



Norfolk Public Schools Conditional Accreditation Presentation

September 17, 2014



Norfolk Public Schools
The cornerstone of a proudly diverse community

Our Mission

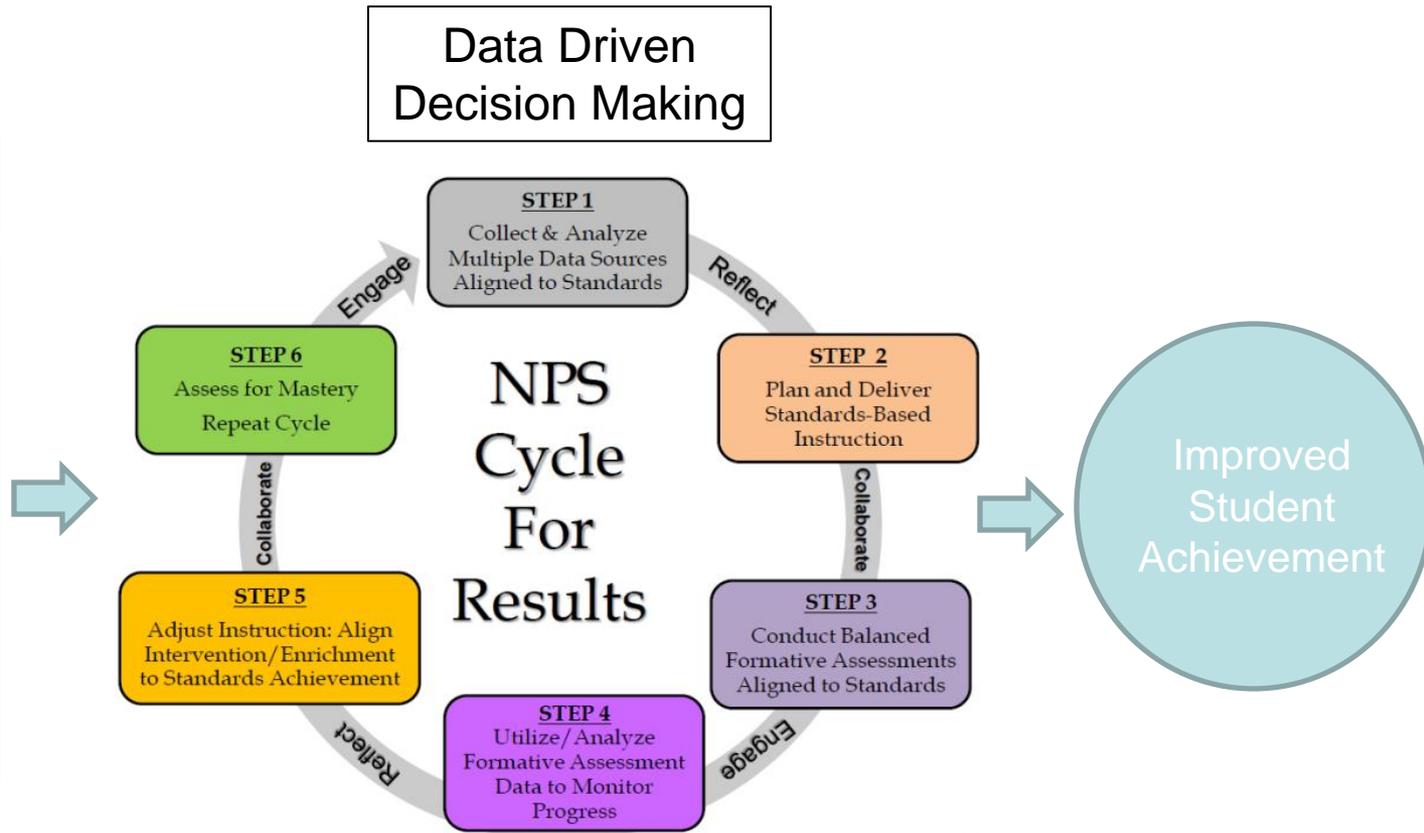
*The mission of Norfolk Public Schools, **the cornerstone of a proudly diverse community**, is to ensure that all students maximize their academic potential, develop skills for lifelong learning and are successful contributors to a global society, as distinguished by:*

- 🍏 *Courageous advocacy for all students*
- 🍏 *Family and community investment*
- 🍏 *Data-driven personalized learning*
- 🍏 ***Strong and effective leadership teams***
- 🍏 *Shared responsibility for teaching and learning*
- 🍏 *Access to rigorous and rewarding college and career readiness opportunities*

Inspecting What We Expect Instructional Leadership & Quality Control

Focus Walks

- Local School Level
- Executive Directors
- Division Level Collaboration
- - Teaching & Learning
- - Operations
- - Human Resources
- - Finance



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Strategic Planning and School Improvement

- 🍏 As part of the NPS Strategic Planning efforts, a thorough SWOT analysis was conducted
- 🍏 Subsequent action plans were developed to support our improvement efforts with increased student achievement
- 🍏 VDOE Academic Review process affirmed our internal and external analysis as the results aligned with our internal plan
- 🍏 VDOE Essential Actions are aligned with and embedded in the NPS district improvement plans

Strategies, Essential Actions, Plans, and Tasks

Strategies

- Promote NPS as the cornerstone of our community's well-being
- Empower and facilitate meaningful family and community partnerships
- Relentlessly pursue engaged learning through high-quality instruction
- Host environments in which all individuals feel safe and secure
- Nurture a culture of excellence, equity and justice through continuous improvement

Essential Actions

- **Division-level & School-level**
 - Leadership – explicit feedback to ensure High Quality Instruction
 - Curriculum – revision and expansion to include tiered interventions and assessments
 - Professional Learning – systematic alignment to Essential Actions and NPS Cycle for Results

Office of School Turnaround and Improvement (OSTI)

- 🍏 On-going collaboration with the VDOE Office of School Improvement to provide targeted support to priority, focus, and consultation schools (3+ years warned).
- 🍏 Focus on leadership development, performance management, continuous and sustainable results.
- 🍏 1 Executive Director, 1 Senior Coordinator, 2 School Improvement Administrators

NPS Cycle For Results

STEP 1

Collect & Analyze
Multiple Data Sources
Aligned to Standards

Reflect

STEP 2

Plan and Deliver
Standards Based
Instruction

Collaborate

STEP 3

Conduct Balanced
Formative Assessments
Aligned to Standards

Engage

STEP 4

Utilize/Analyze
Formative Assessment
Data to Monitor
Progress

Reflect

STEP 6

Assess for Mastery
Repeat Cycle

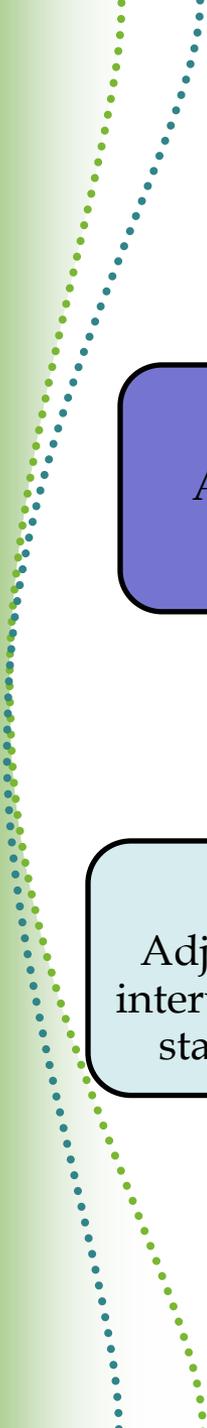
Collaborate

STEP 5

Adjust Instruction: Align
intervention/enrichment to
standards achievement

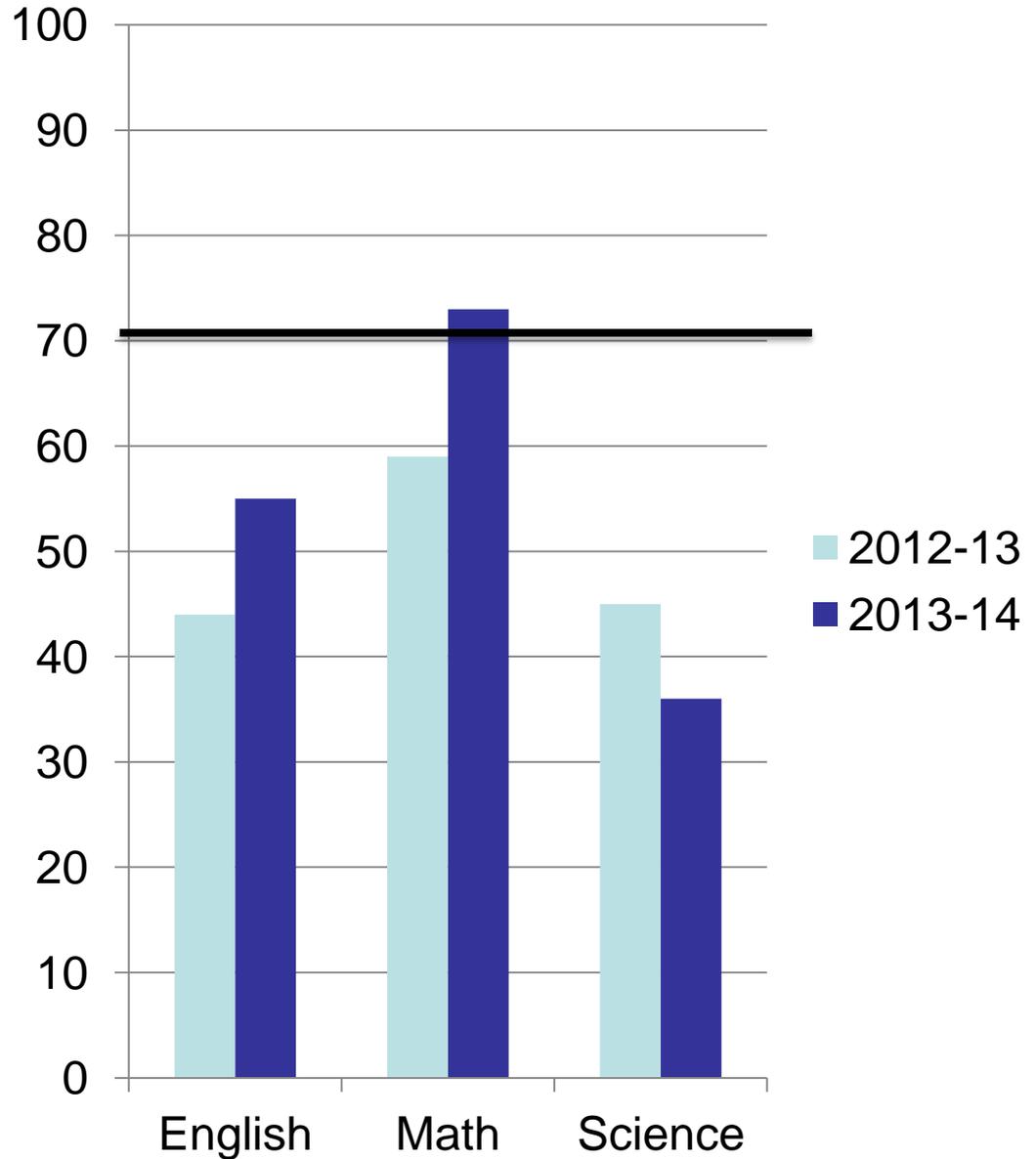
Engage

Engage



Tidewater Park Elementary School

- Warned in Math, English, and Science
- VDOE Reading waiver for 2013-2014 (Science & History/SS)
- Exited Federal Priority status 2014-2015



Leadership: Tidewater Park

- 🍏 New principal appointed 2012-13
 - 🍏 Improved climate for teaching and learning
 - 🍏 Focus on developing relationships with families, students, and teachers
- 🍏 School improvement plan centered on four major areas: positive school culture, quality instruction, community/parental engagement, and positive student interventions and supports

School Improvement Plan

Tidewater Park

Positive School Culture

- High expectations from administration
- Teacher incentives for being familiar with curriculum when asked
- Team teaching
- Alternative classroom setting for students who are challenged to remain in the regular setting
- Hired new staff members who were more dedicated, focused, data driven, and purpose driven
- Hired a School Improvement Coach
- Established school mantra: Hard Work Pays Off

Quality Instruction

- Targeted professional development
- Departmentalized based upon teacher strength
- Mandated uniformed instructional strategies
- Implemented the use of common terminology
- Implemented double block planning for the teachers while students received PBIS lessons
- Implemented Summer Writing Club to improve writing for upcoming 5th graders
- Offered United for Children Soaring Eagles University for entering Pre-K thru 5th grade
- Conducted daily administrative walk-thru and observations with feedback.

School Improvement Plan

Tidewater Park

Community/Parental Engagement

- Parent Retreat at Camp Young
- Community Garden
- Fostered Partnerships with:
 - Norfolk Redevelopment and Housing Authorities-Sponsored Attucks Theater dance program, Drama and Writing program
 - Norfolk State University-Swimming Program
 - WAVE Church-Self-esteem for Girls program
 - Norfolk Police Department-Youth Academy
 - Gethsemane Baptist Church- Donated money, Funded Spelling Bee, Provided uniforms for children
 - United for Children- Sponsored Soaring Eagles Summer University
 - The College of William & Mary-Saturday STEM Education Program
 - Horizons- Saturday STEM Program
 - Boys & Girls Club of America-Facilitated Afterschool program
 - United States Navy- Lunch buddies for students

Positive Behavior Interventions and Supports for Students

- Girls on the Run
- School Talent Show
- School Spelling Bee
- Student dances
- PTA movie night
- Trunk or Treat
- Basketball team
- Cheerleading squad
- Swimming Program
- Earned Experiential Learning Opportunities after school with mentors:
 - Ice skating
 - Hockey games
 - Golden Corral
 - Movies
 - Tides Baseball game
 - Buffalo Wild Wings
- Students earned reading trophies

Academic Review Essential Actions

Tidewater Park

- Areas of Warning - Math, English, Science
- Tidewater Park Elementary will:
 - Establish and implement a system for providing guidance to teachers regarding expectations for monitoring the written and taught curriculum to include lesson planning and analyzing teacher-made assessment.
 - Participate in sustained professional development provided by NPS regarding procedures for monitoring and providing specific written feedback about the quality of the written and taught curriculum in both content and cognitive level.
 - Provide systematic and sustained professional development for teachers regarding procedures for “unpacking standards,” lesson planning expectations, and using “high yield instructional strategies” during content area lessons
 - Utilize Virginia Department of Education resources (*Unpacking Standards and Planning Lessons*)
 - Provides students with opportunities to develop or enhance knowledge and skills with specific connections to state standards’ Curriculum Framework Essential Knowledge and Skills, Big Ideas, and/or objective

Leadership: Booker T. Washington High School

- New principal and assistant principals appointed for the 2013-14 school year
- Increased student participation on EOC tests across Federal gap groups in English
- Met Federal AMO's in English
- Slight increase in student performance on Math EOC
- Seven (7) percentage point increase on the GCI

Student Achievement: BTWHS

- On-Time Graduation (GCI – Graduation Completer Index) – GCI increased from 76% to 83%
- Algebra I - Scores increased from 36% (12-13) to 41% (13-14)
- Reading - Scores increased from 75% (12-13) to 76% (13-14)
- World Studies I – Scores increased from 50% (12-13) to 59% (13-14)
- The expectation for the 2014/2015 school year is for all classes (including electives, CTE, World Language, & PE/Health) to engage in reading and writing during each class period. Student Engagement Walkthroughs will be conducted by building administrators to monitor the effective implementation of reading and writing throughout the day.
- The master schedule was created to support students in need of safety nets. Double blocked courses in Algebra I and Geometry as well as math labs and science labs in Biology & Chemistry were added as one additional way to support and increase student achievement.
- A reading specialist has been hired to provide direct instruction to struggling high school readers

Curriculum: AP Enrollment BTWHS

- 🍏 Increase in total enrollment from 203 students to 297 students
- 🍏 Increase in the number of students enrolled in at least one AP course from 155 – 170
- 🍏 Increase in the number of students taking at least one AP test increased from 142-160
- 🍏 Increase in the number of AP tests taken from 197-281
- 🍏 Emphasis placed on increasing academic preparation to ensure more students earn a qualifying AP exam score of 3 or higher

Curriculum and Rigor

Dual Enrollment @ BTWHS

- Implemented through Virginia State University partnership for the 2013-2014 School Year (Eng111-112) – 88% Pass Rate (21 students in the program)
- Partnership with Tidewater Community College (TCC) for the 2014-2015 School Year
- The partnership was forged in early spring which allowed 32 students to participate in a summer bridge program with TCC which included preparation for the placement assessment.
- Prior to the 2013-2014 School Year, there was not a teacher with the credentials to teach a dual enrollment course in the English Department at Booker T. Washington HS.
- There are a total of 24 students in the course for the 2014-2015 SY. (Eng111-112) – Teacher of Record/Booker T. Washington High School English Teacher

Career and Technology Education/Industry Certifications

- 🍏 Increase in the total tests administered from 303 to 468 (35%)
- 🍏 Increase in overall pass rate on Industry Certifications from 42% to 56%
- 🍏 Increase in WISE Financial Literacy Certifications - 61% increase in number of students tested from 89 to 226

Human Resource Development

- 🍏 **New Principal** and three new Assistant Principals appointed for 2013-2014
- 🍏 New AP provides a strong Science background
- 🍏 **Priority Staffing**
 - 🍏 Four **New Instructional Department Chairpersons** appointed for the 2014-2015 SY in the areas of **English** (*Master Teacher* from a neighboring school with history of exemplary results/Master of Arts Degree in Administration & Supervision), **Math** (*Master Teacher* with a Master's Degree in Curriculum & Instruction), **Special Education** (*Master Teacher* from a neighboring school with a history of exemplary results/Master's Degree) and **Guidance & Counseling** (Experienced Counselor from a neighboring school/Master of Arts Degree in Administration & Supervision)

Staffing and ODU (TIR) Teacher Immersion Residency Program

Priority Staffing

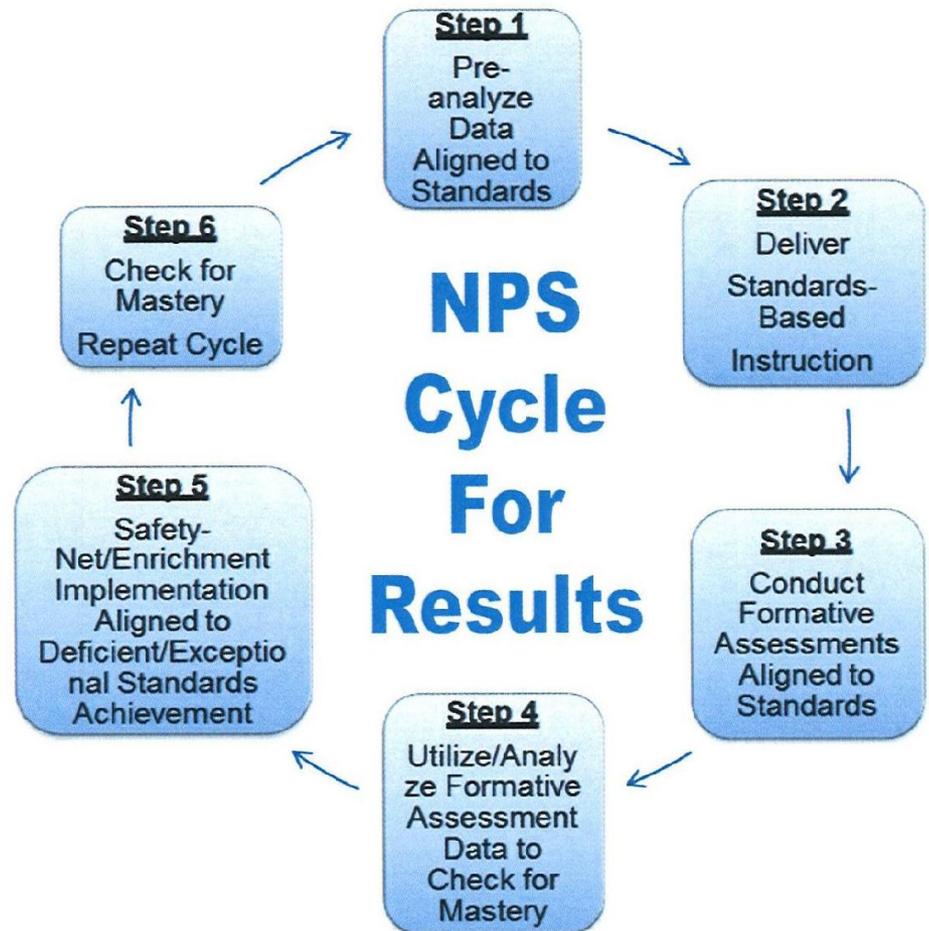
- 🍏 2014-2015: The Social Studies/History department welcomed three new teachers who are Old Dominion University Teacher Immersion Residency (TIR) Program Graduates. These three teachers replace teachers as a result of a thorough analysis of their SOL scores
- 🍏 2014-2015: Two other teachers transferred from a neighboring school with proficient student achievement results
- 🍏 2014-2015: Two Science teachers with proficient student achievement results from a neighboring school have also joined the team
- 🍏 Overall, we are fortunate to have a total of six new teachers that are highly qualified with Master's Degrees in their content from the ODU TIR Program. (3 SS/H; 2 English; 1 Math)
- 🍏 We have four other teachers in the building that are TIR Program graduates in the Science, English & Math areas

Climate

- 🍏 Discipline - Decrease in discipline referrals by 20.7%
- 🍏 Decrease in Out of School Suspensions from 458 to 432 incidents
- 🍏 Decrease attributed to the use of Positive Behavior Intervention Supports (PBIS)

The Implementation of the Cycle for Results at BTW

- ✓ Collaborative planning time is used to develop quality lessons that are aligned to division and state standards.
- ✓ CFAs, DBAs, and unit test data are analyzed to determine students' mastery of content.
- ✓ Based on the data, teachers identify students who need additional support
- ✓ Plans are adjusted/developed to include opportunities for:
 - ✓ re-teaching
 - ✓ remediation
 - ✓ differentiated instruction
 - ✓ test corrections
- ✓ If students are performing above standards, they will engage in enrichment activities and/or will be encouraged to take Honors, AP, or a Dual Enrollment course.



Academic Review Essential Actions

BTWHS

- Areas of Warning - Math, History, Graduation Rate (GCI)
- Booker T. Washington High School will:
 - Establish and implement a system for providing guidance to teachers regarding expectations for monitoring the written and taught curriculum.
 - Participate in sustained professional development provided by the school division regarding the procedures for monitoring and providing specific written feedback (in history) about the quality of the written and taught curriculum in both content and cognitive level.
 - Establish and implement a system for providing guidance to teachers regarding lesson planning expectations to include outlining the objective and the specific behaviors students will exhibit to show learning and the conditions under which the students will exhibit those behaviors.
 - Establish and implement a system for providing guidance to teachers regarding lesson plan expectations to include outlining a criteria used to determine whether learners have met the objective.
 - Establish and implement a system for analyzing teacher made assessments to include using inferences about content and students to create a plan for future instruction.
 - Establish and implement a system for analyzing teacher-made assessments to include the following expectation: Include scoring guides that promote intra-rater and inter-rater reliability for items.
 - Differentiate professional development based on individual teacher needs identified using student achievement data.

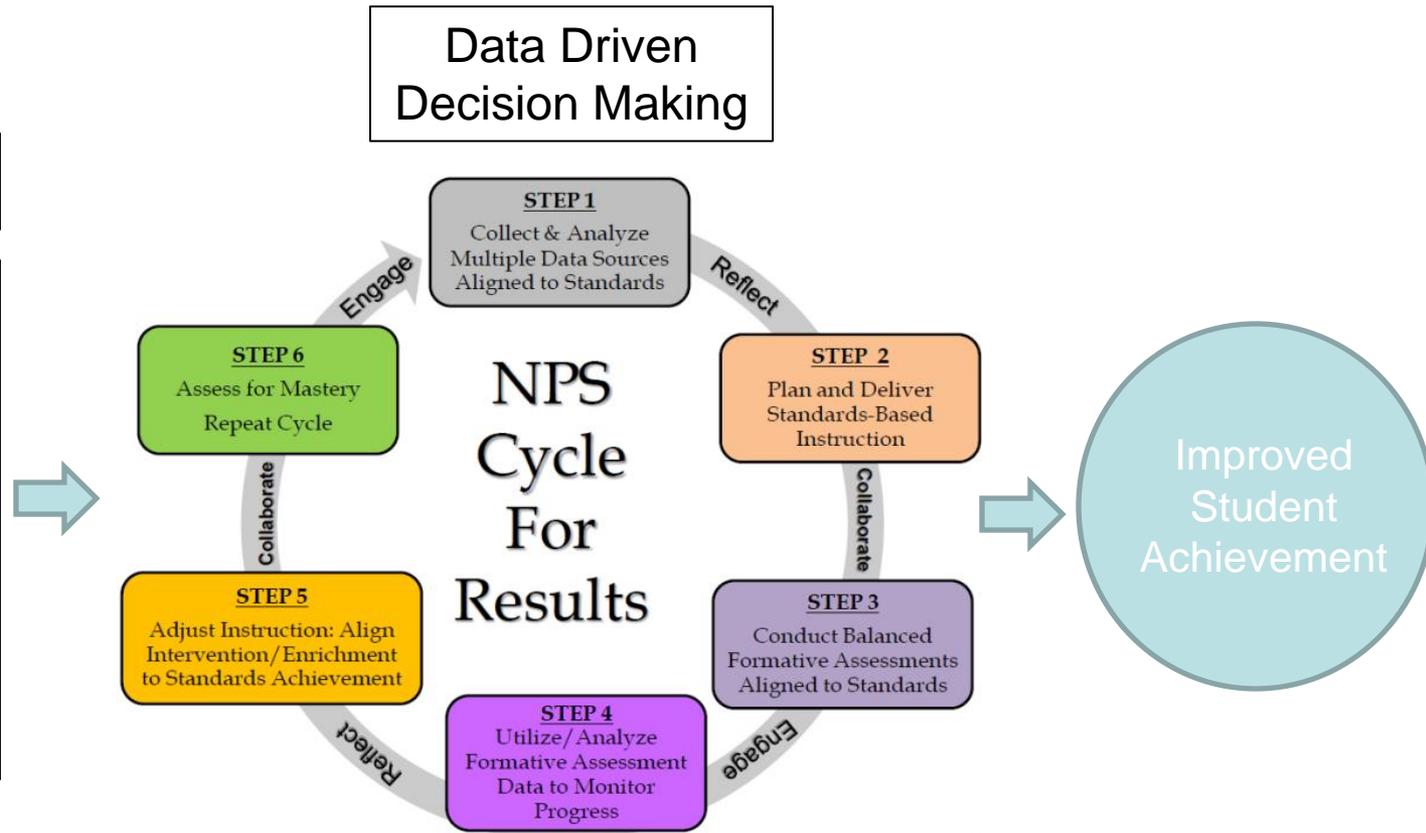
Six powerful lessons implemented as a result of EdTrust Research

1. They focus on what they can do, rather than what they can't do
2. They don't leave anything about teaching and learning to chance
3. They set their goals high
4. High performing districts are obsessive about time, especially instructional time
5. Principals are hugely important, ever present, but not the only leaders in the school
6. Good schools know how much teachers matter, and they act on that knowledge

Inspecting What We Expect Instructional Leadership & Quality Control

Focus Walks

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- Executive Directors
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**Office of School Improvement (OSI)
Academic Review Report of Findings
Follow-Up Report – Division**

Part I: General Information

Name of Division: Norfolk Public Schools

Name and Title of Person Completing this Form: Dr. James Tucker and Dr. Yvonne Holloman

Name of the Lead Contractor assigned to the Division: Dr. James Tucker

Part II: Status of Essential Actions

The OSI contractor will complete the chart below regarding the status of each Essential Action. Please include *detailed information* about planning and implementation of activities related to the Essential Actions.

Essential Action from Academic Review Report of Findings:

1.1 - Revise the *Principal Evaluation Handbook* to include expectations for the minimal number of required observations of probationary and tenured teachers conducted by building-level administrators.

Status of Implementation: In December 2013, the school division provided documentation of revisions to the *Principal Evaluation Handbook* to include an appendix outlining the minimum number of observations conducted by building-level administrators of probationary and tenured teachers.

Essential Action from Academic Review Report of Findings:

1.2 - Revise the *Locally-developed Practices Form* to include the specific number of site visitations required of Executive Directors for schools that have not met federal and/or state benchmarks (not fully accredited).

Status of Implementation: On February 28, 2014, a revised copy of the *Locally-developed Practices Form* was submitted to the Office of School Improvement containing expectations for executive directors to conduct at least one visit per week to any school that has not met state and/or federal benchmarks. Visits will be documented using the TalentEd Perform platform.

Essential Action from Academic Review Report of Findings:

1.3 - Revise the *Locally-developed Practices Form* for Executive Directors and Principals to include specific expectations regarding monitoring and feedback for Focus, Priority, and

Warned/Accreditation Denied schools.

Status of Implementation: On February 28, 2014, a revised copy of the *Locally-developed Practices Form* was submitted to the Office of School Improvement containing expectations for executive directors regarding expectations for the type and frequency of feedback to principals of schools that did not meet state and/or federal benchmarks. Feedback will be documented using the TalentEd Perform platform.

Essential Action from Academic Review Report of Findings:

1.4 - Develop a common tool for division curriculum specialists to use when providing written feedback to principals regarding classroom observations.

Status of Implementation: On March 20, 2014, a feedback form was submitted to the Office of School Improvement containing information that will be collected by content area specialists as a result of their informal instructional walkthrough observations. The document provides a common method for the content area specialists to provide feedback to teachers and building principals regarding instructional strategies observed during classroom walkthrough observations.

This Essential Action will continue for the May 2014 – September 2014 reporting period. During the September 2014 follow-up meeting, the division leadership team should be prepared to share information related to division-wide trends gleaned from reviews of feedback forms submitted by the content area coordinators.

Essential Action from Academic Review Report of Findings:

English

2.1 - Revise the curriculum guides in grades K-8 to include horizontal alignment to other subjects.

2.2 - Revise the curriculum guides in grades K-5 to add guides for reading and writing as an appendix to ensure inclusion of developmental assessments, scoring guides, rubrics, and additional research-based strategies.

2.3 - Revise the curriculum guides in grades 6-12 to include an appendix to integrate existing assessments, scoring guides, and rubrics into the curricula.

2.4 - Revise the K-12 model lesson plans to include explicit differentiation language.

Status of Implementation: The school division has convened curriculum committees to review and make the necessary revisions to the English curriculum guides to ensure horizontal and vertical alignment with the Virginia Standards of Learning. Currently, a second review committee is reviewing the documents and recommending revisions. Model differentiated lesson plans addressing the needs of students who are performing above, below, and on grade-level are currently being developed, and will be reviewed during the September 2014 academic review follow-up meeting.

After all revisions have been completed, instructional staff members will participate in technical assistance activities including:

- August 11-13, 2014 – New teacher orientation which includes sessions regarding use of the revised curriculum guides
- August 19-20, 2014 – Mandatory sessions regarding use of the revised curriculum guides, unpacking the standards, and assessment strategies

Essential Action from Academic Review Report of Findings:

Mathematics

3.1 - Revise the curriculum guides to include multiple assessment strategies and instruments that are valid and appropriate for mathematics, cognitive levels, and student populations.

3.2 - Revise the curriculum guides to suggest and offer opportunities for formal and informal assessments.

3.3 - Revise the curriculum guides to include assessments with scoring guides and rubrics.

Status of Implementation: The school division has convened Mathematics curriculum review committees to review and revise the curriculum guides to ensure horizontal and vertical alignment with the Virginia Standards of Learning specifically in the areas of assessment strategies and instruments, opportunities for formal and informal assessments, and inclusion of scoring guides and rubrics. Currently, a second review committee is reviewing the curriculum documents and recommending revisions.

After all revisions have been completed, instructional staff members will participate in technical assistance activities including:

- August 11-13, 2014 – New teacher orientation which includes sessions regarding use of the revised curriculum guides
- August 19-20, 2014 – Mandatory sessions regarding use of the revised curriculum guides, unpacking the standards and assessment strategies

Essential Action from Academic Review Report of Findings:

Science

4.1 - Revise the current specific learning experiences to consistently demonstrate an understanding of students' intellectual, social, emotional, and physical development.

4.2 - Revise the current specific learning experiences to include more real-world application and experiences.

4.3 - Revise the curriculum guides to include assessment scoring guides and/or rubrics.

4.4 - Conduct an inventory of available manipulatives and resources at all schools not rated *Fully Accredited* in Science.

Status of Implementation:

The school division has convened Science curriculum review committees to review and revise the curriculum guides to ensure horizontal and vertical alignment with the Virginia Standards of Learning specifically in the areas of providing specific learning experiences, real-world application

and experiences, and inclusion of assessment scoring guides and/or rubrics. Currently, a second review committee is reviewing the curriculum documents and recommending revisions.

After all revisions have been completed, instructional staff members will participate in technical assistance activities including:

- August 11-13, 2014 – New teacher orientation which includes sessions regarding use of the revised curriculum guides
- August 19-20, 2014 – Mandatory sessions regarding use of the revised curriculum guides, unpacking the standards and assessment strategies

In March 2014, science lead teachers and department chairpersons conducted an inventory of available science materials in schools. Results of the inventory revealed that most elementary schools had adequate materials available to teach the science Standards of Learning (SOL). However, the secondary schools demonstrated the greatest need, and the central office has ordered materials based on the inventory results. In an effort to ensure the availability of needed science resources, central office staff members are planning to inventory materials annually.

During instructional walkthroughs and lesson observations, principals will document use of science materials by instructional staff to teach the science SOL. The superintendent is exploring options for using the *Locally-developed Practices Form* to provide feedback to the executive directors regarding their monitoring of principals' supervision of science instruction including use of science resources to teach the science SOL.

Essential Action from Academic Review Report of Findings:

History

5.1 - Revise the K -1 curriculum guide to include multiple assessment strategies and instruments that are valid and appropriate for the content, cognitive level, and student population.

5.2 - Revise the K – 1 curriculum guide to provide a variety of aligned resource materials that encourage higher level thinking.

Status of Implementation: The school division has convened History curriculum review committees to review and revise the curriculum guides to ensure horizontal and vertical alignment with the Virginia Standards of Learning specifically in the areas of including multiple assessment strategies and instruments and providing a variety of aligned resource materials that encourage higher level thinking.

After all revisions have been completed, instructional staff members will participate in technical assistance activities including:

- August 11-13, 2014 – New teacher orientation which includes sessions regarding use of the revised curriculum guides
- August 19-20, 2014 – Mandatory sessions regarding use of the revised curriculum guides, unpacking the standards, and assessment strategies

Essential Action from Academic Review Report of Findings:

Professional Development

6.1 - Collaborate among central office departments to provide professional development opportunities for administrators and teachers regarding tiered instructional interventions for students including training, follow-up, and collaboration.

Status of Implementation:

The division leadership team has collaborated to plan professional development opportunities addressing tiered instructional interventions. Topics include:

- Tiered interventions – Presenter: Dr. Rick Bowmaster
- Math interventions and creating quality assessments – Presenter: Dr. Dan Mulligan
- Formative assessments – Presenter: Dr. Chris Gareis
- Reading/Balanced Literacy – Presenters: Beth Estill, Tanny McGregor, and Ray Morgan

Topics will be presented in multiple sessions to all school-level instructional staff members. It would benefit the division leadership team to ensure that all presenters are cognizant of the *VDOE Academic Review Tool* relating to the alignment of the written, taught, and tested curriculum. This will guarantee alignment between the presentations and the needs identified as a result of the academic review. Additionally, each presenter should be informed of division-wide initiatives (i.e., Cycle for Results) and themes for certain schools (i.e., Montessori, STEM, IB, maritime) as the presentations and follow-up activities must seamlessly parallel these efforts.

An additional Essential Action has been added for the May 2014 – September 2014 reporting period to address the aforementioned concerns as well as the need for the division to institute an intentional process to monitor implementation and the connection between professional development activities, teacher observations, and student performance outcomes.

Essential Action from Academic Review Report of Findings:

Professional Development

6.2 - Coordinate with Lead Turnaround Partners (LTP) regarding professional development activities for priority school staff.

Status of Implementation:

After the *Norfolk Public Schools' Turnaround Office* has been established, a concerted effort must be made to organize the professional development offerings in a differentiated manner for the identified priority schools which will be required to implement the USED Turnaround Principles. This will entail ensuring that the lead turnaround partners (LTP) are cognizant of the tiered instructional intervention sessions planned for all schools as noted in Essential Action 6.1, and how these sessions are correlated with the services provided by the LTP.

This Essential Action will continue for the May 2014 – September 2014 reporting period.

Essential Action from Academic Review Report of Findings:

Professional Development

6.3 - Conduct a formal review of the memorandum of understanding (MOU) with teacher associations to determine its alignment with teacher professional development needs based on local, state, and federal assessment results for students.

Status of Implementation:

The superintendent and his senior staff have conducted numerous meetings with the teacher associations regarding needed revisions to the memorandum of understanding.

This Essential Action will continue for the May 2014 – September 2014 reporting period.

Essential Action from Academic Review Report of Findings:

Professional Development

6.4 - Revise the district literacy and numeracy plans to identify specific data points used to develop the plans, and categorize professional development by strands of deficiency.

Status of Implementation:

The Teaching and Learning Department has revised the district literacy and numeracy plans for the 2013-2014 academic year to include specific data points and related professional development activities.

This Essential Action will continue for the May 2014 – September 2014 reporting period, and the division leadership team will share the revised document based on the Spring 2014 Standards of Learning (SOL) results.

Essential Action from Academic Review Report of Findings:

Professional Development

6.5 - Provide professional development for building principals regarding processes for conducting formal observations that include specific feedback to teachers on implementation of the written and taught curriculum.

Utilize Virginia Department of Education resources (*Providing Effective Feedback*) found at:

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

Status of Implementation:

Norfolk Public Schools' Focus and Priority school principals and division leadership team members will participate in five technical assistance sessions, *Aligning Academic Review and Performance Evaluation (AARPE)*, led by the Office of School Improvement regarding procedures for providing explicit feedback to teachers about implementation of the written and taught curriculum.

The sessions are scheduled for:

- August 4-5, 2014
- October 2, 2014
- November 13, 2014
- January 15, 2015
- February 17, 2015

Following each session, participants will implement the newly-attained strategies and receive written feedback from their assigned Executive Directors.

Since a *train-the-trainer* model is being implemented as a component of the AARPE, division leadership team members will be required to lead each session for schools rated *Accredited with Warning* that are not also identified as Focus or Priority schools.

This Essential Action will continue for the May 2014 – September 2014 reporting period.

Essential Action from Academic Review Report of Findings:

Professional Development

6.6 - Establish and implement a system for providing guidance and technical assistance to teachers and administrators associated with schools rated *Accredited with Warning/Denied Accreditation* regarding lesson planning expectations

- Utilize Virginia Department of Education resources:
 - *Unpacking Standards and Planning Lessons* **and** *High Yield Instructional Strategies* found at:
http://www.doe.virginia.gov/support/school_improvement/academic_reviews/training/index.shtml

Status of Implementation:

Norfolk Public Schools' Focus and Priority school principals and division leadership team members will participate in five technical assistance sessions, *Aligning Academic Review and Performance Evaluation* (AARPE), led by the Office of School Improvement regarding procedures for unpacking the standards and developing aligned lesson plans.

The sessions are scheduled for:

- August 4-5, 2014
- October 2, 2014
- November 13, 2014
- January 15, 2015
- February 17, 2015

Following each session, principals will ensure that school-level instructional staff receive training and implement the newly-attained strategies. Informal and formal observations as well as instructional walkthroughs will be used as opportunities for principals to provide written feedback regarding implementation. Additionally, principals will receive written feedback, related to their

supervision of teachers' implementation, from their assigned Executive Directors.

Since a *train-the-trainer* model is being implemented as a component of the AARPE, division leadership team members will be required to lead each session for schools rated *Accredited with Warning* that are not also identified as Focus or Priority schools.

This Essential Action will continue for the May 2014 – September 2014 reporting period.

Essential Action from Academic Review Report of Findings:

Professional Development

6.7 - Provide sustained professional development for administrators and teachers regarding procedures for analyzing student assessment data and using the information to plan subsequent instruction.

Status of Implementation:

The division leadership team (superintendent, Department of Teaching and Learning, and executive directors) has planned two 2-day Instructional Leadership Academies for June 2014 and August 2014. During the sessions, instructional staff members will learn strategies to assist them with effectively analyzing data and using the information to make instructional decisions. As a result of the sessions, instructional staff members at every school will be required to develop/revise the school-level improvement plan to include data points aligned with specific tasks and professional development activities.

This Essential Action will continue for the May 2014 – September 2014 reporting period, and the division leadership team will share the outcome of the sessions as well as planned follow-up activities.

Essential Actions for May 6, 2014 – September 19, 2014

Essential Action Based on Follow-up Visit Outcomes:

7.1 - The division team will develop a written protocol for monitoring school-level implementation of the professional development activities related to *tiered instructional interventions*. The protocol must include:

- Timeline for professional development activities
- Implementation expectations for instructional staff members
- Monitoring expectations for school-level administrators and central office staff members

Supporting Documentation:

- Protocol document

Status of Implementation:

Essential Action Based on Follow-up Visit Outcomes:

7.2 - The division team will develop a process for ensuring integration of information presented during the *tiered instructional interventions* professional development activities with division-wide initiatives (i.e., Cycle for Results, Montessori, STEM, IB).

Supporting Documentation:

- Protocol document
- Sample lesson plans integrating tiered interventions with division-wide initiatives

Status of Implementation:

Essential Action Based on Follow-up Visit Outcomes:

7.3 - The division team will provide training for teachers and administrators regarding curricula guide revisions.

Supporting Documentation:

- Timeline
- Follow-up documentation (i.e., lesson plans, observation feedback)
- Feedback from end-users (i.e. surveys, focus groups)

Status of Implementation:

Essential Action Based on Follow-up Visit Outcomes:

7.4 - The division team will develop tasks for the division-level improvement plan regarding the process for assisting schools with implementing Essential Actions related to:

- Lesson plan development and unpacking the standards
- Development of teacher-made assessments
- Data analysis

Supporting Documentation:

- Tasks developed in Indistar®
- Monitoring comments posted in Indistar®
- Samples of written feedback to principals regarding implementation

Status of Implementation:

Continuing Essential Actions

Essential Action from Academic Review Report of Findings:

1.4 - Develop a common tool for division curriculum specialists to use when providing written feedback to principals regarding classroom observations.

Status of Implementation: On March 20, 2014, a feedback form was submitted to the Office of School Improvement containing information that will be collected by content area specialists as a result of their informal instructional walkthrough observations. The document provides a common method for the content area specialists to provide feedback to teachers and building principals regarding instructional strategies observed during classroom walkthrough observations.

This Essential Action will continue for the May 2014 – September 2014 reporting period. During the September 2014 follow-up meeting, the division leadership team should be prepared to share information related to division-wide trends gleaned from reviews of feedback forms submitted by the content area coordinators.

September 2014 Status of Implementation:

Essential Action from Academic Review Report of Findings:

Professional Development

6.1 - Collaborate among central office departments to provide professional development opportunities for administrators and teachers regarding tiered instructional interventions for students including training, follow-up, and collaboration.

Status of Implementation:

The division leadership team has collaborated to plan professional development opportunities addressing tiered instructional interventions. Topics include:

- Tiered interventions – Presenter: Dr. Rick Bowmaster
- Math interventions and creating quality assessments – Presenter: Dr. Dan Mulligan

- Formative assessments – Presenter: Dr. Chris Gareis
- Reading/Balanced Literacy – Presenters: Beth Estill, Tanny McGregor, and Ray Morgan

Topics will be presented in multiple sessions to all school-level instructional staff members. It would benefit the division leadership team to ensure that all presenters are cognizant of the VDOE Academic Review Tool relating to the alignment of the written, taught, and tested curriculum. This will guarantee alignment between the presentations and the needs identified as a result of the academic review. Additionally, each presenter should be informed of division-level initiatives (i.e., Cycle for Results) and themes for certain schools (i.e., Montessori, STEM, IB, maritime) as the presentations and follow-up activities must seamlessly parallel these efforts.

An additional Essential Action has been added for the May 2014 – September 2014 reporting period to address the aforementioned concerns as well as the need for the division to institute an intentional process to monitor implementation and the connection between professional development activities, teacher observations, and student performance outcomes.

September 2014 Status of Implementation:

Essential Action from Academic Review Report of Findings:

Professional Development

6.2 - Coordinate with Lead Turnaround Partners (LTP) regarding professional development activities for priority school staff.

Status of Implementation:

After the *Norfolk Public Schools' Turnaround Office* has been established, a concerted effort must be made to organize the professional development offerings in a differentiated manner for the identified priority schools which will be required to implement the USED Turnaround Principles. This will entail ensuring that the lead turnaround partners (LTP) are cognizant of the tiered instructional intervention sessions planned for all schools as noted in Essential Action 6.1, and how these sessions are correlated with the services provided by the LTP.

This Essential Action will continue for the May 2014 – September 2014 reporting period.

September 2014 Status of Implementation:

Essential Action from Academic Review Report of Findings:

Professional Development

6.3 - Conduct a formal review of the memorandum of understanding (MOU) with teacher associations to determine its alignment with teacher professional development needs based on local, state, and federal assessment results for students.

Status of Implementation:

The superintendent and his senior staff have conducted numerous meetings with the teacher associations regarding needed revisions to the memorandum of understanding.

This Essential Action will continue for the May 2014 – September 2014 reporting period.

September 2014 Status of Implementation:

Essential Action from Academic Review Report of Findings:

Professional Development

6.4 - Revise the district literacy and numeracy plans to identify specific data points used to develop the plans, and categorize professional development by strands of deficiency.

Status of Implementation:

The Teaching and Learning Department has revised the district literacy and numeracy plans for the 2013-2014 academic year to include specific data points and related professional development activities.

This Essential Action will continue for the May 2014 – September 2014 reporting period, and the division leadership team will share the revised document based on the Spring 2014 Standards of Learning (SOL) results.

September 2014 Status of Implementation:

Essential Action from Academic Review Report of Findings:

Professional Development

6.5 - Provide professional development for building principals regarding processes for conducting formal observations that include specific feedback to teachers on implementation of the written and taught curriculum.

Utilize Virginia Department of Education resources (*Providing Effective Feedback*) found at:

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

Status of Implementation:

Norfolk Public Schools' Focus and Priority school principals and division leadership team members will participate in five technical assistance sessions, *Aligning Academic Review and Performance Evaluation* (AARPE), led by the Office of School Improvement regarding procedures for providing explicit feedback to teachers about implementation of the written and taught curriculum.

The sessions are scheduled for:

- August 4-5, 2014
- October 2, 2014
- November 13, 2014
- January 15, 2015

- February 17, 2015

Following each session, participants will implement the newly-attained strategies and receive written feedback from their assigned Executive Directors.

Since a *train-the-trainer* model is being implemented as a component of the AARPE, division leadership team members will be required to lead each session for schools rated *Accredited with Warning* that are not also identified as Focus or Priority schools.

This Essential Action will continue for the May 2014 – September 2014 reporting period.

September 2014 Status of Implementation:

Essential Action from Academic Review Report of Findings:

Professional Development

6.6 - Establish and implement a system for providing guidance and technical assistance to teachers and administrators associated with schools rated *Accredited with Warning/Denied Accreditation* regarding lesson planning expectations

- Utilize Virginia Department of Education resources:
 - *Unpacking Standards and Planning Lessons* **and** *High Yield Instructional Strategies* found at:
http://www.doe.virginia.gov/support/school_improvement/academic_reviews/training/index.shtml

Status of Implementation:

Norfolk Public Schools' Focus and Priority school principals and division leadership team members will participate in five technical assistance sessions, *Aligning Academic Review and Performance Evaluation* (AARPE), led by the Office of School Improvement regarding procedures for unpacking the standards and developing aligned lesson plans.

The sessions are scheduled for:

- August 4-5, 2014
- October 2, 2014
- November 13, 2014
- January 15, 2015
- February 17, 2015

Following each session, principals will ensure that school-level instructional staff receive training and implement the newly-attained strategies. Informal and formal observations as well as instructional walkthroughs will be used as opportunities for principals to provide written feedback regarding implementation. Additionally, principals will receive written feedback, related to their supervision of teachers' implementation, from their assigned Executive Directors.

Since a *train-the-trainer* model is being implemented as a component of the AARPE, division

leadership team members will be required to lead each session for schools rated *Accredited with Warning* that are not also identified as Focus or Priority schools.

This Essential Action will continue for the May 2014 – September 2014 reporting period.

September 2014 Status of Implementation:

Essential Action from Academic Review Report of Findings:

Professional Development

6.7 - Provide sustained professional development for administrators and teachers regarding procedures for analyzing student assessment data and using the information to plan subsequent instruction.

Status of Implementation:

The division leadership team (superintendent, Department of Teaching and Learning, and executive directors) has planned two 2-day Instructional Leadership Academies for June 2014 and August 2014. During the sessions, instructional staff members will learn strategies to assist them with effectively analyzing data and using the information to make instructional decisions. As a result of the sessions, instructional staff members at every school will be required to develop/revise the school-level improvement plan to include data points aligned with specific tasks and professional development activities.

This Essential Action will continue for the May 2014 – September 2014 reporting period, and the division leadership team will share the outcome of the sessions as well as planned follow-up activities.

September 2014 Status of Implementation:

BTWHS “required” Instructional Practice Summary

This **overview** of required Instructional Practice highlights the Instructional Mandates that are being implemented at Booker T. Washington High School during the 2014-2015 school year as a result of the SOL/EOC data analysis in all core content area – particularly the warned areas.

In addition, Priority, Focus and Denied/Conditional schools will host monthly SGT (shared governance team) meetings to review their academic and interval progress and written School Improvement/IndiStar plans to address specific strengths and weaknesses gleaned from district and school level assessments. This information is captured as part of each school’s IndiStar plan. A component of the SGT meetings, as one method of evaluating implementation of the required instructional practices, is direct classroom observation. This allows a team of instructional specialists to visit classrooms specific to their individual areas of expertise, to observe the required instructional practice, *to monitor the level of implementation, and to provide explicit written feedback to the teachers observed*. Additionally, using quarterly division benchmark assessments, instructional practices are monitored for their effectiveness.

Targeted professional development plans are a result of collaboration between school level leaders, Teaching & Learning, Curriculum & Instruction, Special Education, and the Executive Directors. These plans are implemented based on the review of the current assessment data. A schedule of district-wide and targeted building professional learning is in development.

Utilization of a lesson planning template is now a district-wide “required” instructional practice. Lesson plans are completed and uploaded to an electronic platform where they are reviewed and approved by either a department chair or an assistant principal.

To Improve Student Achievement Math Teachers Shall:

Warned Area: Math

- Review student responses to short response questions to determine error patterns. Use these findings to determine intervention needs. Use samples of student errors to provide students with the opportunity to conduct error analysis.
- Provide student with opportunities to answer multiple response and non-multiple choice questions. Include strategies to check answers
- Provide students opportunities to work multi-step problems.
Provide students with opportunities to paraphrase posed questions
- Use four square model.
- Incorporate the use of manipulatives, visuals, and writing into daily instruction and/or
Increase the use of visuals and manipulatives to help students make sense of solving equations and operations with polynomials.
- Develop questions to be utilized during daily instruction that encourages conceptual understanding of concepts as well as uncovers and addresses student misconceptions.
- Develop and implement math reviews that address pre-requisite skills and maintain previously mastered concepts.
- Incorporate student misconceptions identified in VDOE videos

BTWHS “required” Instructional Practice Summary

- Review / practice TestNav tools

Math Professional Learning

1. “Unwrapping the Standards” training so teachers can more accurately target instruction for the appropriate Depth of Knowledge Level.
2. “Formative Assessment” training provided so teachers can ensure they are meeting stated learning targets for instruction *daily basis*
3. Address how the solution process with equations & Inequalities can be deeper than simply an answer. Utilize open ended problems so that they can use the solution process and not just do the process.

To Improve Student Achievement Science Teachers Shall:

Warned Area: Science

- To improve student achievement it is imperative for teachers to review and to develop student-specific safety nets by using:

5E’s Learning Cycle in Work Stations

- Use the **5E’s (Engage, Explore, Explain, Extend, Evaluate) Learning Cycle** model of instruction to plan and deliver lessons that incorporate kinesthetic and hands-on activities.
- Implement the use of **formative assessments** throughout all phases of the learning cycle to evaluate instruction and guide feedback.

Kinesthetic and hands-on

- Provide opportunities for **Activity-Before-Content (ABC)**, a structure in which students engage in hands-on exploration of a concept first, followed by content instruction, allows teachers to pre-assess and uncover misconceptions, while providing a framework for the acquisition of vocabulary and content.

Effective questioning

- Review student responses to short response questions to determine error patterns. Using these findings to determine intervention needs and samples of student errors to eliminate common misconceptions. **Effective questioning strategies** – including but not limited to higher-level and scaffolding – are required.

Academic Language

- Teacher-led discussions
- Peer and Reciprocal teaching

BTWHS “required” Instructional Practice Summary

Reading Comprehension Strategies

- Before, During, and After Reading Strategies outlined in Powertools for Adolescent Literacy by Rozzelle & Searce
- Ensure that students are able to analyze and evaluate complex charts, graphs and diagrams, **visual literacy** is explicitly taught.

Science Professional Learning

The Science Office will support the district’s vision of being the cornerstone of a proudly diverse community. To that end, all professional development opportunities shared by the Science Office will focus on improving instructional strategies. The mandated professional development days will feature (1) Depth of Knowledge, (2) Formative Assessments, (3) Unpacking the Standards, (4) Reading Comprehension, and (5) Science Inquiry – to provide support in scientific investigation, the Reporting Category of concern for all grade brands.

Science - Technology Enhanced Items

Technical aspects of TEIs have not been an issue for our students, but more to the level of rigor of the questions and student’s readiness to provide multiple correct answers. Science teachers have voiced concerned regarding not being provided sufficient time for their students to practice in the computer labs. Because of this, the Science Office has provided support with examples of “table-top TEIs.” This support demonstrates how students can work in cooperative groups to manipulate non-linguistic representations of essential concepts, skills, and vocabulary.

To Improve Student Achievement History/Social Studies Teachers Shall:

Warned Area: History/Social Studies

- Map Awareness and Evaluation
- Pre-AP Skills:
 - Vocabulary- Categorization
 - Political Cartoons - OPTIC
 - Primary Source Documents - APPARTS
 - Writing and Problem Solving Skills

History/Social Studies: Professional Learning

The History & Social Science SOL exams are now the oldest exams administered by the VDOE and have been administered since 2010-11. The expected growth after the initial administration of the exam has not taken place. Instructional practices need to be strengthened quickly to improve teaching and learning before a new SOL exam is administered in Virginia in the 2017-18 school year.

The History Office is providing professional development at ALL NPS Professional Learning Staff Days. The focus is on best practices in social studies. Teachers will be trained in unpacking standards, formative assessment, and effective lesson design. Time will be provided for

BTWHS “required” Instructional Practice Summary

district-wide collaborative planning so that subject teams can unpack standards, create formative assessments, and create lesson plans for the first quarter.

Scores have been reviewed for each individual teacher and those teachers in need of support have been identified. Those schools and teachers will be contacted in September and arrangements made for classroom observations followed by individual support to improve instructional practices.

The lack of effective lesson planning was a weakness noted at Booker T Washington High School. Lesson plans were not designed at the appropriate cognitive level of the standard. The social studies essential skills were not incorporated into daily or unit plans; and teachers were not checking for understanding at the required cognitive level of the standard.

**Office of School Improvement (OSI)
Academic Review Report of Findings
Follow-Up Report – Due May 9, 2014**

Part I: General Information

Name of Division: Norfolk Public Schools

Name of School: Booker T. Washington High School

Area(s) of Warning: (Check all that apply)

- English
- X Mathematics
- Science
- X History/Social Studies
- X Graduation Rate

Name and Title of Person Completing this Form: John R. Coleman

Name of the Lead Contractor assigned to the Division: Dr. James Tucker

E-mail address of OSI contact to send this form after the final follow-up in April:

Yvonne.Holloman@doe.virginia.gov

Part II: Status of Essential Actions

The local educational agency will complete the chart below regarding the status of each Essential Action. Please include *detailed information* about planning and implementation of activities related to the Essential Actions.

Essential Action from Academic Review Report of Findings: Leadership - Establish and implement a system for providing guidance to teachers regarding expectations for monitoring the written and taught curriculum.

Included in the School Improvement Plan (Yes/No): Yes

Indistar® Indicator Number: HS 2.13 **Task Number:** 1

Status of Implementation: Limited Development

During pre-service week, administrators will notify all teachers their phase of the summative evaluation process and distribute a letter that explains the process.. Teachers will sign off indicating they understand the evaluation process and the minimum number of observations they will be required to have and who will be the

responsible administrator conducting the evaluation process. Teachers will review the district's evaluation handbook as a reference. Throughout the year, administrators will use TalentEd as a tool to record and monitor tasks related to the summative evaluation process. The Executive Director will monitor with the principal quarterly the progress being made with evaluations being conducted on schedule.

Essential Action from Academic Review Report of Findings: Leadership - Participate in sustained professional development provided by the school division regarding the procedures for monitoring and providing specific written feedback (in history) about the quality of the written and taught curriculum in both content and cognitive level.

Included in the School Improvement Plan (Yes/No): Yes

Indistar® Indicator Number: HS 2.12 Task Number: 4

Status of Implementation: Limited Development

- The task was closed as of November 21, 2013; however, it was reopened on March 17, 2014 to address the academic audit report of findings. The administrative team will participate in staff development sessions established by the district (June 19-20) and in selected days in August, 2014. Other district staff development dates are to be determined. The district supports the administrative team participating in building level training using the following documents from the VDOE to guide their feedback to teachers (March 24, 2014):

www.doe.virginia.gov/support/school../taught_curriculum.pptx

www.doe.virginia.gov/support/school.../making_progress.pptx

The district and school administration supported the instructional leadership team (math and history department chairs) conducted building level training which utilized the following documents from the VDOE to guide their feedback to teachers. Trainings to occur on March 24, 2014, April 7th, April 21st, May 5th and May 19th.

www.doe.virginia.gov/support/school.../taught_curriculum.pptx

www.doe.virginia.gov/support/school.../making_progress.pptx

Additional follow up training will be planned during the summer of 2014 to be conducted in the 2014-15 school year.

Essential Action from Academic Review Report of Findings: Curriculum – Establish and implement a system for providing guidance to teachers regarding lesson planning expectations to include outlining the objective and the specific behaviors students will exhibit to show learning and the conditions under which the students will exhibit those behaviors.

Included in the School Improvement Plan (Yes/No): Yes

Indistar® Indicator Number: EE 1.02 Task Number: 1

Status of Implementation: Limited Development

- **The content teams (with emphasis on Math and History) will submit unit plans to their department chair two weeks prior to the start of the unit to receive feedback before uploading the finalized plan to the school I drive. The unit plans will include the following:**
 - a. **SOL objectives to be addressed**
 - b. **Learning objective(s) to be taught each day. The objective(s) must include the behaviors students will exhibit to show learning and the conditions under which students will demonstrate or exhibit those behaviors.**
- **Department chairs will provide specific feedback on the learning objective(s) the instructional strategies used, and the evidence of mastery.**
- **The content teams (with an emphasis on math and history) will submit their lesson plans a week in advance (Thursday prior to implementation) before submitting the finalized version on the I drive. The lesson plan will specify engagement strategies and scripted questions. The lesson plan will also explain how students will summarize the knowledge and skills developed or enhanced through their learning experiences as a closure.**
- **Department chairs will provide specific written feedback on instructional components of the lesson plan.**

Essential Action from Academic Review Report of Findings: Establish and implement a system for providing guidance to teachers regarding lesson plan expectations to include outlining a criteria used to determine whether learners have met the objective.

Included in the School Improvement Plan (Yes/No): Yes

Indistar® Indicator Number: EE 1.02 Task Number: 2

Status of Implementation: Limited Development

- **The content teams (with an emphasis on math and history) will submit lesson plans to their department chair two weeks in advance. Written feedback will emphasize the criteria used to determine whether learners have met the objective before the lesson plans are uploaded to the I drive.**
- **Department chairpersons will provide written feedback on formative and/or summative assessments which will be used to confirm evidence for mastery. Administrators will monitor and provide written feedback to the department chairs and teachers as needed.**

Essential Action from Academic Review Report of Findings: Tested Curriculum – Establish and implement a system for analyzing teacher made assessments to include using inferences about content and students to create a plan for future instruction.

Included in the School Improvement Plan (Yes/No): Yes

Indistar® Indicator Number: EE 1.02 Task Number: 3

Status of Implementation: Limited Development

- The content teams will submit assessments along with the unit plans to their department chair two weeks prior to the start of a unit to receive feedback. Once approved, it will be uploaded to the school I drive for teacher access.
- The content teams will hold data team meetings within five working days after an assessment is given to complete the Common Assessment Analysis Form. This analysis form will include 1. The standards tested, 2. Test scores by class, 3. Inferences made about correct and incorrect answers, and 4. Potential reasons for student incorrect answers to develop re-teaching strategies.
- Forms will be submitted to the administrator by the 7th day. The administrator will then monitor and give specific feedback on the implementation of the re-teaching/re-assessment plan.
- Work on writing new questions and reviewing current questions to strengthen the teacher test bank in math and history. During collaborative planning, teachers will analyze the questions to ensure they are aligned to SOL standards. Department chairs and teacher teams will begin this work in June, 2014.

Essential Action from Academic Review Report of Findings: Establish and implement a system for analyzing teacher-made assessments to include the following expectation: Include scoring guides that promote intra-rater and inter-rater reliability for items.

Included in the School Improvement Plan (Yes/No): Yes

Indistar® Indicator Number: EE 1.02 Task Number: 4

Status of Implementation: Limited Development

- During collaborative planning, teachers will analyze the questions to ensure they are aligned to the SOL standards using a rubric to be developed beginning in April 2014 in Social Studies and June, 2014 with Math.
- Department Chairs and teachers will work collaboratively to develop a rubric that

will provide consistent reliability for the questions to be used in assessments.

Essential Action from Academic Review Report of Findings: Professional Development – Differentiate professional development based on individual teacher needs identified using student achievement data.

Included in the School Improvement Plan (Yes/No): Yes

Indistar® Indicator Number: HS 2.12 Task Number: 5

Status of Implementation: Limited Development

- **Data will be collected from both informal and formal observations, as well as from common formative assessments. Professional development activities will then be planned in implemented to target teacher individual needs. Emphasis on Math and History content area will be developed first.**
- **As a result of the report of findings from the academic review, the following staff development sessions have been provided to teachers to address identified needs.**
 - a. **Lesson Plan Alignment to VDOE Standard – U.S. History Team (March 5, 2014)**
 - b. **Development of TEI items in Math by the Math Team (March 11, 2014)**

Essential Action from Academic Review Report of Findings: Graduation Rate – Establish a school- and division level team to implement the Virginia Early Warning System (VEWS) to identify students at-risk of dropping out of high school. The team should monitor interventions for identified students on a monthly basis, and provide a monthly status report to the office of School improvement contractor. Differentiate professional development based on individual teacher needs identified using student achievement data.

Included in the School Improvement Plan (Yes/No): Yes

Indistar® Indicator Number: TA 01 Task Number: 5

Status of Implementation: Limited Development

- **The team is utilizing Datacation to tier students (on track, borderline, and off track). Students who are off track have been assigned interventions based on attendance, behavior and course progression. Currently, the leadership team, guidance counselors and the graduation coach are meeting bi monthly to discuss off track students and the interventions that are in place.**



BTWHS Trend Data

BTWHS Participation Data by Sub Group – English

Sub Group	2011-2012 - %	2012-2013 - %	2013-2014 - %
All Students	97.32	98.87	98.98
Gap Group 1	96.71	98.66	98.75
Gap Group 2	97.23	98.78	98.84
Gap Group 3	100	100	100
Asian	100	100	100
Economically Disadvantaged	96.42	98.61	98.71
Limited English Proficient	100	100	100
Students with Disabilities	98.07	95.74	100
White	100	100	100

BTWHS Performance Data by Sub Group – English

Sub Group	2011-2012 - %	2012-2013 - % (New test)	2013-2014 - %
All Students	83.85	75	79.02 – AMO met
Gap Group 1	80.59	71.23	76.52 – AMO met with MP
Gap Group 2	82.98	75.31	80 – AMO met w/ MP
Gap Group 3	85.71	60	70 – AMO met w/ 3 yr
Asian	50	37.50	83.33
Economically Disadvantaged	80.64	71.56	76.78 – AMO met w/ MP
Limited English Proficient	33.33	50	50
Students with Disabilities	65.95	48.83	57.44 – AMO met w/ MP
White	100	80	81.81

BTWHS Trend Data

BTWHS Participation Data by Sub Group – Mathematics

Sub Group	2011-2012 - %	2012-2013 - %	2013-2014 - %
All Students	95.10	97.34	96.81
Gap Group 1	95.27	97.11	96.73
Gap Group 2	94.77	97.03	96.82
Gap Group 3	100	100	92.59
Asian	90.90	100	100
Economically Disadvantaged	95.39	97.19	96.62
Limited English Proficient	100	100	100
Students with Disabilities	94.03	96	98.71
White	95	97.36	95.65

BTWHS Performance Data by Sub Group - Math

Sub Group	2011-2012 - % (New test)	2012-2013 - %	2013-2014 - %
All Students	29.28	38.22	38.24
Gap Group 1	29.18	34.93	37
Gap Group 2	27.43	36.94	35.55
Gap Group 3	41.37	40.90	56
Asian	30	60	62.50
Economically Disadvantaged	29.88	34.98	36.40
Limited English Proficient	55.55	40	60 – AMO met w/ 3 yr
Students with Disabilities	25.36	25.74	34.21 – AMO met w/ R10
White	50	43.75	40.90

BTWHS Trend Data

BTWHS SAT Data

BTWHS	Number of Graduates	Number Tested	Percent Tested	Verbal/Critical Reading Highest Average Score	Writing Highest Average Score	Math Highest Average Score
2011-2012	368	162	44%	408	395	409
2012-2013	286	96	33.6%	416	408	405
2013-2014	329	124	37.7%	416	392	404

BTWHS SAT Data by Sub Group Performance

BLACK	Number of Graduates	Number Tested BLACK	Percent Tested	Verbal/Critical Reading Highest Average Score	Writing Highest Average Score	Math Highest Average Score
2011-2012	368	140	44.3	399	391	404
2012-2013	286	85	35.7	409	400	398
2013-2014	329	103	37.3	418	395	407

LOW SES	Number of Graduates	Number Tested LOW SES	Percent Tested	Verbal/Critical Reading Highest Average Score	Writing Highest Average Score	Math Highest Average Score
2011-2012	368	122	49.8	404	394	404
2012-2013	286	68	35.1	405	398	402
2013-2014	329	84	39.4	413	386	403

BTWHS Advanced Placement (AP) Data

BTWHS	2012	2013	2014
Total AP Students Completing a Course	93	142	205
Number of Exams taken	111	197	281
AP Students with Scores 3+	20	23	26
% of Total AP Students with Scores 3+	21.5%	16.2%	12.7%

BTWHS AP Student Enrollment – Each student only counted once

BTWHS	2012	2013	2014
Total Students enrolled	118	157	176
Asian	6	2	5
Black	87	129	152
Hispanic	5	5	5
Multi-Race	9	7	5
White	11	13	9

TWPES “required” Instructional Practice Summary

This **overview** of required Instructional Practice highlights the Instructional Mandates that are being implemented at Tidewater Park Elementary School during the 2014-2015 school year as a result of the SOL data analysis in all core content areas – particularly the warned areas.

In addition, Priority, Focus and Denied/Conditional schools will host monthly SGT (shared governance team) meetings to review their academic progress and written School Improvement/IndiStar plans to address specific strengths and weaknesses gleaned from division and school level assessments. This information is captured as part of each school’s IndiStar plan. A component of the SGT meetings, as one method of evaluating implementation of the required instructional practices, is direct classroom observation. This allows a team of instructional specialists to visit classrooms specific to their individual areas of expertise, to observe the required instructional practice, *to monitor the level of implementation, and to provide explicit written feedback to the teachers observed*. Additionally, using quarterly division benchmark assessments, instructional practices are monitored for their effectiveness.

Targeted professional development plans are a result of collaboration between school level leaders, Teaching & Learning, Curriculum & Instruction, Special Education, and the Executive Directors. These plans are implemented based on the review of the current assessment data. A schedule of district-wide and targeted building professional learning is in development.

Utilization of a lesson planning template is now a district-wide “required” instructional practice. Lesson plans are completed and uploaded to an electronic platform where they are reviewed and approved by either a department chair or an assistant principal.

To Improve Student Achievement in Mathematics, Teachers Shall:

Warned Area: Math

- Review student responses to short response questions to determine error patterns. Use these findings to determine intervention needs. Use samples of student errors to provide students with the opportunity to conduct error analysis.
- Provide student with opportunities to answer multiple response and non-multiple choice questions.
- Practice daily multi-step story problems using activities *Solving Story Problems* with various strategies that make thinking concrete such as Model Drawing.
- Provide students with opportunities to paraphrase posed questions.
- Provide students with opportunities to represent fractions in multiple ways.
- Focus review activities and discussions on all models of fractions.
- Pose questions such as “What’s the whole?”
- Utilize activities such as *Naming and Writing Fractions* and the *Fraction Menu*.
- Revisit adding and subtracting fractions with all 3 models with increased teacher and student think aloud using *Adding and Subtracting Fractions* lesson.
- Review different models for representing multiplication using activities such as *Area Models*.

TWPES “required” Instructional Practice Summary

- Utilize vocabulary word wall cards (VDOE) for all areas of need. Allow students to create their own thinking maps on these words that include examples, visuals and real world applications of the concept.
- Review resources on VDOE
- Use test results to guide instruction (PowerPoint for teachers)
- Use the teachers guide of the practice items with heavy emphasis on how the questions function and how students may justify their thinking
- Provide intentional practice with the tools on the practice items

Math: Professional Learning

1. “Unwrapping the Standards” training so teachers can more accurately target instruction for the appropriate Depth of Knowledge Level.
2. “Formative Assessment” training provided so teachers can ensure they are meeting stated learning targets for instruction on a *daily basis*
3. Implementation and training on computation based program to help solidify that strand.

To Improve Student Achievement History/Social Studies Teachers Shall:

Warned Area: History/Social Studies

- Grade 3: Review Grade 3 vocabulary and introduce the Virginia map, major waterways- Atlantic Ocean, Chesapeake Bay, James River, Rappahannock, York, and Potomac Rivers, Coastal Plain, Fall Line, and Piedmont regions.
- Grades 4 and 5: Review/Introduce Regions of North America and major waterways and historical figures from the American Revolution and Civil War
- Social Studies Skills:
 - Map Awareness
 - Identification of continents, oceans, rivers, lakes, and explaining physical geography of Virginia and/or North America
 - Compare and Contrast: Regions of Virginia and North America, American Revolution and Civil War, George Washington and Dr. Martin Luther King, Pueblo and Powhatan
 - Analysis of various charts, graphs, and other visuals

History/Social Studies: Professional Learning

The History & Social Science SOL exams are now the oldest exams administered by the VDOE and have been administered since 2010-11. The expected growth after the initial administration of the exam has not taken place. Instructional practices need to be strengthened quickly to improve teaching and learning before a new SOL exam is administered in Virginia in the 2017-18 school year.

The History Office is providing professional development at ALL NPS Professional Learning Staff Days. The focus is on best practices in social studies. Teachers will be trained in unpacking standards, formative assessment, and effective lesson design. Time will be provided for

TWPES “required” Instructional Practice Summary

district-wide collaborative planning so that subject teams can unpack standards, create formative assessments, and create lesson plans for the first quarter.

Scores have been reviewed for each individual teacher and those teachers in need of support have been identified. Those schools and teachers will be contacted in September and arrangements made for classroom observations followed by individual support to improve instructional practices.

To Improve Student Achievement Science Teachers Shall:

Warned Area: Science

- Use the 5E’s (Engage, Explore, Explain, Extend, Evaluate) Learning Cycle model of instruction to plan and deliver lessons that incorporate kinesthetic and hands-on activities.
- Implement instructional strategies that have the highest probability of enhancing student achievement for all students
- Identifying Similarities and Differences
- Summarizing and Note taking
- Implement the use of formative assessments throughout all phases of the learning cycle to build science vocabulary, evaluate instruction, and guide feedback.

Science: Professional Learning

The Science Office will support the district’s vision of being the cornerstone of a proudly diverse community. To that end, all professional development opportunities shared by the Science Office will focus on improving instructional strategies. The mandated professional development days will feature (1) Depth of Knowledge, (2) Formative Assessments, (3) Unpacking the Standards, (4) Reading Comprehension, and (5) Science Inquiry – to provide support in scientific investigation, the Reporting Category of concern for all grade bands.

Technology Enhanced Items

Technical aspect of TEIs has not been an issue for our students, but more to the level of rigor of the questions and student’s readiness to provide multiple correct answers. Science teachers have voiced concerned regarding not being provided sufficient time for their students to practice in the computer labs. Because of this, the Science Office has provided support with examples of “table-top TEIs.” This support demonstrates how students can work in cooperative groups to manipulate non-linguistic representations of essential concepts, skills, and vocabulary.

**Office of School Improvement (OSI)
Academic Review Report of Findings
Follow-Up Report – Due May 9, 2014**

Part I: General Information

Name of Division: Norfolk Public Schools

Name of School: *Tidewater Park Elementary*

Area(s) of Warning: (Check all that apply)

- English
- Mathematics
- Science
- History/Social Studies
- Graduation Rate

Name and Title of Person Completing this Form: Dr. Sharon Phillips, Principal & Dr. Sherrod Willaford, Executive Director, Elementary Schools

Part II: Status of Essential Actions

The school will complete the chart below regarding the status of each Essential Action. Please include *detailed information* about planning and implementation of activities related to the Essential Actions.

Essential Action from Academic Review Report of Findings:

Establish and implement a system for providing guidance to teachers regarding expectations for monitoring the written and taught curriculum.

Included in the School Improvement Plan (Yes/No): Yes

Indistar® Indicator Number: K4 **Task Number:** 1 & 2

Status of Implementation:

- There has been a task manager assigned in each grade level that is required to read and discuss the Curriculum Framework during each grade level planning and to ensure the objectives are written to the highest level of Bloom's.
- The specialists assist the teachers on each grade level in creating a quarterly plan that will include each objective on the Pacing chart for that quarter.
- The students are assessed on each objective and data is analyzed.
- A teacher observation schedule will be developed with suggested time lines, actions,

and the person responsible to make teachers aware of their expectations relating to the written and taught curriculum.

- The schedule will include actions to be monitored the first month of school, first semester(ongoing), beginning of second semester, second semester, and the last two months of school. This task will begin in Sept. 2014.

Essential Action from Academic Review Report of Findings:

Participate in sustained professional development provided by the school division regarding procedures for monitoring and providing specific written feedback about the quality of the written and taught curriculum in both content and cognitive level to include the following:

- a) Outlining objectives to include behaviors students will exhibit to show learning and the conditions under which students will demonstrate or exhibit those behaviors
- b) Outlining the criteria used to determine whether learners have met the objective
- c) Summarizing the knowledge and skills developed or enhanced through learning experiences as closure
- d) Developing and implementing lessons plans aligned to current Virginia Standards of Learning and Curriculum Framework Essential Knowledge and Skills in content and cognitive level
- e) Using short term formative assessment (either formal or informal)
- f) Using formative assessments to inform, guide, and adjust student learning throughout the lesson.

Included in the School Improvement Plan (Yes/No): Yes

Indistar® Indicator Number: K3 **Task Number:** 2 & 3

Status of Implementation:

- The school division created a Professional Development schedule and provides this information for the teachers in order to have them attend.
- The teachers have to maintain a Professional Development log for the year that documents sessions, dates, and times of attendance.
- March 27, 2014: Dr. Melise presented and shared the VDOE PowerPoint “Providing Effective, Supportive Feedback on Teacher Observations” during the Principals’ meeting.
- Additional professional learning for the principal is being planned through the division and the VDOE the upcoming months.

Essential Action from Academic Review Report of Findings:

Establish and implement a system for providing guidance to teachers regarding planning for quality student learning experiences to include the following:

- a. Provides students with opportunities to develop or enhance knowledge and skills with specific connections to state standards’ Curriculum Framework Essential Knowledge and

Skills, Big Ideas, and/or objective

- b. Incorporates higher-level thinking
- c. Addresses misconceptions and gaps in prior learning
- d. Uses a variety of effective instructional strategies and resources
- e. Uses student learning data to differentiate instruction to meet students' needs
- f. Demonstrates an accurate knowledge of subject matter and skill relevant to subject area taught

Included in the School Improvement Plan (Yes/No): Yes

Indistar® Indicator Number: K6 **Task Number:** 2 & 3

Indistar® Indicator Number: K8 **Task Number:** 2

Status of Implementation:

Professional development has been held on what grade level planning should look like and there is a document that has been created to record all information discussed in the planning session for guidance. This includes the SOLs and objectives covered, length of time, instructional strategies used, resources, curriculum framework, activities discussed, workstations used and any data recorded. This document also includes any questions, comments, or concerns that need to be addressed. The implementation of this system began in November 2013.

Essential Action from Academic Review Report of Findings:

Provide systematic and sustained professional development for teachers regarding procedures for "unpacking the standards"

- a. Utilize Virginia Department of Education resources (*Unpacking Standards and Planning Lessons*)
- b. Provide the Office of School Improvement (OSI) contractor with a training schedule for teachers

Included in the School Improvement Plan (Yes/No): Yes

Indistar® Indicator Number: K3 **Task Number:** 2 & 3

Status of Implementation:

A Professional Development plan and schedule has been provided for teachers on Unpacking the Standards and Planning rigorous lessons based on the resources from the VDOE. The trainings will be held within three weeks and the teachers will have two weeks thereafter to implement with feedback before being formally evaluated.

Essential Action from Academic Review Report of Findings:

Provide systematic and sustained professional development for teachers regarding procedures for using "high yield instructional strategies" during content area lessons

- a. Utilize Virginia Department of Education resources (*Unpacking Standards and Planning Lessons*)
- b. Provide the Office of School Improvement (OSI) contractor with a training schedule for teachers

Included in the School Improvement Plan (Yes/No): Yes

Indistar® Indicator Number: K4 **Task Number:** 1 & 2

Status of Implementation:

Professional development has been scheduled to enhance the knowledge of the teachers in using high yield instructional strategies based on research based practices utilizing the resources from the VDOE, Marzano, etc.

Essential Action from Academic Review Report of Findings:

Establish and implement a system for providing guidance to teachers regarding lesson planning expectations to include the following:

- a. Outline objectives to include the behaviors students will exhibit to show learning and the conditions under which the students will exhibit those behaviors
- b. Outline the criteria used to determine whether learners have met the objective for that day

Included in the School Improvement Plan (Yes/No): Yes

Indistar® Indicator Number: K8 **Task Number:** 3

Status of Implementation:

- The Transformation and Leadership Team has discussed and drafted a uniformed template for grade levels to use when creating lesson plans that will include the components listed.
- The teacher will be provided with professional development on creating the lesson plan and implementation will be monitored.
- The professional development will take place in two sessions and the teachers will be provided one session to create lesson plans utilizing the new template and provided with feedback.
- The teacher will be expected to utilize the new template after the three weeks of sessions of professional development.

Essential Action from Academic Review Report of Findings:

Establish and implement a system for analyzing teacher-made assessments to include the following expectations:

- a. Alignment with Standards of Learning and Curriculum Framework Essential Knowledge

- and Skills in both content and cognitive
- b. Sufficient items to assess student mastery of state standards Curriculum Framework Essential Knowledge and Skills and Big Ideas for the unit or lessons taught.
 - c. Includes scoring guide that promotes intra-rater and inter-rater reliability for items

Included in the School Improvement Plan (Yes/No): Yes

Indistar® Indicator Number: K5 **Task Number:** 4

Status of Implementation:

- Professional development will be provided on creating rigorous teacher-made assessments.
- The teachers will be provided with two sessions of professional development and two double block planning sessions to utilize the rubric to create and evaluate the assessments with feedback.
- The teachers are expected to utilize the process while creating classroom assessments and turn them in to be evaluated by administration and the math and Communication Skill Specialists.
- A rubric will be created that will include the components that should be included on a teacher made assessment.
- Teacher assessments will be shared with colleagues, specialists, and administrators to assess whether or not the assessment has met the criteria on the rubric.

Essential Action from Academic Review Report of Findings:

Establish and implement a system for analyzing teacher –made assessments to include the following expectations:

- a) Makes inferences as to why content was frequently mastered or missed
- b) Makes inferences as to why students are in each category
- c) Uses inferences about content and students to create a plan for future instruction

Included in the School Improvement Plan (Yes/No): Yes

Indistar® Indicator Number: K3 **Task Number:** 1, 2 & 3

Status of Implementation:

- Professional development will be provided on analyzing rigorous teacher-made assessments.
- The teachers will be provided with one session of professional development on utilizing a rubric to analyze the assessments and one double block planning session to practice implementing the process with feedback.
- The teachers are expected to utilize the process while analyzing data after two weeks.
- A rubric will be created that will include the components that should be included when analyzing the teacher made assessment.

- Teacher assessments will be shared with colleagues, specialists, and administrators to assess whether or not the assessment has met the criteria on the rubric.

Essential Action from Academic Review Report of Findings:

Create a plan in Indistar using data for appropriate professional development that connects teaching to student learning outcomes specifically in areas of warning.

Included in the School Improvement Plan (Yes/No): Yes

Indistar® Indicator Number: I4, I7 **Task Number:** 1

Status of Implementation:

- A plan has been created in Indistar using the data from assessments that link to the professional development opportunities in subjects of Reading, Math, and Science to determine whether there has been a change in the delivery of instruction, which will have an impact on student achievement.
- The Building Specialists and Central Personnel will collaborate to develop a plan for professional development for those objectives that are below 70% in proficiency.
- The Professional development will address unpacking the standard to ensure it was taught effectively, reviewing lesson plans, and strategies for reteaching the objective in order to achieve mastery.