps in mathematics and make course corrections.	Update school-wide data excel data report with CRT quarter 2 data	Title I School Improvement Coach AIR leadership consultant	Feb. 28	K5 <u>All teachers will monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (975)</u>	Completed Spreadsheets for grades 1-8	The School leadership team will monitor the database to identify progress of students.
	Grade level teams analyze the SRI/SMI data and CRT assessment data from Quarter 2, validate levels of students (Below, Bubble, On), and update intervention rosters.	Grade Level Teams, Title I School Improvement Coach, Assistant Principal	March 6	K5 <u>All teachers will monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (975)</u>	Updated intervention rosters	Principal and assistant principal will use rosters to monitor intervention group instruction.
	Teachers update Student data cards on the data board in the Collaboration Center for continued use in CLT data meetings.	Teachers and Title I School Improvement Coach	March 6	K5 <u>All teachers will monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (975)</u>	Data board contains data cards for all students by class	Data board will be monitored bi-weekly by Coaches, Administrators and teachers to track student progress and verify all students are represented.
	Based on the data analysis, gap areas are determined for	Teachers SLT	March 6	K5 <u>All teachers will monitor and assess student mastery of</u>	Students receive prescribed instruction in areas	Principal's and Assistant Principal's walkthrough data

	<p>individual students by teachers.</p> <p>IAPs are created and aligned to intervention instruction for students meeting the criteria to insure accurate and current reporting of IAP progress to the SLT weekly.</p>			<p><u>standards-based objectives in order to make appropriate curriculum adjustments. (975)</u></p>	<p>needing re-teaching, based on school-wide assessments</p>	<p>documents small group and individual instruction using intervention programs and small group and individual instruction with students.</p>
	<p>Individual student conferences are held with principal, assistant principal, Title I School Improvement Coach or teacher to discuss progress toward student goal.</p>	<p>Teachers, Assistant Principal, Principal</p>	<p>March, April</p>	<p>K5 <u>All teachers will monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (975)</u></p>	<p>Students are aware of their CRT score, in they are on target to reach their goal and what the school will do and what the student will do to reach goal.</p>	<p>Conference records of Teachers and Administrators</p>

Comprehensive Plan Report

Attachment D

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

Jefferson-Houston

Transformation Toolkit

Key Indicators are shown in RED.

Transformation Toolkit

Strand A: Establishing and Orienting the District Transformation Team

Indicator	A1 - The LEA has an LEA transformation team. (879)	
Status	Tasks completed: 1 of 1 (100%)	
Assessment	Level of Development:	Initial: Limited Development 01/10/2013
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Plan	Describe current level of development:	The membership of the transformation team has not been finalized.
	Assigned to:	Mark Eisenhower
	How it will look when fully met:	Mark Eisenhower will monitor the membership to ensure that is remains representative based on need.
	Target Date:	06/30/2013
	Tasks:	1. The team will be updated as needed.
	Assigned to:	Mark Eisenhower
	Added date:	01/16/2013
	Target Completion Date:	06/30/2013
	Comments:	The School Team has been updated in Indistar and now includes the External Transformation Partner in addition to the following: Principal of Instruction, Asst. Principal of Instruction, Administrative Officer, Internal Lead Partner (Principal), Special Education Coordinator, Reading Specialist, Math Specialist, Instructional Coach, Guidance Counselor, Title 1 Coordinator, 21Century Campagna Center (Community Partner) and School Improvement Coach.
		Parent (PTA and other) and student (Jefferson-Houston Student Council) contributors.
	Task Completed:	01/31/2013
Implement	Percent Task Complete:	Tasks completed: 1 of 1 (100%)

February 08, 2013

Indicator	A2 - The LEA has assessed its LEA capacity to support transformation. (880)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/10/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A Lead Turnaround Partner has been identified. The American Institute for Research (AIR) signed a contract by the deadline provided by the OSI. Representatives from AIR attended the echnical Assistance Session on Wednesday, January 9th, 2013. Members of their team will conduct their assessment at Jefferson-Houston during the week of January 14h-18th, 2013.	
Plan	Assigned to:	Mark Eisenhour	
	How it will look when fully met:	The LEA will identify an External Lead Partner and the ELP will complete an evaluation current practices. Recommendations will be shared with the Principal and the LEA and will determine how the LEA will support the ELP's plan for transformation at Jefferson-Houston.	
	Target Date:	01/30/2013	
	Tasks:	<p>1. The LEA will create a Request for Proposals. An External Lead Partner will be identified and a contract will be signed.</p> <p>Assigned to: Mark Eisenhour</p> <p>Added date: 01/15/2013</p> <p>Target Completion Date: 01/01/2013</p> <p>Comments:</p> <p>2. The ELP will conduct an extensive on-site review.</p> <p>Assigned to: American Insititue of Research</p> <p>Added date: 01/15/2013</p> <p>Target Completion Date: 01/16/2013</p> <p>Comments:</p>	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

February 08, 2013

Indicator	A3 - The LEA provides LEA transformation team members with information on what the LEA can do to promote rapid improvement. (882)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/10/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The LEA drafted a Request for Proposals and the American Institute for Research (AIR) was awarded the contract. The representatives from AIR met with members of the LEA to gain specifics on how AIR's work could most effectively result in rapid and sustainable growth and transformation at Jefferson-Houston.(Week of 1.2.13-14.13).</p> <p>The proposal from AIR states the following:</p> <p>"The AIR turnaround framework and approach address what matters for school turnaround- as shown in the research. In addition we utilize a process that supports the less tangibles as well, including ownership, relationships and trust. Our framework includes the following:</p> <p>Leadership that drives change Comprehensive diagnostics Educator effectiveness Coherent instructional guidance system Family and community Engagement Student-centered climate"</p> <p>AIR will conduct an evaluation on-site to tailor this approach to meet the needs of Jefferson-Houston. (Week of 1.14.13-1.18.13)</p>	
Plan	Assigned to:	Rosalyn Rice-Harris	
	How it will look when fully met:	Rapid improvement strategies will be shared and implemented in all identified areas. Progress monitoring data on the effect of the strategies on student achievement will be collected analyzed.	
	Target Date:	06/30/2013	
	Tasks:	<p>1. Establish new tasks/responsibilities for the School Leadership Team-This team acts as a vetting body for all school level transformation initiatives. Membership includes representatives from central office, building administration and teaching staff.</p>	
	Assigned to:	Mark Eisenhower	
	Added date:	01/15/2013	
	Target Completion Date:	11/01/2012	
	Comments:		

2. The Division Leadership Support Team provides resources and feedback to the principal regarding current practices, data reporting and other related concerns.

Assigned to: Rosalyn Rice-Harris

Added date: 01/15/2013

Target Completion Date: 12/21/2012

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 2 (0%)

February 08, 2013

Transformation Toolkit

Strand B: Moving Toward School Autonomy

Indicator B1 - The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support transformation. (884)

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development: Initial: Limited Development 01/10/2013
Index: 4 (Priority Score x Opportunity Score)
Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

An Internal Lead Partner was appointed to the School Leadership Team (SLT) to support the principal of instruction in accessing division resources as well as managing the new building project currently underway (and expected to open during the 2014-2015 school year). A member of the DLST attends weekly SLT meetings at Jefferson-Houston in order to provide support. In addition, data is submitted to the Division Leadership Support Team on a monthly basis. The principal of instruction attends quarterly meetings with the DLST where updates can be shared as well as concerns and requests. Jefferson-Houston has a variety of methods for seeking Division-level support and resources requiring DLST or Executive approval. The processes have been designed with the expectation that responses will be timely, creating Jefferson-Houston with the flexibility to respond to student and management needs as they arise and as the data demonstrates.

We anticipate that as the transformation continues, input from our External Lead Turaround Partners (ELPs) may possibly result in changes to budget and or policy for Jefferson-Houston's success.

Plan Assigned to: Mark Eisenhower
How it will look when fully met: The External Lead Partner will evaluate current structures and make recommendations to the LEA.
Target Date: 01/30/2013

Tasks:

1. AIR will conduct the initial evaluation (in their first on-site visit) on January 16th, 2013.

Feedback will be provided to the School Leadership Team and Division Level Staff as appropriate.

Assigned to: Mark Eisenhour
 Added date: 01/16/2013
 Target Completion Date: 01/30/2013
 Comments:

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)

February 08, 2013

Indicator **B2 - The LEA has reoriented its culture toward shared responsibility and accountability. (885)**

Status Tasks completed: 0 of 2 (0%)

Assessment Level of Development: Initial: Limited Development 01/11/2013
 Index: 6 (Priority Score x Opportunity Score)
 Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
 Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: We are using a Classroom Continuous Improvement approach to re-orient our Division culture to focus all employees to support student achievement.

Plan Assigned to: Helena Payne Chauvenet
 How it will look when fully met: Continue monthly meetings with the SLT where necessary actions to attain AYP will be discussed and plans will be generated.
 Target Date: 06/30/2013

Tasks:

1. Create a School Education Goal Teams consisting of staff members to develop, implement, and monitor an action plan to make AYP.

Assigned to: Ginja Canton
 Added date: 01/15/2013
 Target Completion Date: 06/30/2013
 Comments: Staff members chose Goal teams, met and created norms.

2. The School Leadership Team will be a vital decision making body in the school that will meet weekly.

Assigned to: Rosalyn Rice-Harris
 Added date: 01/15/2013
 Target Completion Date: 06/30/2013
 Comments: DLST and other Division staff are invited to attend and contribute to weekly SLT meetings as needed.

Implement Percent Task Complete: Tasks completed: 0 of 2 (0%)

February 08, 2013

Indicator	B3 - The LEA has established performance objectives for each transformation school. (886)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/11/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The LEA requires a plan for the transformation of Jefferson-Houston school. Initial performance objectives have been identified and written as SMART goals in the school education plan. The External Lead partner will evaluate current practices and make additional recommendations to the LEA by January 30, 2013.	
Plan	Assigned to:	Rosalyn Rice-Harris	
	How it will look when fully met:	Create and implement a school education plan. All SMART goals (performance objectives) will be met.	
	Target Date:	06/30/2013	
	Tasks:		
		1. Monitor the school education plan to ensure processes exist (and are in place).	
		Assigned to:	Ginja Canton
		Added date:	01/15/2013
		Target Completion Date:	06/30/2013
		Comments:	Share push-ups with the SLT and upload to the Blackboard SEP tab for Division-level review and feedback.
		2. Create an education plan with SMART Goals that are aligned with Division Goal to meet AYP.	
		Assigned to:	Rosalyn Rice-Harris
		Added date:	01/15/2013
		Target Completion Date:	11/30/2012
		Comments:	
		3. A Math Corrective Action Team will be established to create a plan to address concerns from the comprehensive report provided by the ELP, AIR. Representative(s) from AIR will also attend to facilitate the planning sessions.	
		Team Membership includes :	
		Principal, AP, 3 Math Teachers (K,6,7/8), Instructional Coach, Math Specialist, ILP/Principal on Assignment and School Improvement Coach.	
		Assigned to:	Khethiwe Mdluli
		Added date:	01/18/2013
		Target Completion Date:	01/30/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

February 08, 2013

Indicator	B4 - The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities. (887)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/11/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The LEA has aligned resource allocations in the following ways:</p> <p>Money and time have been approved and provided to fund the extended learning day for students. This includes additional paid hours and professional development for staff members</p> <p>Human resources in the form of an Internal Lead Partner, academic interventionist and External Lead Partners have been provided.</p>	
Plan	Assigned to:	Mark Eisenhour	
	How it will look when fully met:	The American Institute for Research will evaluate the current state of transformation at Jefferson-Houston and make recommendations to the LEA and School Leadership Team.	
	Target Date:	01/30/2013	
	Tasks:	<p>1. The ELP, American Institute for Research will conduct their on-site evaluation on January 16, 2013. A report of their findings will be shared with School Leadership Team and appropriate Division-level staff.</p>	
	Assigned to:	Mark Eisenhour	

Added date: 01/16/2013
Target Completion Date: 06/30/2013

Comments:

Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
February 08, 2013		

Transformation Toolkit

Strand C: Selecting a Principal and Recruiting Teachers

Indicator	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)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/10/2013	
	Evidence:	A vacancy was created when the previous principal was given a new assignment.	
February 08, 2013			

Indicator	C2 - The LEA advertises for principal candidates in local newspapers, publications such as Education Week, regional education newsletters or web sites; alternatively, engage a search firm. (891)		
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Status **Full Implementation**

Assessment Level of Development: Initial: Full Implementation 01/10/2013

Evidence: A national search was conducted through Hazard, Young, Attea and ssoicates. Feedback was sought from staffparents and community members about desired characteristics in a new principal through a variety of formats.

February 08, 2013

Indicator **C3 - The LEA has an established policy and process/rubric for screening principal candidates. (892)**

Status **Full Implementation**

Assessment Level of Development: Initial: Full Implementation 01/10/2013

Evidence: The search team screened and vetted all candidates using re-identified questions and criteria for success.

February 08, 2013

Indicator **C4 - The LEA has an established process for preparing to interview candidates. (893)**

Status **Full Implementation**

Assessment Level of Development: Initial: Full Implementation 01/10/2013

Evidence: An interview panel was established by the Superintendent.

February 08, 2013

Indicator **C5 - The LEA has an established criteria and format for interviewing candidates. (894)**

Status **Full Implementation**

Assessment Level of Development: Initial: Full Implementation 01/10/2013

Evidence: Specific actions taken by ACPS:

1. Candidates interviewed by panel.
2. A final candidate was selected.
3. The candidate toured the school and met with teachers, staff, parents and community members.

February 08, 2013

Indicator **C6 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders. (895)**

Status **Full Implementation**

Assessment Level of Development: Initial: Full Implementation 01/10/2013

Evidence: Rosalyn Rice-Harris was hired as the new principal.

February 08, 2013

Indicator	C7 - The LEA has a plan and process in place to establish a pipeline of potential turnaround leaders. (896)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 01/10/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Feedback and recommendations from the External Lead Turnaround Partner will provide the LEA with criteria and skill sets necessary in potential turnaround leaders	
Plan	Assigned to:	Mark Eisenhour	
	How it will look when fully met:	Identify potential turnaround leaders among the Jefferson-Houston staff based on criteria compiled by administrators and the ELP.	
	Target Date:	06/30/2013	
	Tasks:	1. Determine areas of need and begin to identify potential transformation leaders.	
	Assigned to:	Mark Eisenhour	
Implement	Added date:	01/16/2013	
	Target Completion Date:	06/30/2013	
	Comments:		
	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

February 08, 2013

Indicator	C8 - The LEA has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (897)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/10/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The Department of Human Resources is dedicated to supporting our employees, retirees and applicants. We select, recruit and retain exceptional employees who exemplify the vision and goals of ACPS in meeting the educational, emotional, and social needs of the students of the City of Alexandria.</p> <p>The human resources department aims to select and employ the highest quality personnel who believe and support the Division mission, values and goals within the framework of local policies, school needs and available resources. We maintain active recruiting and search efforts to ensure that the</p> <p>applicant pool is diverse and representative of the student population and community. In order to remain competitive, ACPS ensures competitive employee salaries, benefits, and incentives in an effort to recruit and retain the most highly skilled staff in all areas of service.</p>	
Plan	Assigned to:	Rosalyn Rice-Harris	
	How it will look when fully met:	To support transformation, the LEA will create protocols which provide Transformation schools with earlier opportunities to advertise and hire highly-qualified teachers. In addition, the School Leadership Team will have input in retaining teachers who support the transformation process.	
	Target Date:	04/30/2013	
	Tasks:	<p>1. SLT will inquire about current policies, with regards to current options in hiring and retaining teachers, and collaborate with the Human Resources Department to create a plan.</p> <p>Assigned to: Mark Eisenhour</p> <p>Added date: 01/15/2013</p> <p>Target Completion Date: 03/30/2013</p> <p>Comments:</p>	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

February 08, 2013

Transformation Toolkit

Strand D: Working with Stakeholders and Building Support for Transformation

Indicator	D1 - The LEA/School has assigned transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation. (898)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/10/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Once Jefferson-Houston was identified as a Priority School, the School Leadership Team drafted an initial plan to communicate priority and accreditation status with staff members during faculty meetings prior to the start of school. Staff members receive ongoing communication in this forum. Parents and other stakeholders receive (and continue to receive) notification in writing with opportunities to attend school board meetings and other meetings with the principal of instruction and other members of the School Leadership Team (SLT) regarding the school's transformation. Updates regarding the school's status are posted on the Jefferson-Houston website (which is also accessible via the ACPS website). In addition, ACPS has worked with local news agencies to provide updates in writing as well as on televised news shows.	
Plan	Assigned to:	Mark Eisenhour	
	How it will look when fully met:	Feedback from the school community will indicate that the public is well informed.	
	Target Date:	06/30/2013	
	Tasks:	1. Continue to communicate with stakeholders in a variety of settings and forums.	
	Assigned to:	Mark Eisenhour	
	Added date:	01/15/2013	
	Target Completion Date:	06/30/2013	

Comments:

A letter (communicating our work toward transformation and our plans for continued work), was sent to parents. 11.16.12

Public meeting held. Parents and other stakeholders participated in a Question and Answer segment after the plans for transformation were shared. All attendees were given the Powerpoint presentation handouts and the opportunity to leave comments. 11.29.12

Please maintain meeting agendas.

Implement Percent Task Complete:

Tasks completed: 0 of 1 (0%)

February 08, 2013

Indicator **D2 - The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change. (899)**

Status Tasks completed: 0 of 2 (0%)

Assessment Level of Development:

Initial: Limited Development 01/10/2013

Index:

9

(Priority Score x Opportunity Score)

Priority Score:

3

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

3

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Parents received (and continue to receive) notification in writing with opportunities to attend meetings with the principal of instruction and other members of the School Leadership Team (SLT) regarding the school's transformation. Updates regarding the school's status are posted on the Jefferson-Houston website (which is also accessible via the ACPS website). Jefferson-Houston's status and progress in the transformation process are agenda items at Alexandria City School Board meetings, which the public can attend, or view in its entirety via the ACPS website. In addition, ACPS has worked with local news agencies to provide updates in writing as well as on televised news shows.

Plan

Assigned to:

Mark Eisenhower

How it will look when fully met:

Information is communicated in a variety of ways including emails, website, phone calls, community meetings, school board meetings and newsletters.

Target Date:

06/30/2013

Tasks:

1. Staff are informed of changes as soon as practical.

Assigned to:

Rosalyn Rice-Harris

Added date:

01/15/2013

Target Completion Date:

06/30/2013

Comments: Once feedback fr AIR was received, administration communicated the required changes to staff. A staff meeting was held to communicate the AIR observation data and how it resulted in the new scheduling changes.

2. Continue current methods of communication.

Assigned to: Mark Eisenhower

Added date: 01/15/2013

Target Completion Date: 06/30/2013

Comments: A letter (communicating our work toward transformation and our plans for continued work), was sent to parents. 11.16.12

Public
meeting held. Parents and other stakeholders participated in a Question and Answer segment after the plans for transformation were shared. All attendees were given the Powerpoint presentation handouts and the opportunity to leave comments. 11.29.12

Please maintain meeting agendas.

Implement Percent Task Complete:

Tasks completed: 0 of 2 (0%)

February 08, 2013

Indicator **D3 - The LEA/School has engaged parents and community in the transformation process. (901)**

Status Tasks completed: 0 of 4 (0%)

Assessment Level of Development:

Initial: Limited Development 01/10/2013

Index:

6 (Priority Score x Opportunity Score)

Priority Score:

2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Parents received (and continue to receive) notification in writing with opportunities to attend meetings with the principal of instruction and other members of the Shool Leadership Team (SLT) regarding the school's transformation.

A small committee, organized and led by one parent was formed to support our transformation efforts. There is always a parent representative available in the building for at least 90 minutes every morning. They will facilitate an AM homework club for identified students to receive some additional support. The committee also works with staff members to perform community outreach in order to engage more of our parents.

Plan

Assigned to:

Rosalyn Rice-Harris

How it will look when fully met:

Continue to meet with parents to communitie progress and to answer posed questions.

Target Date:

06/30/2013

Tasks:

1. Engage parents in activities that support the transformation process.

To date, parents have assisted in coordinating experiences to support students including a before-school homework club and after-school activities on Mondays. Jefferson-Houston students have traditional hours on Mondays. Dismissal is at 2:30 and students can participate in a variety of activities available. (1/15/13)

Assigned to: Stacey Kennedy

Added date: 01/15/2013

Target Completion Date: 06/30/2013

Comments:

2. Engage parents in creating and implementing Individual Achievement Plans for identified students in grades 1-5.

Assigned to: Gina Canton

Added date: 01/15/2013

Target Completion Date: 01/28/2013

Comments:

3. Engage parents in creating and implementing Individual Career and Academic Plans for students in grades 6-8

Assigned to: Susan Russo

Added date: 01/15/2013

Target Completion Date: 06/30/2013

Comments:

4. The principal continues to meet with the PTA president (or her designee) monthly.

Assigned to: Rosalyn Rice-Harris

Added date: 01/15/2013

Target Completion Date: 06/30/2013

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 4 (0%)

February 08, 2013

Indicator D4 - The LEA/School has support for transformation from all stakeholders. (902)**Status** Tasks completed: 0 of 2 (0%)

Assessment Level of Development: Initial: Limited Development 01/10/2013

Index: 2 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: In September, 2012, a proposal was sent to the Alexandria City School Board on behalf of Jefferson-Houston School. Jefferson-Houston School is a priority school for Alexandria City Public Schools because of the urgent need to close the achievement gap in reading, writing, and mathematics for Jefferson-Houston students and because of the need to raise the achievement level for all students. Over the past year, Jefferson-Houston has addressed areas of transformation as identified by the Commonwealth of Virginia except providing additional time for learning. The administration has added new leadership; changed instructional staff with more than 50 percent new to the school, and instituted new instructional programs. The final and most significant variable to be addressed is time. The School Boards, Parents and community members had opportunities to ask questions, raise concerns or voice support for the proposed extended learning time. The proposed request for extended time was approved by the School Board.

Plan Assigned to: Mark Eisenhower

How it will look when fully met: Continue to communicate transformation progress to stakeholders and provide opportunities for feedback.

Target Date: 06/30/2013

Tasks:

1. Feedback and recommendations from all stakeholders will be addressed during weekly SLT meetings. Team members will respond in a timely and appropriate manner.

Assigned to: Helena Payne Chauvenet

Added date: 01/15/2013

Target Completion Date: 06/30/2013

Comments: Staff issue bin items are reviewed weekly during SLT meetings.

2. Staff will complete a survey in order to determine the level of support and current perception during the transformation process.

Assigned to: Helena Payne Chauvenet

Added date: 01/31/2013

Target Completion Date: 06/30/2013

Comments:

Coaches participated in training with AIR (Katherine), where the survey was introduced. During this first year, staff will complete the survey midyear and end of year. After this first year, the survey will be conducted three times a year.

Implement Percent Task Complete:

Tasks completed: 0 of 2 (0%)

February 08, 2013

Indicator **D5 - The LEA/School has established a positive organizational culture. (903)**

Status Tasks completed: 0 of 2 (0%)

Assessment Level of Development:

Initial: Limited Development 01/10/2013

Index:

4

(Priority Score x Opportunity Score)

Priority Score:

2

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

2

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

The principal celebrates the achievements of students, teachers and the entire school population. Teachers celebrate the work of students and teachers as well. The Positive Behavior Interventions and Supports team has worked to support the staff and students in creating celebrations that motivate students. Public goals among classes and the entire school population create a community approach toward learning. Existing processes are evaluated and refined.

Plan

Assigned to:

Helena Payne Chauvenet

How it will look when fully met:

The school community will use existing processes (or create new processes) in order to establish organizational structures. A series of continuous improvement cycles will result in structures that allow the staff to function as a high-performing system. A procedural binder will be created along with any additional training materials that would be used by all staff members (returning and new)

A prioritized list has been drafted to address broken processes within the school. Flowcharts and steps are created to outline new procedures and processes. The following have been created/modified (1/15/13)

Tier 2 and Tier 3 Intervention Data Reporting Procedures
Coaching Cycles
Classroom Continuous Improvement Walkthrough Data
Collection and Reporting
Student Support Team/Success Network Referrals

Target Date:

08/30/2013

Tasks:

1. Continue to announce and celebrate the achievement of performance goals (academic and behavioral) with staff and students.

Assigned to:

Dr. Tyrone Burson

Added date:

01/15/2013

Target Completion Date:

06/30/2013

	Comments:	
	2. Continue to identify ineffective processes (with input from all staff and ELP), and collaborate with teams to improve. Complete continuous improvement cycles on new processes and refine until high performing.	
	Assigned to:	Andrea Heckel
	Added date:	01/15/2013
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

February 08, 2013

Indicator	D6 - The LEA/School helps stakeholders overcome resistance to change. (904)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/11/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Jefferson Houston stakeholders are kept abreast of the transformation process through the use of a variety of mediums and public forums. All have had opportunities to ask questions, share concerns and to offer suggestions as changes take place. School Board meetings, Community Engagement Meetings, PTA Meetings and Staff Meetings continue to provide parties with opportunities and support when information is shared.	
Plan	Assigned to:	Mark Eisenhower	
	How it will look when fully met:	Feedback from stakeholders will be collected and will indicate acceptance and support of the transformation process.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Continue to provide stakeholders with opportunities to provide feedback regarding the transformation process at Jefferson-Houston.		
	Assigned to:	Mark Eisenhower	
	Added date:	01/15/2013	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

February 08, 2013

Indicator	D7 - The LEA/School persists and perseveres, but discontinues failing strategies. (905)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/11/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The analysis of historical data revealed certain failing strategies that the LEA/School has worked to discontinue through new initiatives and practices including but not limited to:</p> <ol style="list-style-type: none"> 1. An improved curriculum that focuses on conceptual understanding and higher order thinking for all students 2. A more inclusive learning experience for all students through differentiated instructional strategies 3. A new schedule and extended school day (4 days a week) that provides students with an uninterrupted 90 minute balanced literacy block and an additional literacy block in the afternoon. 	
Plan	Assigned to:	Rosalyn Rice-Harris	
	How it will look when fully met:	Strategies will be evaluated using a series of continuous improvement cycles and will result in refined and effective strategies.	
	Target Date:	06/30/2013	
	Tasks:	<ol style="list-style-type: none"> 1. Continue to analyze data from current strategies using continuous improvement cycles and Data-Based Decision-Making in order to eliminate failing strategies. 	
	Assigned to:	Khethiwe Mdluli	
	Added date:	01/16/2013	
	Target Completion Date:	06/30/2013	
	Comments:	ELP provided the LEA and the school with a Corrective Action Plan for Math. The 9 High Level Math Strategies will be applied with coaching and teaching support from Dr. Steven Lenwand and other members of AIR.	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

February 08, 2013

Transformation Toolkit

Strand E: Contracting with External Providers

Indicator	E1 - The LEA has identified potential external providers. (906)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/11/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A request for proposals was completed and the American Institute for Research (AIR) was identified as the External Lead Partner.	
Plan	Assigned to:	Mark Eisenhower	
	How it will look when fully met:	An External Lead Partner will collaborate with school leadership and the LEA provide transformation support.	
	Target Date:	06/30/2013	
	Tasks:		
		1. A contract was signed and the American Institute for Research has been identified as the ELP. The representatives from AIR attended the Technical Assistance session on January 9th. An on-site audit at Jefferson-Houston will take place on January 16, 2013.	
	Assigned to:	Rosalyn Rice-Harris	
	Added date:	01/16/2013	
	Target Completion Date:	01/16/2013	
	Comments:		
		2. External Lead Partners completed an on-site visit and met with administrators and members of the SLT.	
	Assigned to:	Rosalyn Rice-Harris	
	Added date:	01/18/2013	
	Target Completion Date:	01/16/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

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Indicator	E2 - The LEA has written and issued a request for proposals from potential external providers. (910)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/11/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The American Institute for Research was identified as the External Lead Partner. A contract has been signed by the deadline given by the OSI. Representatives from AIR attended the January Technical Assistance Session with the Principal and other members of the School Leadership Team.	
Plan	Assigned to:	Mark Eisenhour	
	How it will look when fully met:	A Request for Proposals will generate applicants.	
	Target Date:	06/30/2013	
	Tasks:	1. Proposals were received and AIR was identified as the best potential partner.	
	Assigned to:	Natalie Mitchell	
	Added date:	01/16/2013	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
		February 08, 2013	
Indicator	E3 - The LEA has developed a transparent selection criteria for external providers. (911)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/11/2013	
	Evidence:	The Request for Proposals was posted on the ACPS website.	
		February 08, 2013	
Indicator	E4 - The LEA has reviewed proposals, conducted due diligence, and select provider(s). (912)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/11/2013	
	Evidence:	A contract with the American Institute for Research was signed after proposals were submitted and reviewed by a panel established by the Superintendent.	
		February 08, 2013	

Indicator	E5 - The LEA has negotiated contracts with providers, including goals, benchmarks, and plans to manage assets. (913)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/11/2013
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Contracts have been negotiated with providers including goal, benchmarks and plans manage assets. Goals, benchmarks, roles and responsibilities have been identified and will be updated in response to data and recommendations made by the ELP, the American Institute for Research.
Plan	Assigned to:	Natalie Mitchell
	How it will look when fully met:	A signed contract will outline the scope of the services to be provided by AIR.
	Target Date:	01/02/2013
	Tasks:	1. An evaluation by AIR will result in the LEAs creation/finalization of goals, benchmarks and plans to manage assets.
	Assigned to:	Natalie Mitchell
	Added date:	01/16/2013
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)

February 08, 2013

Indicator	E6 - The LEA has planned for and initiated an ongoing cycle of continuous progress monitoring and adjustment. (914)	
Status	Tasks completed: 0 of 4 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/11/2013
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The LEA has established a process for continuing improvement and progress monitoring through the use of the School Education Plan for progress toward school goals and Individual Achievement Plans for individual student goals.
Plan	Assigned to:	Rosalyn Rice-Harris
	How it will look when fully met:	Monthly or bimonthly monitoring meetings are conducted with staff, using continuous improvement cycles.
	Target Date:	06/30/2013
	Tasks:	

1. ELP (AIR), will identify areas to be addressed.

Assigned to: Mark Eisenhour

Added date: 01/16/2013

Target Completion Date: 01/30/2013

Comments:

2. 1. Develop Coaching Framework for articulating types of coaching support, frequency, and monitoring for all teachers.

Assigned to: Andrea Heckel

Added date: 02/01/2013

Target Completion Date: 02/15/2013

Comments: Provide a guiding document that outlines coaching expectations for providing support to all teachers. Coaching survey data and Coaching Tracking Tool data will be monitored and evaluated quarterly by School Leadership Team.

3. 2. Establish weekly coaching meeting with principal to review Teacher Mapping tool data, determine areas of support, and identify PD needs of teachers.

Assigned to: Rosalyn Rice-Harris

Added date: 02/01/2013

Target Completion Date: 02/15/2013

Comments: Coaching survey data and Coaching Tracking Tool data will be monitored and evaluated quarterly by School Leadership Team.

4. 3. Implement Coaching Tracking Tool to monitor coaching effectiveness to include quarterly online teachers surveys.

Assigned to: Andrea Heckel

Added date: 02/01/2013

Target Completion Date: 02/15/2013

Comments: Coaching survey data and Coaching Tracking Tool data will be monitored and evaluated quarterly by School Leadership Team

Implement Percent Task Complete: Tasks completed: 0 of 4 (0%)

February 08, 2013

Indicator	E7 - The LEA is prepared to proactively deal with problems and drop strategies that do not work. (915)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/11/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Through the use of continuous improvement strategies and processes, the LEA requires schools to use the Plan-Do-StudyAct approach to implementation of strategies. Data analysis and reflection inform next steps at all levels.	
Plan	Assigned to:	Andrea Heckel	
	How it will look when fully met:	Appropriate discussion and action is taken to address failed strategies.	
	Target Date:	06/30/2013	
	Tasks:	1. Discuss the findings of the evaluation of programs and strategies completed by the American Institute for Research. Assigned to: Rosalyn Rice-Harris Added date: 01/16/2013 Target Completion Date: 06/30/2013 Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
			February 08, 2013

Indicator	E8 - The LEA has a plan for evaluation and has clarified who is accountable for collecting data. (916)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/11/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The LEA equires schools to complete, and submit for review, School Education Plans with implementation leaders (persons responsible for action steps) clearly identified.	
Plan	Assigned to:	Helena Payne Chauvenet	
	How it will look when fully met:	A procedural binder (and additional training materials) will be compiled including roles and responsibilities for data collection on each team.	
	Target Date:	06/30/2013	
	Tasks:		

1. The school education plan assigns tasks to individuals for implementation.

Assigned to: Ginja Canton
Added date: 01/16/2013
Target Completion Date: 06/30/2013
Comments:

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)

February 08, 2013

Transformation Toolkit

Strand F: Establishing and Orienting the School Transformation Team

Indicator F1 - The LEA has appointed a school transformation team. (917)

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development: Initial: Limited Development 01/11/2013
Index: 9 (Priority Score x Opportunity Score)
Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Plan Describe current level of development: The transformation team include the School Leadership Team, members of the DLST and the External Lead Partner.

Assigned to: Mark Eisenhour

How it will look when fully met: The embership of the school transformation team will include representation or input from educators, division staff, parents and students where appropriate

Target Date: 02/28/2013

Tasks:

1. The transformation team will establish roles, responsibilities, norms and a mission statement for their work.

Assigned to: Mark Eisenhour

Added date: 01/16/2013

Target Completion Date: 05/30/2013

Comments: Norms have been identified and a mission has been created. Individual responsibilities may change as needed. Ginja will no longer record meeting minutes, she will update Indistar during the meeting as Helena trecords the minutes.

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)

February 08, 2013

Indicator	F2 - The LEA provides the school transformation team members receive information on what the school can do to promote rapid improvement. (918)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/11/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Team members receive information from resources proded by the OSI in addition to leadership and oversight provided by the LEA. Team members use research-based strategies including Wise Ways in addition to recommendations given by the state facilitator and external lead partners.	
Plan	Assigned to:	Andrea Heckel	
	How it will look when fully met:	Teachers will apply strategies and practices learned through various professional development and training sessions.	
	Target Date:	06/30/2013	
	Tasks:	<p>1. Teachers will meet with the Instructional Coach during weekly Collaborative Team Meetings to receive support necessary for implementation of research-based, best practices.</p> <p>Assigned to: Andrea Heckel</p> <p>Added date: 01/16/2013</p> <p>Target Completion Date: 06/30/2013</p> <p>Comments:</p> <p>2. Teachers will evaluate the effectiveness of strategies (and interventions) as a standing agenda item on weekly grade level Data Meetings. Data-based decision-making stratgies and classroom continuous improvement cycles will be used to evaluate current practices</p> <p>Assigned to: Ginja Canton</p> <p>Added date: 01/16/2013</p> <p>Target Completion Date: 06/30/2013</p> <p>Comments: AIR observation and feedback resulted in the identification of a coaching tracking tool. The tool has not yet been launched for Jefferson-Houston.</p> <p>3. 4. Coaches will participate in twice monthly PD sessions to deepen coaching knowledge and skills.</p> <p>Assigned to: AIR American Insitute for Research</p> <p>Added date: 02/01/2013</p> <p>Target Completion Date: 06/30/2013</p> <p>Comments: Develop a deeper understanding of effective coaching best practices. Develop and utilize tools to determine coaching priorities. Coaching survey data and Coaching Tracking Tool data will be monitored and evaluated quarterly by School Leadership Team.</p> <p>4. 5. Coaches will participate in 4 content coaching sessions per month.</p> <p>Assigned to: AIR American Insitute for Research</p>	

Added date: 02/01/2013
 Target Completion Date: 06/30/2013
 Comments: Develop and implement effective co-teaching practices. Develop effective collaborative practices to support CLTs. Deepen math content knowledge to support effective practice in the classroom. Coaching survey data, Coaching Tracking Tool data, and math student achievement data will be monitored and evaluated quarterly by the School Leadership Team.

Implement Percent Task Complete: Tasks completed: 0 of 4 (0%)

February 08, 2013

Transformation Toolkit

Strand G: Leading Change (Especially for Principals)

Indicator G1 - The principal is a change leader. (919)

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development: Initial: Limited Development 01/11/2013
 Index: 4 (Priority Score x Opportunity Score)
 Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)
 Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
 Describe current level of development: Once hired, Principal Rice-Harris led Jefferson-Houston in implementing the new curriculum guides in all subject areas in addition to a new literacy program in grades PreK-5. Principal Rice-Harris provided all teachers with Skillful Teacher training in a school-based cohort with implementation observations conducted by the course facilitator throughout the year. Returning teachers are enrolled in the Skillful Teacher 2 course and teachers new to Jefferson-Houston are enrolled in the Skillful Teacher 1 course. The course, designed by Research for Better Teaching, was selected to provide teachers with a shared foundation of essential beliefs and to create a climate and learning environment that allows teachers and students to be successful.

Plan Assigned to: Rosalyn Rice-Harris
 How it will look when fully met: The principal will implement changes in response to data, resulting in student achievement.

Target Date: 12/11/2012

Tasks:

1. The principal continues to review attendance, discipline, coaching and various academic data points to propose changes to the SLT.

Assigned to: Rosalyn Rice-Harris

Added date: 01/16/2013

Target Completion Date: 06/30/2013

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)

February 08, 2013

Indicator **G2 - The principal effectively and clearly communicates the message of change. (920)**

Status Tasks completed: 0 of 2 (0%)

Assessment Level of Development: Initial: Limited Development 01/13/2013
Index: 6 (Priority Score x Opportunity Score)
Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: The principal consistently communicates expectations in all areas of performance, providing teachers with coaching support as needed to quickly achieve a standard of success in the following areas:

Positive Behaviors Interventions and Supports (PBIS)
Use of data in planning instruction
Identifying daily lesson objectives
Writing comprehensive daily lesson plans
Balanced literacy instruction
Conceptual understanding and effective strategies of math instruction
Discourse and cooperative learning for students in all subjects

Plan Assigned to: Rosalyn Rice-Harris
How it will look when fully met: The school community will be knowledgeable about expectations for the transformation process and will understand that change is sometimes required in response to data.

Target Date: 06/30/2013

Tasks:

1. The principal sends weekly bulletin announcements to staff electronically and provides staff with professional development, coaching and support as needed.

Assigned to: Rosalyn Rice-Harris

Added date: 01/16/2013

Target Completion Date: 06/30/2013

Comments:

2. Changes to expectations and procedures are communicated with students, teachers, parents and the school community promptly.

Assigned to: Helena Payne Chauvenet

Added date: 01/16/2013

Target Completion Date: 06/30/2013

Comments:

Data from the Superintendent and Facilitator Walk through will result in a change in the schedule for grades 1 & 2. (1/25/13)

Implement Percent Task Complete:

Tasks completed: 0 of 2 (0%)

February 08, 2013

Indicator **G3 - The principal collects and acts on data from a variety of sources and in a timely manner. (921)**

Status Tasks completed: 0 of 3 (0%)

Assessment Level of Development:

Initial: Limited Development 01/13/2013

Index:

6

(Priority Score x Opportunity Score)

Priority Score:

3

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

2

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

The principal collects academic data from division-wide Common Formative Assessments, universal screeners, PALs, formative assessment data from all grade levels and progress monitoring data from Tier 2 and Tier 3 interventions. Attendance and discipline referral data points are also collected and monitored to determine the impact on student performance.

Plan

Assigned to:

Ginja Canton

How it will look when fully met:

Data will be monitored and Data-Based Decision Making applied in all areas.

Target Date:

06/30/2013

Tasks:

1. Continue to meet weekly with grade level teams (in Data, Student Talk and Instructional Strategy Meetings) to monitor student progress toward performance goals. Various data sources and points will be analyzed and used in evaluating strategies

Assigned to:

Ginja Canton

Added date:

01/16/2013

Target Completion Date:

06/30/2013

Comments:

2. Complete continuous improvement cycles on the newly created Tier 2 and Tier 3 Intervention Data and Progress Monitoring using newly created processes and reporting forms.

Assigned to:

Dine White

Added date:

01/16/2013

Target Completion Date:

06/30/2013

Comments:

3. Coaching data will be collected and available electronically (in the Coaching Tracking Tool) to principal Rice-Harris for her review. The data can be viewed as needed in order to be most effective.

Assigned to:

Andrea Heckel

Added date:

01/31/2013

Target Completion Date: 06/30/2013

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 3 (0%)

February 08, 2013

Indicator **G4 - The principal, after reviewing the data, seeks quick wins. (922)**

Status Tasks completed: 0 of 8 (0%)

Assessment Level of Development: Initial: Limited Development 01/13/2013
Index: 6 (Priority Score x Opportunity Score)
Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

The sense of urgency in transforming Jefferson-Houston is communicated on a weekly basis through Collaborative Team Meetings. Data is used to make decisions in all areas with quick wins identified, celebrated and replicated where possible. Examples of quick wins include, staffing adjustments to meet the changing needs of students, changes to the master schedule to allow for the greatest impact on student learning and achievement. With every change, data is collected and analyzed to determine the effectiveness of the action

Plan

Assigned to: Rosalyn Rice-Harris

How it will look when fully met: Continuous improvement cycles are completed using instructional, behavioral, discipline and attendance data.

Target Date: 06/30/2013

Tasks:

1. Data is reviewed weekly by teams in Collaborative Learning Teams. All decisions will be data-based.

Assigned to: Rosalyn Rice-Harris

Added date: 01/16/2013

Target Completion Date: 06/30/2013

Comments:

2. Push-ups or recommendations from Collaborative Team Meetings will be shared as agenda items within the School Leadership Team Meetings on a weekly basis.

Assigned to: Gina Canton

Added date: 01/16/2013

Target Completion Date: 06/30/2013

Comments:

3. 1. Train all teachers during CLT time to integrate asking why questions during lesson delivery and student practice.

Assigned to: Andrea Heckel

Added date: 02/01/2013

Target Completion Date: 02/15/2013

Comments: Develop language rich math classrooms. Create classroom environments where multiple explanations are valued. Provide opportunities for students to self correct.

4. 2. Train all teachers during CLT time to develop and implement math vocabulary to emphasize terminology, explanations, and solutions.

Assigned to: Andrea Heckel

Added date: 02/01/2013

Target Completion Date: 03/31/2013

Comments: Develop an understanding of the use and meaning of mathematical terms, including their definitions and connection to the real world/pictures.

5. 3. Train all teachers during CLT time to develop and implement strategies to connect math content to the real world and to develop number sense, estimation, mental calculations, and equivalent forms of numbers.

Assigned to: Khethiwe Mdluli

Added date: 02/01/2013

Target Completion Date: 04/30/2013

Comments: Develop and apply an understanding of place value. Increase engagement. Develop an understanding of how math skills are utilized in everyday living.

6. 4. Conduct monthly Monday PD sessions with all teachers on Alternative Approaches to Mathematical Problem Solving, Strategies for Multiple Representations, and formative assessments

Assigned to: Khethiwe Mdluli

Added date: 02/01/2013

Target Completion Date: 04/30/2013

Comments: Develop understanding that math is a sense making process for understanding why. Develop strategies to provide multiple visualizations of skills and concepts. Assess frequently the degree to which the lesson's objective was mastered.

7. 5. Conduct unit planning training for all teachers to develop unit plans for the third quarter and fourth quarter.

Assigned to: Khethiwe Mdluli

Added date: 02/01/2013

Target Completion Date: 03/31/2013

Comments: Develop units aligned to the ACPS curriculum guide, SOLs, and assessments.

8. 6. Provide AIR math coaching 4 days per month.

Assigned to: AIR American Institute for Research

Added date: 02/01/2013

Target Completion Date: 06/30/2013

Comments: Develop best practices in each classroom. Deepen math knowledge and skills. Support collegial observations/sharing.

Implement Percent Task Complete: Tasks completed: 0 of 8 (0%)

February 08, 2013

Indicator	G5 - The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions. (923)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/13/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The School Leadership Team shares decision-making responsibilities in the building. All teachers serve on School Education Plan Goal Teams. The principal created processes for staff members to share ideas and concerns regarding practices at Jefferson-Houston. All staff members understand that data drives the decisions made in the building and present ideas in response to data.	
Plan	Assigned to:	Rosalyn Rice-Harris	
	How it will look when fully met:	The school transformation team will function as the decision-making body for transformation initiatives.	
	Target Date:	06/30/2013	
	Tasks:	1. Adjust membership on the transformation team in upon receipt of recommendations provided by AIR (ELP).	
	Assigned to:	Rosalyn Rice-Harris	
Implement	Added date:	01/16/2013	
	Target Completion Date:	12/21/2012	
	Comments:		
	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

February 08, 2013

Indicator	G6 - The principal, with the school transformation team, persists and perseveres, but discontinues failing strategies. (924)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/13/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	As the data reveals strategies that do not contribute to student achievement, they are replaced with research-based strategies. This is a shift from using routine practices that do not yield results because of their historic use, to evaluating every strategy for its effectiveness through the use continuous improvement cycles of implementation and progress monitoring.	
Plan	Assigned to:	Andrea Heckel	
	How it will look when fully met:	Using both past and current data, staff members will use best practices for improving teaching and learning. Teachers will be recognized for making positive changes to improve student outcomes.	
	Target Date:	06/30/2013	
	Tasks:	1. At all school-based meetings, data will be reviewed and adjustments will be made as needed to improve school functions and student achievement.	
	Assigned to:	Rosalyn Rice-Harris	
	Added date:	01/15/2013	
	Target Completion Date:	06/30/2013	
	Comments:		
	2. Staff members will be recognized for responding to challenges in student learning that result in student growth and academic achievement.		
	Assigned to:	Andrea Heckel	
	Added date:	01/15/2013	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

February 08, 2013

Transformation Toolkit

Strand H: Evaluating, Rewarding, and Removing Staff

Indicator	H1 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (925)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/13/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The Department of Human Resources is dedicated to supporting employees, retirees and applicants. We select, recruit and retain exceptional employees who exemplify the vision and goals of ACPS in meeting the educational, emotional, and social needs of the students of the City of Alexandria. The human resources department aims to select and employ the highest quality personnel who believe and support the Division mission, values and goals within the framework of local policies, school needs and available resources. We maintain active recruiting and search efforts to ensure that the applicant pool is diverse and representative of the student population and community. In order to remain competitive, ACPS ensures competitive employee salaries, benefits, and incentives in an effort to recruit and retain the most highly skilled staff in all areas of service.</p> <p>The Alexandria City Public Schools (ACPS) Teacher Growth and Assessment System uses the Goals and Roles Performance Evaluation Model developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations.</p> <p>Additionally, teachers are compensated for additional hours beyond traditional school day. During the month of October, teachers began working extended hours and received professional development and support in lesson planning for the additional block prior to the start of the extended day for students that began in November. Also, teachers have responded to surveys sharing the criteria for which they would like to be recognized and rewarded throughout the year.</p>	
Plan	Assigned to:	Helena Payne Chauvenet	
	How it will look when fully met:	Teachers will be observed regularly throughout the year and evaluated according to deadlines. chers who are not performing will be placed on a plan for growth/improvement and appropriate support will be provided. If sufficient progress is not made, teachers will be removed. Teachers will so be recognized for exceptional and effective effort.	
	Target Date:	06/30/2013	
	Tasks:		

1. Teachers will be evaluated using formative and summative tools, including walk-throughs and longer observations.

Assigned to: Helena Payne Chauvenet

Added date: 01/16/2013

Target Completion Date: 06/30/2013

Comments:

2. Whenever possible and appropriate, the principal will provide staff members with leadership opportunities.

Assigned to: Rosalyn Rice-Harris

Added date: 01/16/2013

Target Completion Date: 06/30/2013

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 2 (0%)

February 08, 2013

Indicator **H2 - The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (926)**

Status Tasks completed: 0 of 5 (0%)

Assessment Level of Development: Initial: Limited Development 01/13/2013

Index: 4 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

The Teacher Growth and Assessment System was implemented in the 2012-2013 school year to evaluate teacher skills and knowledge. The principal and assistant principal of instruction spend time in classrooms on a daily basis observing for a variety of purposes

including implementation of curriculum and programs with fidelity, implementation of daily lesson plans (which are evaluated on a weekly basis) and the climate and learning environment throughout the school building. Walkthrough and data is collected in short cycles.

Plan Assigned to: Helena Payne Chauvenet

How it will look when fully met: Every member of the staff will write a Professional Learning Plan that includes baseline data, goals, strategies and measurable outcomes.

Target Date: 06/30/2013

Tasks:

1. 100% of teachers will present data to support their progress toward achievement goals.

Assigned to: DeBerry Goodwin

Added date: 01/16/2013

Target Completion Date: 06/30/2013

Comments:

2. 100% of teachers will use the end-in-mind curriculum design process for lesson planning as measured by a lesson plan rubric.

Assigned to: Khethiwe Mdluli

Added date: 01/16/2013

Target Completion Date: 06/30/2013

Comments:

3. 100% of teachers will use daily objectives consistently, as measured by walk-through and observation data.

Assigned to: Kermit Burks

Added date: 01/16/2013

Target Completion Date: 06/30/2013

Comments:

4. 100% of teachers will use essential questions to promote student inquiry and discourse.

Assigned to: Helena Payne Chauvenet

Added date: 01/16/2013

Target Completion Date: 06/30/2013

Comments:

5. 100% percent of classrooms will employ Differentiated Instructional strategies consistently, for the inclusion of all students. Implementation will be measured by an observational checklist

Assigned to: Kermit Burks

Added date: 01/16/2013

Target Completion Date: 06/30/2013

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 5 (0%)

February 08, 2013

Indicator	H3 - The principal includes evaluation of student outcomes in teacher evaluation. (927)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/13/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The ACPS Teacher Growth and Evaluation System includes student outcomes as a contributing factor to the final evaluation.	
Plan	Assigned to:	Rosalyn Rice-Harris	
	How it will look when fully met:	Student performance data will be reviewed to determine whether adequate growth was made by each teacher.	
	Target Date:	06/30/2013	
	Tasks:	1. Disaggregate benchmark, PALS and SOL results by teacher to allow for discussion with the assigned evaluator.	
	Assigned to:	Ginja Canton	
	Added date:	01/16/2013	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
		February 08, 2013	
Indicator	H4 - The principal makes the evaluation process transparent. (928)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/13/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The staff was trained by Human Resource personnel on the use of the Teacher Growth and Evaluation System and provided with all documents.	
Plan	Assigned to:	Rosalyn Rice-Harris	
	How it will look when fully met:	All staff will be prepared to discuss and provide student performance data.	
	Target Date:	06/30/2013	
	Tasks:	1. Teachers will participate in ongoing informational sessions as needed.	
	Assigned to:	Helena Payne Chauvenet	

Added date: 01/16/2013

Target Completion Date: 06/30/2013

Comments:

2. Teachers receive ongoing coaching to ensure that appropriate documentation is being compiled by teachers.

Assigned to: Helena Payne Chauvenet

Added date: 01/16/2013

Target Completion Date: 06/30/2013

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 2 (0%)

February 08, 2013

Indicator **H5 - The LEA/principal provides training to those conducting teacher evaluations to ensure that they are conducted with fidelity to standardized procedures. (929)**

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development: Initial: Limited Development 01/13/2013

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

All evaluators were trained by Human Resource personnel in a series of sessions, in order to ensure that evaluations are conducted with fidelity to the standardized procedures.

Plan Assigned to: Mark Eisenhower

How it will look when fully met: Evaluators and Administrators at Jefferson-Houston will review all teacher evaluation documents and collaborate to establish reliability.

Target Date: 06/30/2013

Tasks:

1. Administrators will receive ongoing support as they use the evaluation system in this first year.

Assigned to: Rosalyn Rice-Harris

Added date: 01/16/2013

Target Completion Date: 06/30/2013

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)

February 08, 2013

Indicator	H6 - There is an established procedure for documenting the teacher evaluation process. (931)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/13/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Plan	Describe current level of development:	The ACPS Teacher Growth and Assessment System outlines procures for teachers and evaluators to document the process.	
	Assigned to:	Mark Eisenhour	
	How it will look when fully met:	The Teacher Growth and Evaluation System will be used to document 100% teacher observations and feedback.	
	Target Date:	12/11/2012	
	Tasks:	1. Administrators will conduct observations and document them using the tools provided in the Teacher Growth and Evaluation System Handbook. Assigned to: Mark Eisenhour Added date: 01/16/2013 Target Completion Date: 06/30/2013 Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

February 08, 2013

Indicator	H7 - The principal provides timely, clear, constructive feedback to teachers. (932)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/13/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Plan	Describe current level of development:	Teachers receive feedback in the manner outlined in the Teacher Growth and Evaluation System, which is designed to provide teachers with clear, constructive, timely and actionable feedback to ensure correction where applicable and growth.	
	Assigned to:	Rosalyn Rice-Harris	
	How it will look when fully met:	All teachers will be observed and will receive feedback as outlined in the Teacher Growth and Assessment System	
	Target Date:	06/30/2013	
	Tasks:		

1. Walk-through data may be communicated as needed in the form of a conversation, a school wide report (no teacher names included), note in a mailbox, or email.

1/16/3 Superintendent, the Chief Academic Officer and the state Facilitator conducted walk throughs with Principal Rice-Harris. AIR representatives so gathered data from observations. Individual feedback will be given to identified teachers by the principal and expectations will be shared regarding support and expected outcomes.

Assigned to: Rosalyn Rice-Harris

Added date: 01/16/2013

Target Completion Date: 01/25/2013

Comments: Having data from the observations will provide a rationale for immediate changes to schedules and use of instructional strategies.

2. Administrators will conduct conferences after Formative Evaluations

Assigned to: Rosalyn Rice-Harris

Added date: 01/16/2013

Target Completion Date: 06/30/2013

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 2 (0%)

February 08, 2013

Indicator	H8 - The evaluation process is linked with the LEA's collective and individual professional development programs. (933)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/13/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The ACPs Teacher Growth and Assessment System provides a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, guiding effective instructional practice. At the same time, it provides flexibility, allowing for creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing and applying pertinent data compiled within</p> <p>a system of meaningful feedback. Teacher needs for professional development can vary and the data gathered in the evaluation will dictate the individual professional program for individual teachers. The professional development opportunities for the staff at Jefferson-Houston support the goals of the school division.</p>	
Plan	Assigned to:	Helena Payne Chauvenet	
	How it will look when fully met:	Professional Learning Plans require staff to create goals that are measurable in terms of student growth.	
	Target Date:	06/30/2013	
	Tasks:	<p>1. Evaluators will participate in professional development sessions.</p> <p>Assigned to: Mark Eisenhour</p> <p>Added date: 01/16/2013</p> <p>Target Completion Date: 06/30/2013</p> <p>Comments:</p> <p>2. Every teacher will complete a Professional Learning Plan with S.M.A.R.T. goals.</p> <p>Assigned to: Mark Eisenhour</p> <p>Added date: 01/16/2013</p> <p>Target Completion Date: 06/30/2013</p> <p>Comments:</p>	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

February 08, 2013

Indicator	H9 - The LEA/School assesses the evaluation process periodically to gauge its quality and utility. (934)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/13/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This is the first year that the Teacher Growth and Evaluation Assessment system will be used. It is a living document that will be reevaluated during the initial years of implementation to strengthen and improve the system. The first year will be considered a transition year and ACPS will continue to evaluate and enhance or revise the system to meet the needs of teachers and administrators.	
Plan	Assigned to:	Rosalyn Rice-Harris	
	How it will look when fully met:	The Teacher Growth and Evaluation Assessment system will be used to evaluate teachers in seven domains including: professional knowledge, instructional planning, instructional delivery, student learning, learning environment, professionalism and student academic progress. Teachers eill receive feedback and reflect on practices and data	
	Target Date:	06/30/2013	
	Tasks:	1. Administrators will be trained on the use of the new evaluation system and process for documenting teacher performance. Assigned to: Rosalyn Rice-Harris Added date: 01/15/2013 Target Completion Date: 10/30/2012 Comments:	
		2. The administrative team ill continue to discuss observations and evaluation to ensure consistency Assigned to: Rosalyn Rice-Harris Added date: 01/15/2013 Target Completion Date: 06/30/2013 Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

February 08, 2013

Indicator	H10 - The LEA/School has created a system for making awards that is transparent and fair. (935)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/13/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers are involved in identifying the criteria for success in recognizing staff members at Jefferson-Houston.	
Plan	Assigned to:	Helena Payne Chauvenet	
	How it will look when fully met:	Staff will be recognized for outstanding performance using criteria that is communicated to staff as a part of the evaluation system	
	Target Date:	06/30/2013	
	Tasks:	1. Staff members will be recognized for outstanding performance and achievement at an end of year meeting.	
	Assigned to:	Rosalyn Rice-Harris	
	Added date:	01/15/2013	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

February 08, 2013

Indicator	H11 - The LEA/School has worked with teachers and teachers' union at each stage of developing and implementation the system of awards. (936)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 01/13/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Plan	Describe current level of development:	Teachers provide input on establishing a system of rewards.	
	Assigned to:	Rosalyn Rice-Harris	
	How it will look when fully met:	Teachers will provide input in the establishment of a systems of awards.	
	Target Date:	06/30/2013	
	Tasks:	1. Survey teachers to gain feedback on the creation of an awards system for teachers.	
	Assigned to:	Helena Payne Chauvenet	

Added date: 01/16/2013

Target Completion Date: 06/30/2013

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)

February 08, 2013

Indicator **H12 - The LEA/School has implemented a communication plan for building stakeholder support, for the system of awards. (937)**

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development: Initial: No development or Implementation 01/13/2013

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: A system of awards has not yet been finalized and therefore has not been communicated.

Plan Assigned to: Mark Eisenhower

How it will look when fully met: The transformation at Jefferson-Houston will be guided by the collaborative efforts of educators, parents and community members.

Target Date: 06/30/2013

Tasks:

1. Continue to communicate transformation progress. Communicate progress toward performance goals in a communication initiative.

Assigned to: Mark Eisenhower

Added date: 01/15/2013

Target Completion Date: 06/30/2013

Comments: Ginja will provide Mark with quarterly progress updates toward performance goals

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)

February 08, 2013

Indicator	H13 - The LEA/School has secured sufficient funding for long-term program sustainability, for the system of awards. (938)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: No development or Implementation 01/13/2013
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A system of awards has not yet been finalized, however, program sustainability will be included in criteria for reviewing proposals.
Plan	Assigned to:	Helena Payne Chauvenet
	How it will look when fully met:	A reward system will be implemented that is directly linked to student achievement.
	Target Date:	06/30/2013
	Tasks:	
	1. A reward system will be identified. Teacher rewards will be based on student improvement.	
	Assigned to:	Helena Payne Chauvenet
	Added date:	01/15/2013
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)

February 08, 2013

Indicator	H14 - The LEA/School has developed a system of providing performance-based incentives for staff using valid data on whether performance indicators have been met. (939)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/14/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The school will consider the following when identifying performance-based incentives for staff:</p> <p>The ACPS Teacher Growth and Assessment System data is used to evaluate teacher performance.</p> <p>Tripod activities are grounded in a comprehensive conceptual framework that emphasizes the importance of an instructional "tripod" of content knowledge, pedagogical skill and relationships.</p> <p>The process has not yet identified.</p>	
Plan	Assigned to:	Helena Payne Chauvenet	
	How it will look when fully met:	The evaluation will be based on student growth. Performancebased incentives will be issued.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Data (attendance rates, SOL tests, PALs, SRI, SMI, discipline record and other benchmarks) will be collected and analyzed.		
	Assigned to:	Ginja Canton	
	Added date:	01/15/2013	
	Target Completion Date:	06/30/2013	
	Comments:	Monthly updates on this data is compiled and provided to the DLST.	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

February 08, 2013

Indicator	H15 - The LEA/School has identified and established non-monetary incentives for performance. (940)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 01/14/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal will communicate with the Chief Director of the Human Resource department to discuss the the possibilities and parameters of instituting non-monetary incentives for performance.	
Plan	Assigned to:	Rosalyn Rice-Harris	
	How it will look when fully met:	Recipients of non-monetary incentives will be identified and given awards during staff meetings.	
	Target Date:	06/30/2013	
	Tasks:	1. Staff members will identify criteria for recognition based on performance goals. Assigned to: Helena Payne Chauvenet Added date: 01/15/2013 Target Completion Date: 02/28/2013 Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

February 08, 2013

Indicator	H16 - The LEA/School has created several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems). (941)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/13/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Employees will notify the principal of intentions for the next year in a voluntary departure. Teachers unwilling or unable to meet goals identified in their professional growth plan are subject to the following:</p> <p>Prior to the evaluator making a final recommendation, the evaluator meets with the teacher to review progress made on the Professional Growth Plan, according to the timeline. The options for a final recommendation are:</p> <p>Sufficient improvement has been achieved; the teacher is no longer on a Professional Growth Plan and is rated at a minimum, "proficient."</p> <p>Partial improvement has been achieved but more improvement is needed; the teacher remains on a Professional Growth Plan and is rated "needs improvement."</p> <p>Little or no improvement has been achieved; the teacher is rated "unacceptable."</p> <p>When a teacher is rated "unacceptable" on the Professional Growth Plan, the teacher may be recommended for dismissal. If not dismissed, a new Professional Growth Plan will be implemented. Following completion of the plan, if the teacher is rated "unacceptable" a second time, the teacher will be recommended for dismissal.</p>	
Plan	Assigned to:	Rosalyn Rice-Harris	
	How it will look when fully met:	The Teacher Evaluation will adequately document the lack of growth or progress by underperforming teachers. Teachers may also share intentions for the upcoming year with the principal.	
	Target Date:	06/30/2013	
	Tasks:	<p>1. Teachers demonstrating unsatisfactory progress will have opportunities leave voluntarily or they may be dismissed based on unsatisfactory performance.</p>	
	Assigned to:	Rosalyn Rice-Harris	
	Added date:	01/16/2013	

Target Completion Date: 06/30/2013

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)

February 08, 2013

Indicator H17 - The LEA/School has established and communicated clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (942)

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development: Initial: Limited Development 01/13/2013

Index: 4 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

If a teacher's performance does not meet the expectations established in the seven performance standards and by the school, the teacher may be placed on a Professional Growth Plan (see the Professional Growth Plan form in Part III). A Professional Growth Plan is designed to support a teacher in addressing areas for focus through targeted supervision and additional resources. It may be used by an evaluator at any point during the year following the support dialogue process for a teacher whose professional practice would benefit from additional support. A teacher who receives two or more "Not Evident" ratings on an interim review is required to complete the support dialogue process, at a minimum, and develop a Professional Growth Plan if performance does not improve after the mutually agreed-upon timeframe.

Plan Assigned to: Helena Payne Chauvenet

How it will look when fully met: Administrators will clearly communicate the expectations and processes related to staff evaluation, including the steps to be taken with teachers who do not show satisfactory progress.

Target Date: 03/30/2013

Tasks:

1. Teachers demonstrating unsatisfactory performance will be placed on a Professional Growth Plan.

Assigned to: Helena Payne Chauvenet

Added date: 01/16/2013

Target Completion Date: 06/30/2013

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)

February 08, 2013

Indicator **H18 - The LEA has reformed tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals. (943)**

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development: Initial: No development or Implementation 01/14/2013
Index: 2 (Priority Score x Opportunity Score)
Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: A conversation has begun to address this indicator

Plan Assigned to: Rosalyn Rice-Harris

How it will look when fully met: This plan will require input from Human Resource and Employee Relations personnel and will result in some form of communication to staff regarding any new procedures, rights or protections.

Target Date: 06/30/2013

Tasks:

1. Administrators will continue to work with the Director of Employee relations and the Chief Human Resource Officer.

Assigned to: Rosalyn Rice-Harris

Added date: 01/15/2013

Target Completion Date: 06/30/2013

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)

February 08, 2013

Indicator	H19 - The LEA has negotiated expedited processes for performance-based dismissals in transformation schools. (944)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 01/13/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Plan	Describe current level of development:	The LEA has not yet begun to negotiate a process unique to Jefferson-Houston.	
	Assigned to:	Mark Eisenhower	
	How it will look when fully met:	Policies and/or procedures will be created to address performance-based dismissals in transformation schools.	
	Target Date:	06/30/2013	
	Tasks:	1. Initiate discussions with the Human Resource department to learn of options available to a school in transformation.	
	Assigned to:	Mark Eisenhower	
	Added date:	01/15/2013	
	Target Completion Date:	03/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

February 08, 2013

Indicator	H20 - The LEA has formed teams of specialists who are familiar with the rules and regulations that govern staff dismissals. (945)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/13/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Plan	Describe current level of development:	The Chief Human Resources Officer and the Director of Employee Relations lead personnel in the department of Human Resources in understanding the rules and regulations that govern staff dismissals.	
	Assigned to:	Rosalyn Rice-Harris	
	How it will look when fully met:	All administrators will be knowledgeable of the rules and regulations that govern staff dismissals.	
	Target Date:	06/30/2013	
	Tasks:	1. Administrators have been trained on the new evaluation system.	
	Assigned to:	Rosalyn Rice-Harris	

Added date: 01/16/2013

Target Completion Date: 12/01/2013

Comments:

2. The Director of Employee Relations will continue support administrators as needed.

Assigned to: DeBerry Goodwin

Added date: 01/16/2013

Target Completion Date: 06/30/2013

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 2 (0%)

February 08, 2013

Indicator **H21 - The LEA has a team available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers. (946)**

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development: Initial: Limited Development 01/13/2013

Index: 4 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

The Director of Employee Relations supports the principal as needed to address the human resource concerns posed by underperforming employees, allowing the principal to focus on instructional matters.

Plan Assigned to: Rosalyn Rice-Harris

How it will look when fully met: Evaluations will be properly documented and adequate in a case for dismissing low performers.

Target Date: 06/30/2013

Tasks:

1. Continue to consult the Employee Relations Director for any additional coaching or support in evaluating staff

Assigned to: Rosalyn Rice-Harris

Added date: 01/16/2013

Target Completion Date: 06/30/2013

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)

February 08, 2013

Indicator	H22 - The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees. (947)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/13/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Underperforming employees (as determined by the Teacher Growth and Assessment System, TGAS) are handled in accordance with current protocols defined by the TGAS.	
Plan	Assigned to:	Mark Eisenhour	
	How it will look when fully met:	Transformation schools will have more options (beyond existing policies) to facilitate the exit of underperforming employees.	
	Target Date:	06/30/2013	
	Tasks:	1. Administrators will continue to receive support from the Director of Employee Relations in order to appropriately manage underperforming employees.	
	Assigned to:	Mark Eisenhour	
Implement	Added date:	01/15/2013	
	Target Completion Date:	06/30/2013	
	Comments:		
	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

February 08, 2013

Transformation Toolkit

Strand I: Providing Rigorous Staff Development

Indicator **I6 - The LEA/School provides sustained and embedded professional development related to implementation of new programs and strategies. (955)**

Status Tasks completed: 0 of 6 (0%)

Assessment Level of Development: Initial: Limited Development 02/04/2013

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: The staff will be well trained in the implementation of the AIR nine high leverage instructional practices for all math instruction. Differentiation strategies will be used in all learning environments to meet the varied needs of all learners.

Plan Assigned to: Andrea Heckel

How it will look when fully met: 1. Train all teachers during CLT time to integrate asking why questions during lesson delivery and student practice.

Target Date: 02/28/2013

Tasks:

1. 2. Train all teachers during CLT time to develop and implement math vocabulary to emphasize terminology, explanations, and solutions.

Assigned to: Andrea Heckel

Added date: 02/08/2013

Target Completion Date: 03/29/2013

Comments: Develop an understanding of the use and meaning of mathematical terms, including their definitions and connection to the real world/pictures

2. 3. Train all teachers during CLT time to develop and implement strategies to connect math content to the real world and to develop number sense, estimation, mental calculations, and equivalent forms of numbers.

Assigned to: Khethiwe Mdluli

Added date: 02/08/2013

Target Completion Date: 04/30/2013

Comments: Increase engagement. Develop an understanding of how math skills are utilized in everyday living.

3. 4. Conduct monthly Monday PD sessions with all teachers on Alternative Approaches to Mathematical Problem Solving, Strategies for Multiple Representations, and formative assessments.

Assigned to: Khethiwe Mdluli

Added date: 02/08/2013

Target Completion Date: 04/30/2013

Comments: Develop understanding that math is a sense making process for understanding why. Develop strategies to provide multiple visualizations of skills and concepts.

4. 1. Train all teachers during CLT time to integrate asking why questions during lesson delivery and student practice.

Assigned to: Andrea Heckel

Added date: 02/08/2013

Target Completion Date: 02/28/2013

Comments:

5. 5. Conduct unit planning training for all teachers to develop unit plans for the third quarter and fourth quarter.

Assigned to: Khethiwe Mdluli

Added date: 02/08/2013

Target Completion Date: 03/31/2013

Comments:

6. 6. Provide AIR math coaching 4 days per month.

Assigned to: AIR American Insitute for Research

Added date: 02/08/2013

Target Completion Date: 06/28/2013

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 6 (0%)

February 08, 2013

Indicator **I7 - The LEA/School sets goals for professional development and monitors the extent to which it has changed practice. (957)**

Status In Plan / No Tasks Created

Assessment Level of Development: Initial: Limited Development 02/04/2013

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Implementation of learned strategies and practices with fidelity will be evidenced through walk throughs and measured by walk through data collection tools.

Plan Assigned to: Not yet assigned

February 08, 2013

Transformation Toolkit

Strand K: Reforming Instruction

Indicator K3 - The principal aligns professional development with classroom observations and teacher evaluation criteria. (972)

Status Tasks completed: 0 of 5 (0%)

Assessment Level of Development: Initial: Limited Development 02/04/2013

Index: 4 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Data from classroom observations is used as part of the coaching process. Professional development is designed to match individual, grade level or school wide needs.

Plan Assigned to: AIR American Institute for Research

How it will look when fully met: All teachers will utilize ACPS materials and resources to effectively prepare and deliver math lessons.

Target Date: 06/30/2013

Tasks:

1. Assess Math Curriculum Guide needs/level of understanding of teachers.

Assigned to: Khethiwe Mdluli

Added date: 02/08/2013

Target Completion Date: 01/31/2013

Comments: Use the data to develop targeted PD sessions for teachers.

2. Provide targeted Curriculum guide training to identified teachers.

Assigned to: Andrea Heckel

Added date: 02/08/2013

Target Completion Date: 03/29/2013

Comments: Increase use of the ACPS Curriculum Guide to align instruction and practice.

3. Provide training on Unit planning by grade level teams for third quarter.

Assigned to: Khethiwe Mdluli

Added date: 02/08/2013

Target Completion Date: 02/28/2013

Comments: Weekly classroom walkthrough data will be used to monitor implementation.

4. Coaches will provide training on Unit planning by grade level teams for third quarter.

Assigned to: Khethiwe Mdluli

Added date: 02/08/2013

Target Completion Date: 02/28/2013

Comments:

5. 5. AIR Math Coaches will review unit plans to provided feedback on rigor, appropriate skill sequence, and strategy selection.

Assigned to: AIR American Insitute for Research

Added date: 02/08/2013

Target Completion Date: 02/28/2013

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 5 (0%)

February 08, 2013

Indicator **K5 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (975)**

Status Tasks completed: 0 of 5 (0%)

Assessment Level of Development: Initial: Limited Development 02/08/2013

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: ACPS Criterion Referenced tests are used to determine mastery of taught standards. The data is analyzed to identify areas of strength and areas of opportunity. Corrective Instruction plans are created to provide students with support in previously taught concepts, strategies and skills.

Plan Assigned to: Ginja Canton

How it will look when fully met: Student data from quarterly CRT benchmark and SRI/SMI data to identify learning gaps in mathematics and make course corrections.

Target Date: 03/06/2013

Tasks:

1. 1. Update school-wide data excel data report with CRT quarter 2 data

Assigned to: Ginja Canton

Added date: 02/08/2013

Target Completion Date: 02/28/2013

Comments: Complete spreadsheets for grades 3-8.

2. 2. Grade level teams analyze the SRI/SMI data and CRT assessment data from Quarter 2, validate levels of students (Below, Bubble, On) and update intervention rosters.

Assigned to: Ginja Canton

Added date: 02/08/2013

Target Completion Date: 03/06/2013

Comments:

3. 4. Based on the data analysis, gap areas are determined for individual students by teachers. IAPs are created and aligned to intervention instruction for students meeting the criteria to insure accurate and current reporting of IAP progress to the SLT weekly.

Assigned to: Susan Russo

Added date: 02/08/2013

Target Completion Date: 03/06/2013

Comments: SST meeting updates will be shared.

4. 3. Teachers update Student data cards on the data board in the Collaboration Center for continued use in CLT data meetings.

Assigned to: Ginja Canton

Added date: 02/08/2013

Target Completion Date: 03/06/2013

Comments:

5. 5. Individual student conferences are held with principal, assistant principal, Title I School Improvement Coach or teacher to discuss progress toward student goal.

Assigned to: Teachers

Added date: 02/08/2013

Target Completion Date: 04/30/2013

Comments: Students are aware of their CRT scores, if they are on target to reach their goal, what the school will do and what the student will do to reach goal.

Implement

Percent Task Complete:

Tasks completed: 0 of 5 (0%)

February 08, 2013

REQUIRED for Targeted Interventions

Targeted Intervention Indicators

Indicator	TA01 - REQUIRED - 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)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/13/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school uses PALS and the Scholastic Reading and Math Inventory assessments as universal screeners to initially identify students in need of targeted interventions. Students may be identified as at-risk at any point that the classroom formative data determines. Progress monitoring of student data takes place during weekly grade level data meetings facilitated by members of the school leadership team.	
Plan	Assigned to:	Ginja Canton	
	How it will look when fully met:	Individual student data will be available for each administration of the screeners and the school will monitor overall growth data.	
	Target Date:	06/30/2013	
	Tasks:	1. All students have been identified by tier. Continue to provide and adjust interventions and support as student data is received.	
	Assigned to:	Ginja Canton	
	Added date:	01/16/2013	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

February 08, 2013

Indicator **TA02 - REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the 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)**

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development: Initial: Limited Development 01/13/2013

Index: 4 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: The Response to Intervention approach used to screen students for initial identification in tiers. Additional testing may be necessary for placement in an appropriate intervention. Student progress is monitored by intervention and through the creation of an individual achievement plan. After 4-6 data points have been collected, interventions are adjusted as needed.

Plan Assigned to: Ginja Canton

How it will look when fully met: The response to intervention will be timely, review all relevant data and result in creating or updating Individual Achievement Plans (IAPs).

Target Date: 06/30/2013

Tasks:

1. All teachers were provided with training on the Response to Intervention approach to monitor student progress and the effectiveness of interventions. Students have been identified by tier and interventions have been designed to meet their specific needs. IAPs have been created for the identified students (using the SRI and SMI as universal screeners). Currently, intervention data is being collected and progress monitoring assessments (SRI and SMI) have been administered. Some students have been referred to the Student Support Team.

Assigned to: Susan Russo

Added date: 01/16/2013

Target Completion Date: 06/30/2013

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)

February 08, 2013

Indicator	TA03 - REQUIRED - 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)		
Status	Tasks completed: 1 of 4 (25%)		
Assessment	Level of Development:	Initial: Limited Development 01/13/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Tier 2 and Tier 3 intervention data are monitored in two week cycles and compiled into one report that is reviewed by the principal and members of the school leadership team. Data-based decision-making tools are used by teachers and leadership to evaluate student progress and to determine next steps.	
Plan	Assigned to:	Ginja Canton	
	How it will look when fully met:	Progress monitoring will be conducted in collaborative teams to review intervention data with fidelity on an ongoing basis.	
	Target Date:	06/30/2013	
	Tasks:	1. Students who do not demonstrate growth after collecting 4-6 data points will be referred to the Student Support Team/Success Network. Assigned to: Susan Russo Added date: 01/16/2013 Target Completion Date: 06/30/2013 Comments:	
		2. Specialists and teachers will collaborate to create Individual Achievement Plans for students in grades 1-5. Specialists and teachers will collaborate to create Individual Academic and Career Plans for students in grades 6-8, facilitated by the Guidance Counselor. Parents give input in the creation of these individual plans Assigned to: Ginja Canton Added date: 01/16/2013 Target Completion Date: 06/30/2013 Comments:	
	3. A process will be created to collect, analyze and report intervention data in two week cycles. Assigned to: Ginja Canton Added date: 02/01/2013 Target Completion Date: 12/01/2012		

Comments: Worked with Brenda Clarke to create a process for Implementation and Tracking of Tier 2 and Tier 3 Interventions. All teams were trained on the process and the supporting collection documents during their weekly data meeting.

Task Completed: 12/01/2012

4. All interventionists complete the data report and submit the report to the Intervention Specialist. Data compiled by the Intervention Specialist will be shared with members of the SLT at the end of each o week cycle.

Assigned to: Dine White

Added date: 02/01/2013

Target Completion Date: 06/30/2013

Comments:

Implement Percent Task Complete: Tasks completed: 1 of 4 (25%)

February 08, 2013