

Comprehensive Plan Report

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.

October 04, 2013

Jefferson-Houston NCES - na

Alexandria City Public Schools

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	Objective Met 2/25/2013		
Assessment	Level of Development:	Initial: Limited Development 01/10/2013	
		Objective Met - 02/25/2013	
	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 membership of the transformation team has not been finalized.	
Plan	Assigned to:	Mark Eisenhower	
	How it will look when fully met:	Mark Eisenhower will monitor the membership to ensure that it 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:	02/22/2013	

		Comments:	<p>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.</p> <p>Parent (PTA and other) and student (Jefferson-Houston Student Council) contributors.</p> <p>Campagna Center/Community Parent Engagement Program (CPEP) 3/5/13</p>
		Task Completed:	01/31/2013
Implement	Percent Task Complete:		
	Objective Met:		2/25/2013
	Experience:		<p>2/25/2013</p> <p>The transformation team includes school-based personnel addition to community partners, students and parents. In some cases (where applicable) team members lead committees in working toward indicators and initiatives to support the transformation of Jefferson-Houston.</p>
	Sustain:		<p>2/25/2013</p> <p>Teams will continue to work toward identified goals and indicators outlined in this plan. As new indicators are assessed, teams will focus their efforts on implementation.</p>
	Evidence:		<p>2/25/2013</p> <p>The team has been updated to include stakeholder representation. All team members are aware of their role in transformation.</p>

Indicator	A2 - The LEA has assessed its LEA capacity to support transformation. (880)		
Status	Objective Met 3/13/2013		
Assessment	Level of Development:	Initial: Limited Development 01/10/2013	
		Objective Met - 03/13/2013	
	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:		
	1. The LEA will create a Request for Proposals. An External Lead Partner will be identified and a contract will be signed.		
	Assigned to:	Mark Eisenhour	
	Added date:	01/15/2013	
	Target Completion Date:	01/01/2013	
	Comments:	The American Institute for Research has signed a contract and will function as our External Lead Partner	
	Task Completed:	12/21/2012	
	2. The ELP will conduct an extensive on-site review.		
	Assigned to:	American Insititue of Research	
	Added date:	01/15/2013	
	Target Completion Date:	01/16/2013	
	Comments:	AIR conducted their observations and will use their findings to create a Corrective Action Plan	

		Task Completed:	01/16/2013
Implement	Percent Task Complete:		
	Objective Met:		3/13/2013
	Experience:		3/13/2013 External Lead Partners completed their assessment and met with members the of the School Leadership Team (SLT) to share their findings. A Corrective Action Plan was then drafted and shared with the SLT and members of the Division Leadership Support Team (DLST).
	Sustain:		3/13/2013 The American Institute for Research (AIR) has outlined their plan for a 3 year relationship with Jefferson-Houston in their proposal. The scope of their work will include the following: Coaching support for the principal and school-based coaches Professional development on the implementation of the AIR nine high leverage instructional practices for all math instruction for teachers Support in using data to identify learning gaps and in making course corrections To accomplish this, AIR will maintain in presence in the school throughout their relationship with Jefferson-Houston and will provide the LST with progress updates
	Evidence:		3/13/2013 AIR has a standing meeting with members of the DLST to share progress. (The team has had two meetings to date)

Indicator	A3 - The LEA provides LEA transformation team members with information on what the LEA can do to promote rapid improvement. (882)		
Status	Objective MetAdd a Task 3/13/2013		
Assessment	Level of Development:		Initial: Limited Development 01/10/2013
			Objective Met - 03/13/2013
	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:		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). The proposal from AIR states the following: "The AIR turnaround framework and approach address what matters for school turnaround- as shown in the research. In

		<p>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:	
	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.	
	Assigned to:	Mark Eisenhour
	Added date:	01/15/2013
	Target Completion Date:	11/01/2012
	Comments:	The team has been established. Roles have been identified and responsibilities assigned. (11/01/12) Loretta Blanks of AIR met with the SLT and review roles with the team (2/27/13)
	Task Completed:	02/27/2013
	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:	The principal will meet monthly the DLST to review progress. AIR also meets monthly with the DLST team to provide updates and feedback on the transformation process.
	Task Completed:	12/21/2012
	3. American Institute for Research On-site team member will support the School Leadership Team (SLT) on use of data to drive the work and decision-making process of the SLT.	
	Assigned to:	AIR American Insitute for Research
	Added date:	05/15/2013
	Target Completion Date:	08/30/2013

		Comments:	<p>(5.8.13) AIR representative attends weekly SLT meetings and is a regular participant contributing to all standing agenda items and other business.</p> <p>(5.24.13) Same as above- Provided the team with insight on the evaluation of applicants, demo lessons and other staffing/hiring practices.</p> <p>(6.28.13) Leadership team coaching sessions provided by AIR. Including data analysis and reflection in addition to review and evaluation of various school systems and processes.</p> <p>(7.1.13) The Leadership Team identified areas for improvement and worked on problem-solving in the areas identified during the coaching sessions with the resources provided.</p> <p>(8/5-8/7, 2013) AIR and School Leadership Team provided staff development in the areas of data analysis, instructional strategies and practices</p>
		Task Completed:	08/23/2013
Implement	Percent Task Complete:		
	Objective Met:		3/13/2013
	Experience:		<p>3/13/2013</p> <p>The External Lead Partner has created a plan that offers strategies that once implemented with fidelity (and with AIR's support) can result in rapid improvement.</p>
	Sustain:		<p>3/13/2013</p> <p>We will continue our work with AIR.</p>
	Evidence:		<p>3/13/2013</p> <p>Monthly updates will be provided to the DLST by AI.</p>

Indicator	A4 - The LEA has designated an internal lead partner for each transformation school. (883)		
Status	Objective Met 10/3/2013		
Assessment	Level of Development:	Initial: Limited Development 10/02/2013	
		Objective Met - 10/03/2013	
	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:	An internal partner was placed at Jefferson-Houston at the start of the 2011-2012 school year when the team was in place.	
Plan	Assigned to:	Natalie Mitchell	
	How it will look when fully met:	The internal lead partner allows for the school principal and assistant principal to be principals of instruction, devoting the majority of their time in-school responsibilities and limiting the principal's need to assume the responsibility for facilities and other non-instructional concerns. The Internal Lead Partner works with the principal in leading the school with identified roles and responsibilities all with a great deal of collaboration. The internal partner is a presence in the school building and throughout the community communicating with various stakeholders for a variety of purposes. The internal lead partners knowledge of the school system and school transformations is an asset to our work.	
	Target Date:	10/01/2013	
	Tasks:		
	1. Identify an internal lead partner to support transformation at Jefferson-Houston.		
	Assigned to:	Natalie Mitchell	
	Added date:	10/03/2013	
	Target Completion Date:	08/22/2011	
	Comments:	The internal lead partner was replaced prior to the start of the 2012-2013 school year. The new partner has had great experience in ACPS and a history of collaborating in school transformation.	
	Task Completed:	09/29/2011	
	2. Create a system for regular communication with the Division Leadership Support Team.		
	Assigned to:	Mark Eisenhour	
	Added date:	10/03/2013	
	Target Completion Date:	09/03/2012	
	Comments:	Both the Internal Lead Partner and the Principal of Instruction participate in monthly meeting with the Division Leadership and Support team providing updates and progress toward goals in the transformation process.	

		Task Completed:	09/28/2012
Implement	Percent Task Complete:		
	Objective Met:		10/3/2013
	Experience:		10/3/2013 The Internal Lead Partner (ILP) has a clearly stated role and set of responsibilities that are revisited as needed. The ILP communicates with the Principal of Instruction, teachers, staff, community, External Lead Partners and the Division Leadership Support Team.
	Sustain:		10/3/2013 As long as resources permit us to have a ILP dedicated to J-H's transformation, we will continue to meet this objective.
	Evidence:		10/3/2013 Meeting agendas, minutes and presentations attended by and created by the ELP can be found in Meeting agendas and minutes. Work completed is also evidenced by assigned tasks in Indistar.

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	Objective Met 4/8/2013		
Assessment	Level of Development:	Initial: Limited Development 01/10/2013	
		Objective Met - 04/08/2013	
	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>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 (with completion expected during the 2014-2015 school year). A member of the DLST participates in Jefferson-Houston SLT meetings 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, needs or 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, allowing Jefferson-Houston leadership with the flexibility to respond to student and management needs as they arise and as the data demands.</p> <p>Continuously improving learning measurement is part of the core work Jefferson-Houston. Staff members will be trained in using a Plan-Do-Study-Act approach to reviewing data for the purpose of continuous improvement</p> <p>We anticipate that as the transformation continues, input from our External Lead Transformation Partners (ELPs) may result in changes to budget and or policy for Jefferson-Houston's successful transformation.</p>	
Plan	Assigned to:	Mark Eisenhour	
	How it will look when fully met:	The district will always provide help and support; such help and support is always targeted at the improvement needs of individual schools. Continuously improving learning measurement is part of the core work of the district and the schools' measurement includes all content valued by the district and schools. Extra money for failing schools is used to introduce restructuring; strategies that work well and fast are given more funding.	
	Target Date:	01/30/2013	
	Tasks:		

		1. (January 16th, 2013) AIR will conduct the initial evaluation (in their first on-site visit). Feedback will be provided to the School Leadership Team and Division Level Staff as appropriate.	
		Assigned to:	Rosalyn Rice-Harris
		Added date:	01/16/2013
		Target Completion Date:	01/30/2013
		Comments:	(1/7/2013)Continuously improving learning measurement is part of the core work of the district and the schools' measurement includes all content valued by the district and schools. Jefferson-Houston staff began using a Classroom Continuous Improvement Model to constantly evaluate practices and data, involving students in the process.
		Task Completed:	01/30/2013
		2. Create a corrective action plan to address the unique needs of Jefferson-Houston. Request additional resources to support the corrective action plan.	
		Assigned to:	Mark Eisenhour
		Added date:	04/08/2013
		Target Completion Date:	11/01/2012
		Comments:	(Aug. 2012) The Jefferson-Houston team, after analyzing Spring SOL data and with support from the Division Leadership Support Team, appealed accreditation denied status with documented efforts and plans for extended day. (Sep. 2012) Jefferson-Houston staff drafted corrective action plan and proposed an extended day schedule to the local School Board. Jefferson-Houston is the only school in ACPS with an extended learning day.

		Task Completed:	11/01/2012
Implement	Percent Task Complete:		
	Objective Met:		4/8/2013
	Experience:		4/8/2013 The Local Education Agency (ACPS) began the transformation of Jefferson-Houston prior to its designation as a Priority School. Jefferson-Houston leadership has met before the Alexandria City School Board to propose new initiatives, to request funding for the acquisition of research-based materials and funding for additional time for teachers and students for the 2012-2013 school year. The Division Leadership Support team has worked with the principal and the Internal Lead Partner to monitor progress and to provide any support needed by the school.
	Sustain:		4/8/2013 The principal, Internal Lead Partner, External Lead Partners and the LEA will continue to work together in transforming Jefferson-Houston School. Monthly meetings and reports will provide all involved with opportunities to share concerns and successes, these meetings also provide a venue in order to request any additional support. Support is also provided by our state facilitator and members of the Office of School Improvement through technical assistance sessions.
	Evidence:		4/8/2013 Needs at Jefferson-Houston are communicated clearly to the LEA and responses are swift. Efforts to provide the school with support are not limited to the Division Leadership Support Team, instead, the Superintendent (and the rest of the DLST), involve the community in the transformation efforts where appropriate. Systems exist creating a priority status within the school division to meet the unique needs of Jefferson-Houston.

Indicator	B2 - The LEA has reoriented its culture toward shared responsibility and accountability. (885)		
Status	Objective Met 3/18/2013		
Assessment	Level of Development:		Initial: Limited Development 01/11/2013
			Objective Met - 03/18/2013
	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:		

	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.
	Task Completed:	10/30/2012
	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. These meetings take place monthly and External Lead Partners contribute to our work and attend when possible.
	Task Completed:	02/28/2013
Implement	Percent Task Complete:	
	Objective Met:	3/18/2013
	Experience:	3/18/2013 Transformation team members report team/subcommittee progress to the School Leadership Team (SLT) in weekly meetings. The SLT created targets on the Leading and Lagging Reports
	Sustain:	3/18/2013 Teams will continue to meet and report progress toward SMART goals and to request support as needed.
	Evidence:	3/18/2013 SLT members report progress during meetings evidenced by meeting agendas and minutes.

Indicator	B3 - The LEA has established performance objectives for each transformation school. (886)		
Status	Objective Met 4/17/2013		
Assessment	Level of Development:	Initial: Limited Development 01/11/2013	
		Objective Met - 04/17/2013	
	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. (Nov. 7, 2013) The School Improvement Plan/School Education Plan will now be housed in Indistar. Goals were created with input from staff and tasks will be assigned.
	Task Completed:	01/09/2013
	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:	The School Education Plan has been created for Jefferson-Houston with tasks assigned to staff members. Staff members choose their teams and work in committees to implement action steps and to monitor progress. A Plan-Do-Study-Act (PDSA) approach to continuous improvement is used by all teams.
	Task Completed:	11/30/2012
	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:	The plan has been created (after an on-site evaluation) and the plan has been shared with the Division Leadership Support Team.
	Task Completed:	02/01/2013

		4. Work with SEP teams and leaders to transfer goals of the SEP document into Indistar. Use data to complete the Leading and Lagging Indicator reports (with review and input from the School Leadership Team (SLT)) and submit via Indistar.
		Assigned to: Ginja Canton
		Added date: 04/08/2013
		Target Completion Date: 03/22/2013
		Comments: (11/7/2013) Initial drafts completed and submitted for review. (12/2013) Spoke with OSI regarding revisions. (3/1/2013) Met with OSI personnel (at Jefferson-Houston) regarding revisions and submission protocols. (3/21/2013) Submitted final draft-confirmed by OSI personnel at the Technical Assistance training in Richmond, VA.
		Task Completed: 03/21/2013
Implement	Percent Task Complete:	
	Objective Met:	4/17/2013
	Experience:	4/17/2013 The ultimate achievement goals were aligned with the school division. Quarterly and annual improvement goals have been created (with input from the team) to recognize substantial improvements that are likely to lead to success within a few years. Beginning of the year practices were evaluated by the External Lead Partner and a Corrective Action Team (comprised of representatives from AIR, Jefferson-Houston's School Leadership Team and teachers), established to create a plan.
	Sustain:	4/17/2013 All staff members will work to implement action steps from the corrective action plan and will report and use data to drive instruction as gaps are closed in Reading and Math. All roles are defined for teachers, coaches, specialists, and administrators
	Evidence:	4/17/2013 Narrowing of achievement gaps by raising the bottom, not by lowering the top., as measured by SRI and SMI assessments.

Indicator	B4 - The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities. (887)		
Status			
Assessment	Level of Development:	Initial: Limited Development 01/11/2013	
	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:	<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 time 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:		
	1. Plans for the allocation of division resources will be shared with members of the Division Leadership Support Team (DLST) and requests sent to the Alexandria City School Board as necessary.		
	Assigned to:	Rosalyn Rice-Harris	
	Target Completion Date:	09/30/2013	
	Frequency:	monthly	
	Comments:	The School Leadership Team meets with members of the DLST monthly to monitor progress at Jefferson-Houston. Members of the team are available to the principal and other school leaders as needs arise. (The meetings began at the start of the 11-12 school year). The school board receives progress updates monthly regarding academic, attendance and behavioral data and as needed to support Jefferson-Houston's needs as a school in improvement and later as a Priority School. (This began at the start of the 11-12 school year when the new transformation team began at the school).	
	Task Completed:	09/03/2013	
	2. 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.		
	Assigned to:	Mark Eisenhour	
	Target Completion Date:	06/30/2013	

		Comments:	The ELP (American Institute for Research/AIR) will meet monthly with the Principal, Internal Lead Partner and members of the Division Leadership Support Team (DLST). This team will work to ensure that resources and efforts are aligned to support the Jefferson-Houston transformation. The team will collect data on a continual basis and meet with the School Leadership and Division Leadership Support Team monthly.
		Task Completed:	09/02/2013
	3. Complete 1003A Budget Application and submit to the OSI.		
		Assigned to:	Ginja Canton
		Target Completion Date:	02/15/2013
		Comments:	Meet with Title I Director to update the budget application for Year 1 (Jan.) and Years 2&3 (Feb. 15).
		Task Completed:	02/15/2013
Implement	Percent Task Complete:	Tasks completed: 3 of 3 (100%)	

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.

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)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/10/2013
	Evidence:	A national search was conducted through Hazard, Young, Attea and associates. Feedback was sought from staffparents and community members about desired characteristics in a new principal through a variety of formats.

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.

Indicator	C4 - The LEA has an established process for preparing to interview candidates. (893)	
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Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/10/2013	
	Evidence:	An interview panel was established by the Superintendent.	

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.	

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.	

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	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Indicator	C8 - The LEA has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (897)		
Status			
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 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:		
	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.		
	Assigned to:	Mark Eisenhour	
	Target Completion Date:	03/30/2013	
	Comments:	(3/22/2013) Internal Lead Partner inquired about changing the job descriptions for Jefferson-Houston to include that we are in the midst of a transformation.	
	Task Completed:	03/22/2013	
	2. A collaborative effort between the principal and the External Lead Partners resulted in a new applicant screening and interview process. The process includes a screening process and rubric with effective questions (based on research) defined to find candidates that meet the needs of a school in transformation. (4/5/2013) Process updated (4/8/2013) ACPS internal interviews and external screenings began (4/8/2013)		

		Assigned to:	Rosalyn Rice-Harris
		Target Completion Date:	04/15/2013
		Comments:	Used the revised Employee Selection Process Guide when screening and interviewing candidates.
		Task Completed:	04/16/2013
Implement	Percent Task Complete:	Tasks completed: 2 of 2 (100%)	

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	
	Target Completion Date:	06/30/2013	

		Comments:	<p>A letter (communicating our work toward transformation and our plans for continued work), was sent to parents. 11.16.12</p> <p>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</p> <p>Please maintain meeting agendas.</p>
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

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 Eisenhour	
	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	
	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 Eisenhour
		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%)

Indicator	D3 - The LEA/School has engaged parents and community in the transformation process. (901)		
Status	Tasks completed: 1 of 6 (17%)		
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:	<p>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.</p> <p>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.</p>	
Plan	Assigned to:	Rosalyn Rice-Harris	
	How it will look when fully met:	Continue to meet with parents to communitate 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
	Target Completion Date: 06/30/2013
	Comments: Shanelle Gayden facilitates morning Homework Club with Mrs. Wade and Ms. Kennedy. (1/15/13)
	2. Engage parents in creating and implementing Individual Achievement Plans for identified students in grades 1-5.
	Assigned to: Ginja Canton
	Target Completion Date: 01/28/2013
	Comments: 66 IAPs were created (100% of students meeting division requirements and other students recommended by teachers).
	Task Completed: 05/28/2013
	3. Engage parents in creating and implementing Individual Career and Academic Plans for students in grades 6-8
	Assigned to: Susan Russo
	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
	Target Completion Date: 06/30/2013
	Comments:
	5. Parent volunteer/organizer will facilitate weekly meetings with parents on Friday mornings. Activities will include: homework support and instructional strategies for parent support of students while at home, volunteer activities while in school, and other needs identified through survey and suggestion box data
	Assigned to: Shanelle Gayden
	Target Completion Date: 02/15/2013
	Comments: Please contact Mark or Ginja in order to identify speakers and other resources for parent meetings.
	6. Plan for communication of Transformation progress in the 2013-2014 school year. (6/28/13)
	Assigned to: Rosalyn Rice-Harris
	Target Completion Date: 07/31/2013
	Comments: Review processes employed during the 2012-2013 school year and determine if the communication process can continue as is or if adjustments are necessary.
Implement	Percent Task Complete: Tasks completed: 1 of 6 (17%)

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:	<p>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 Boars, 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.</p>	
Plan	Assigned to:	Mark Eisenhour	
	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	
	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	
	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 surevey 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%)	

Indicator	D5 - The LEA/School has established a positive organizational culture. (903)		
Status	No decision has been made		
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:	<p>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)</p> <p>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)</p> <p>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</p>	
	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	
	Target Completion Date:	06/30/2013	

		Comments:	(A system for communicating and celebrating classroom (and schoolwide) continuous improvement has been created with support provided to all staff members. Progress toward achievement goals are shared in the following ways: via announcements on the public address (PA) system shared in weekly bulletins for staff newsletters to parents and stakeholders posted in all classrooms posted in school common areas progress updates are shared with the Division Leadership Support Team and the schoolboard on an ongoing basis
		Task Completed:	06/28/2013
	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:	Helena Payne Chauvenet
		Target Completion Date:	06/30/2013
		Comments:	(3.29.13) All school teams use a continuous improvement approach to evaluate systems and processes (continuing to put them through improvement cycles) until they are high-performing and effective. (6.28.13) The School Leadership Team (SLT) met with members from the American Institute for Research (AIR) to evaluate the effectiveness of processes and practices in a summative (taking into consideration the impact on PALS and SOL scores). Areas for improvement were identified and decisions were made regarding the modification, continuation or discontinuation of processes and practices.
		Task Completed:	06/28/2013
Implement	Percent Task Complete:	Tasks completed: 2 of 2 (100%)	

Indicator	D6 - The LEA/School helps stakeholders overcome resistance to change. (904)		
Status	Objective Met 9/5/2013		
Assessment	Level of Development:	Initial: Limited Development 01/11/2013	
		Objective Met - 09/05/2013	
	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 Eisenhour	
	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 Eisenhour
		Added date:	01/15/2013
		Target Completion Date:	06/30/2013
		Comments:	(4.26.13) Stakeholders continue to receive opportunities to provide feedback in various forms. Updates include the following: monthly community meetings email and newsletter updates PTA meeting agenda items and parent updates updates provided to the school board and public All are provided with opportunities for stakeholders to be engaged in discussions with ample opportunities to be heard.

		Task Completed:	09/04/2013
Implement	Percent Task Complete:		
	Objective Met:		9/5/2013
	Experience:		9/5/2013 Stakeholder is important and has been the importance has expressed in a variety of ways. The feedback is managed and dispersed by our Internal Lead Partner in addition to the Principal for Instruction and members of staff. Concerns are addressed.
	Sustain:		9/5/2013 We will continue to create opportunities for stakeholder communication where we are providing information up front to all participants. Our Internal Lead Partner and Principal of Instruction will lead the efforts.
	Evidence:		9/5/2013 Evidence of meetings with feedback have been collected-evidence will be uploaded.

Indicator	D7 - The LEA/School persists and perseveres, but discontinues failing strategies. (905)		
Status	Tasks completed: 0 of 2 (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 aligned 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:		
	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	
	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.	
	2. School Leadership Team, teacher leaders and External Lead Partners (AIR) will meet to analyze data collected during the 2012-2013 school year and will identify gap areas in order to plan for next steps, resulting in a Corrective Action Plan for Reading and Math. (6.28.13)		
	Assigned to:	Rosalyn Rice-Harris	
	Target Completion Date:	07/31/2013	
	Comments:	Also review areas of strength to determine whether effective strategies can be applied to other grades/subject areas.	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

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	
	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	
	Target Completion Date:	01/16/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

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	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

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.	

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.	

Indicator	E5 - The LEA has negotiated contracts with providers, including goals, benchmarks, and plans to manage assets. (913)		
Status	Objective Met 4/17/2013		
Assessment	Level of Development:	Initial: Limited Development 01/11/2013	
		Objective Met - 04/17/2013	
	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:	A proposal from AIR was accepted and a contract negotiated and signed.
		Task Completed:	01/02/2013
Implement	Percent Task Complete:		
	Objective Met:	4/17/2013	
	Experience:	4/17/2013 A Request for Proposals was created by ACPS and applicants' proposals were reviewed and a selection was made.	
	Sustain:	4/17/2013 Outcomes from the work done with AIR will be evaluated on an ongoing basis with a summative evaluation at the end of the year. The goals, benchmarks, roles and responsibilities will be dified as needed. The contract will be reviewed annually for the next two years.	
	Evidence:	4/17/2013 AIR's proposal and contract are on file and are used in the ongoing evaluation of services.	

Indicator	E6 - The LEA has planned for and initiated an ongoing cycle of continuous progress monitoring and adjustment. (914)		
Status	Tasks completed: 3 of 4 (75%)		
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	
	Target Completion Date:	01/30/2013	
	Comments:	See the report provided by AIR to the DLST.	
	Task Completed:	01/31/2013	
	2. 1. Develop Coaching Framework for articulating types of coaching support, frequency, and monitoring for all teachers.		
	Assigned to:	Andrea Heckel	
	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. (2.1.2013) The template for the Coaching Framework has been created in the online tool. (4.5.2013) New on-site representative from the American Institute for research began meeting with coaches and shared expectations.	
	Task Completed:	04/05/2013	
	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	
	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. (2.1.2013) Coaches have weekly meetings with the principal to discuss coaching data. (4.4.2013) New day and time established for weekly coaching meetings that now include the following team members: Instructional Coach, Math Specialist, Principal and American Institute for Research (AIR) representative (on site daily to csupport transformation).
		Task Completed:	04/05/2013
		4. 3. Implement Coaching Tracking Tool to monitor coaching effectiveness to include quarterly online teachers surveys.	
		Assigned to:	Andrea Heckel
		Target Completion Date:	02/15/2013
		Frequency:	twice a year
		Comments:	Coaching survey data and Coaching Tracking Tool data will be monitored and evaluated quarterly (Began in January, only 2 will be completed) by School Leadership Team (SLT), members of the American Institute for Research (AIR) and the Division Leadership Support Team (DLST) (2.1.13) Teachers can access the surveys for a two-week period. (3.6.2013) Results were shared with the School Leadership Team (SLT), members of the American Institute for Research (AIR) and the Division Leadership Support Team (DLST) (4.30.2013) Next survey date has been scheduled for May 6th.
Implement	Percent Task Complete:	Tasks completed: 3 of 4 (75%)	

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:	Teal Krall	
	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	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Indicator	E8 - The LEA has a plan for evaluation and has clarified who is accountable for collecting data. (916)		
Status	Tasks completed: 0 of 5 (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
		Target Completion Date:	06/30/2013
		Comments:	
	2. Create a Jefferson-Houston, School Leadership Team Roles and Responsibilities chart.		
		Assigned to:	Ginja Canton
		Target Completion Date:	02/27/2013
		Comments:	(2.2013) Completed during after school meeting with representative from the American Institute for Research (AIR).
	3. (2.15.2013) The Corrective Action Plan from the American Institute for Research (AIR) includes roles, responsibilities, implementation measures and completion dates.		
		Assigned to:	Rosalyn Rice-Harris
		Target Completion Date:	05/01/2013
		Comments:	(3.21.2013) AIR revised roles and responsibilities to include daily, on-site personnel. (4.30.2013) Revised document and expectations implemented by all responsible. Approved by the Division Leadership Support Team (DLST)
	4. Redefined or modify roles and responsibilities to reflect new needs based on data.		
		Assigned to:	Ginja Canton
		Target Completion Date:	04/30/2013
		Comments:	(4.2.2013) Schedule meetings with members of the Transformation team in order to identify new tasks for the 4th quarter. (4.26.2013) Distribute updated Task reports to the School Leadership Team and Transformation Team Members (School Improvement Coach)
	5. Weekly coaching data on teachers reported to the School Leadership Team.		
		Assigned to:	Andrea Heckel
		Target Completion Date:	05/01/2013
		Comments:	(4.23.2013) SFA- Classroom data use summaries on teachers' use and implementation of the program with fidelity, weekly compilation and review of real-time student data (vocabulary, comprehension, fluency and writing) allowing the coach to interject/support immediately base don quantitative data (4.26.2013) All other subject areas- Principal has weekly meetings with coaches in order to discuss coaching data on teacher progress and next steps.
Implement	Percent Task Complete:		Tasks completed: 0 of 5 (0%)

Transformation Toolkit

Strand F: Establishing and Orienting the School Transformation Team

Indicator	F1 - The LEA has appointed a school transformation team. (917)		
Status	Objective Met 4/17/2013		
Assessment	Level of Development:	Initial: Limited Development 01/11/2013	
		Objective Met - 04/17/2013	
	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:	The transformation team include the School Leadership Team, members of the DLST and the External Lead Partner.	
Plan	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:	(Jan. 2013) Norms have been identified and a mission has been created. Individual responsibilities may change as needed. The SIC (School Improvement Coach) will no longer take meeting minutes, she will update Indistar during the meeting as the AP (Assistant Principal) records the minutes. (4/2/2013) AIR representative has been identified to begin working at J-H on a daily basis.

		Task Completed:	01/18/2013
Implement	Percent Task Complete:		
	Objective Met:		4/17/2013
	Experience:		4/17/2013 Individuals were identified to participate on Jefferson Houston's Transformation Team based their current roles and responsibilities and other individuals (new to Jefferson-Houston) were added based on their new relationship with Jefferson-Houston in this transformation process.
	Sustain:		4/17/2013 This team and subcommittees will meet to continue working on School Improvement and Transformation initiatives.
	Evidence:		4/17/2013 The team has worked to clarify accountability and long-term commitment to restructuring, evaluating, improving and acting on results.

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:	Teal Krall	
	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:		
	1. Teachers will meet with the Instructional Coach during weekly Collaborative Team Meetings to receive support necessary for implementation of research-based, best practices.		
	Assigned to:	Andrea Heckel	
	Target Completion Date:	06/30/2013	
	Comments:		
	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		
	Assigned to:	Ginja Canton	
	Target Completion Date:	06/30/2013	
	Comments:	AIR observation and feedback resulted in the identification of a coaching tracking tool. The tool has not yet been launched for Jefferson-Houston.	
	3. 4. Coaches will participate in twice monthly PD sessions to deepen coaching knowledge and skills.		
	Assigned to:	AIR American Insitute for Research	
	Target Completion Date:	06/30/2013	
	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.	
	4. 5. Coaches will participate in 4 content coaching sessions per month.		
	Assigned to:	AIR American Insitute for Research	
	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%)

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	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

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:	<p>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:</p> <p>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</p>	
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	
	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:	Rosalyn Rice-Harris	
	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%)	

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	
	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	
	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	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Indicator	G4 - The principal, after reviewing the data, seeks quick wins. (922)		
Status	Tasks completed: 5 of 9 (56%)		
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	
	Target Completion Date:	06/30/2013	
	Comments:	(10.22.13) Collaborative Team Meetings are facilitated by coaches and other school leaders. All decisions are based on the collaborative analysis of data. 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	
	Task Completed:	06/28/2013	
	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:	Ginja Canton	
	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	
	Target Completion Date:	02/15/2013	

		Comments:	Develop language-rich math classrooms and create classroom environments where multiple explanations are valued. Provide opportunities for students to self correct.
		Task Completed:	02/15/2013
	4. 2. Train all teachers during CLT time to develop and implement math vocabulary to emphasize terminology, explanations, and solutions.		
		Assigned to:	Andrea Heckel
		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. (4.10.13) Introductory PD for teachers (4.24.13) Follow up session, teachers brought student work samples.
		Task Completed:	04/24/2013
	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
		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
		Target Completion Date:	04/30/2013
		Comments:	(4.28.13) 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.
		Task Completed:	06/28/2013
	7. 5. Conduct unit planning training for all teachers to develop unit plans for the third quarter and fourth quarter.		
		Assigned to:	Khethiwe Mdluli
		Target Completion Date:	03/31/2013
		Comments:	3.13.13 Develop units aligned to the ACPS curriculum guide, SOLs, and assessments. 4.30.13 Met with teachers during a series of half-day planning sessions. 6.3.13 Teachers and school leaders met to reflect on the effectiveness of of unit planning as a part of the cycle of continuous improvement and the impact on student academic and behavioral success
		Task Completed:	06/28/2013
	8. 6. Provide American Institute for Research (AIR) math coaching 4 days per month.		

		Assigned to:	AIR American Institute for Research
		Target Completion Date:	06/30/2013
		Comments:	(1.30.13) Develop best practices in each classroom. Deepen math knowledge and skills. Support collegial observations/sharing. (4.30.13) AIR On-Site Coordinator provides coaching to school-based coaches/instructional specialists and the Leadership Team through weekly meetings. A schedule has been created to facilitate meetings with the Principal, Math/Instructional/Title I Coaches/Specialists and the School Leadership Team (Ongoing)
	9. Identify literacy initiatives for school wide improvement for the 2013-2013 school year.		
		Assigned to:	Stacey Kennedy
		Target Completion Date:	07/31/2013
		Comments:	Identify gaps (if any) in the SFA curriculum that do not address tested SOL areas. Compare data from SFA grade levels to grades 6-8.
Implement	Percent Task Complete:	Tasks completed: 5 of 9 (56%)	

Indicator	G5 - The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions. (923)		
Status	Tasks completed: 1 of 2 (50%)		
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	
	Target Completion Date:	12/21/2012	

		Comments:	(5.24.13) Weekly meetings with the on-site representative from the American Institute for Research (AIR) take place with the School Leadership Team being one of the standing agenda items.
		Task Completed:	05/24/2013
	2. Work with the School Leadership Team (SLT) to develop solutions for key issues that arise through a shared decision making process.		
		Assigned to:	AIR American Insitute for Research
		Target Completion Date:	06/21/2013
		Comments:	(5.15.13) Issues involving instruction, coaching or student progress will be addressed through the School Leadership Team meetings or meetings with coaches and the principal. (5.24.13) Issues concerning staffing, school opening and professional development for the leadership team and staff for the 2013-2014 school year
Implement	Percent Task Complete:		Tasks completed: 1 of 2 (50%)

Indicator	G6 - The principal, with the school transformation team, persists and perseveres, but discontinues failing strategies. (924)		
Status	No decision has been made		
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:	Teal Krall	
	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	
	Target Completion Date:	06/30/2013	
	Comments:	(8/31/13) Weekly, collaborative team meetings take place between teachers and also the student support team.	
	Task Completed:	09/02/2013	

		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
		Target Completion Date:	06/30/2013
		Comments:	<p>(1.16.13) Items identified as opportunities for improvement in the quality of instructional practices.</p> <ol style="list-style-type: none"> 1. Lesson planning 2. Lesson delivery 3. Lesson reflection <p>Staff recognized during weekly CLT meetings for effective use of the following (evidenced by student work samples):</p> <p>(2.5.13) Plan shared with staff during data meetings (1.30.13) Grade level PD to develop a deeper understanding of the curriculum guides (3.13.13) Grade level PD to implement an effective language rich lesson in all content areas. (4.10.13) Grade level PD on embedding mathematics in realistic problems and real world context. (4.24.13) Follow up, implementation monitoring of PD on 4.10.13 (Embedding mathematics in realistic problems and real world context.) (5.1.13) Grade level PD on the use and importance of formative assessment in the form of daily exit tickets.</p> <p>(5.3.13) Coaches report teachers for recognition in the weekly bulletin. (9.3.13) Staff members were recognized and celebrated in professional development sessions, newsletters, bulletins and on a discussion panel (allowing panelists to interact with all teachers).</p>
		Task Completed:	09/03/2013
		3. The School Leadership Team, teacher leaders and External Lead Partners (AIR) will review and discuss data in order to identify and discontinue failing strategies. (6.28.13)	
		Assigned to:	AIR American Insitute for Research
		Target Completion Date:	07/31/2013
		Comments:	(7.1.13) Data analysis and discussion among the School Leadership Team and members of the American Institute for Research (AIR) resulted in the identification of areas for improvement in the 2013-2014 school year.
		Task Completed:	07/01/2013
Implement	Percent Task Complete:	Tasks completed: 3 of 3 (100%)	

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)
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Status		Tasks completed: 0 of 3 (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
	Target Completion Date: 06/30/2013
	Comments: 1.25.13 2nd quarter walkthrough schedules completed using tools. 2.28.13 Walk-through data (in-house as well as HR-required, evaluative walk through data stored in a file by teacher.) 3.18.13 Administrators use telephone message book duplicate forms to provide teachers with immediate feedback to informal walk-through observations 4.12.13 3rd quarter walkthrough schedules completed using all relevant tools. (Data is also used in summative evaluations- due June 1st) 5.23.13 Walk-through data continues to be collected with a focus on the use of exit tickets and warm-ups/do nows. 6.30.13 100% of evaluations were completed and submitted to the Human Resources office on time. 9.10.13 All staff members were trained on the use of the Teacher and Specialist evaluation systems and tools. Participants received important dates and requirements for portfolios.
	2. Whenever possible and appropriate, the principal will provide staff members with leadership opportunities.
	Assigned to: Rosalyn Rice-Harris
	Target Completion Date: 06/30/2013
	Comments:
	3. Administrators will participate directly in the recruitment of staff for Jefferson-Houston from outside the school division.
	Assigned to: DeBerry Goodwin
	Target Completion Date: 05/23/2014
	Comments: Record recruitment efforts by J-H admin. team.
Implement	Percent Task Complete: Tasks completed: 0 of 3 (0%)

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: 1 of 5 (20%)		
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 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.</p>	
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	
	Target Completion Date:	06/30/2013	
	Comments:	1.30.13 100% of teachers met with Administrators to review mid-year goals and to monitor progress toward student goals. 4.16.13 100% of teachers were provided with required document list for their portfolios.	
	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	
	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	
	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
	Target Completion Date: 06/30/2013
	Comments: (1.11.13) American Institute for Research (AIR) completed and audit and determined that the focus should change from use of essential questions to implementation of identified strategies and practices, including use of questioning to engage students' thinking, inquiry and discourse. (4.30.13) Review of lesson plans and walk through data show consistent use of essential questions in classrooms. (5.23.13) New walk-through form has been drafted (to include the use of mastery objectives and other lesson essentials) and will be shared with the SLT by Aug. 31st, 2013
	Task Completed: 05/03/2013
	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
	Target Completion Date: 06/30/2013
	Comments:
Implement	Percent Task Complete: Tasks completed: 1 of 5 (20%)

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	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

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:		
	<p>1. Teachers will participate in ongoing informational sessions as needed. (9.4.12) Staff trained on the purpose and use of the evaluation system. (10.30.12) All staff met with their evaluators to review Professional Learning Plans (PLPs). (1.30.13) Mid-year meetings were held by evaluators. Staff members received feedback from observations, performance data and progress toward goals. (6.30.13) All staff had their final reviews with administrators and learned of their s Status for the upcoming year. (9.2.14) Staff trained on the purpose and use of the evaluation system. Teachers and coaches received important dates and expectations for data collection and review.</p>		
	Assigned to:	Helena Payne Chauvenet	
	Target Completion Date:	06/30/2013	
	Comments:		
	<p>2. Teachers receive ongoing coaching to ensure that appropriate documentation is being compiled by teachers. (9.30.12) A coaching and monitoring system is used for the 90 minute literacy block. The model identifies teacher and student goals and monitors progress toward these goals. (4.30.12) Coaches began using the coaching tracking tool provided by the American Institute for Research (AIR). Reports are shared with administrators. (9.30.13) Coaches use a coaching tracking tool to document the support provided to teachers on an ongoing basis.</p>		
	Assigned to:	Helena Payne Chauvenet	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

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. Performance-based incentive systems: involve significant teacher input at each stage of development and implementation, set clear performance goals and use multiple measures of teacher performance (2/11-3/13) Administrators conducted mid-year document reviewsth staff.		
		Assigned to:	Rosalyn Rice-Harris
		Target Completion Date:	06/30/2013
		Comments:	Staff prepares documentation to support their efforts toward goals.
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Indicator	H6 - There is an established procedure for documenting the teacher evaluation process. (931)		
Status	Objective Met 4/8/2013		
Assessment	Level of Development:	Initial: Limited Development 01/13/2013	
		Objective Met - 04/08/2013	
	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 Assessment System outlines procures for teachers and evaluators to document the process.	
Plan	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:	(Jan. 2013) Administrators have a schedule for observing teachers. Time has also been identified for mid year and end of year reviews. Evaluations of instruction and portfolios are documented as prescribed in the evaluation process.	
	Task Completed:	02/01/2013	
Implement	Percent Task Complete:		
	Objective Met:	4/8/2013	
	Experience:	4/8/2013 Administrators have shared their calendars and revised daily schedules to document daily observations. All teachers have had mid-year reviews.	
	Sustain:	4/8/2013 Administrators will continue to conduct and document observations as required by the teacher evaluation system.	
	Evidence:	4/8/2013 Administrators have records of classroom observations and mid-year reviews with teachers.	

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)
	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.	
Plan	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:		
	<p>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.</p> <p>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.</p>		
	Assigned to:	Rosalyn Rice-Harris	
	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	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

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:		
	1. Evaluators will participate in professional development sessions.		
	Assigned to:	Mark Eisenhour	
	Target Completion Date:	06/30/2013	
	Comments:		
	2. Every teacher will complete a Professional Learning Plan with S.M.A.R.T. goals.		
	Assigned to:	Mark Eisenhour	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

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 will 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	
	Target Completion Date:	10/30/2012	
	Comments:		
	2. The administrative team will continue to discuss observations and evaluation to ensure consistency		
	Assigned to:	Rosalyn Rice-Harris	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

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	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

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)
	Describe current level of development:	Teachers provide input on establishing a system of rewards.	
Plan	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	
	Target Completion Date:	06/30/2013	

		Comments:	(1.4.13) 4 Teachers responded to a survey indicating that they would appreciate a system that rewards teachers. (5.2.13) After additional attempts to engage staff in the discussion, the use of a survey was abandoned. (8.5.13) A summer letter was sent to staff announcing successes and sharing kudos for performance. (9.3.13) Teacher and staff recognition become a component of the weekly bulletin and announcements from the principal.
Implement	Percent Task Complete:		Tasks completed: 0 of 1 (0%)

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 Eisenhour	
	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 Eisenhour	
	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%)

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	
	Target Completion Date:	06/30/2013	
	Comments:	(1.8.13)	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

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	
	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%)	

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	
	Target Completion Date:	02/28/2013	
	Comments:	(1.8.13) Survey sent out to staff asking for input on criteria. (4.30.13) A survey will be sent again in time for the end of year staff recognition. (8.5.13) Teachers were recognized publicly (and in writing). Identified teachers were also identified to participate on a data panel (acknowledging their success and expertise) which allowed other teachers to access them as a resource.	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

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." 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:		
	1. Teachers demonstrating unsatisfactory progress will have opportunities leave voluntarily or they may be dismissed based on unsatisfactory performance.		
	Assigned to:	Rosalyn Rice-Harris	

		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed:	0 of 1 (0%)

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)
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Status	Tasks completed: 0 of 2 (0%)
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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.
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Plan	Assigned to:	Helena Payne Chauvenet
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	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.
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	Target Date:	03/30/2013
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	Tasks:	
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	1. Teachers demonstrating unsatisfactory performance will be placed on a Professional Growth Plan.	
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	Assigned to:	Helena Payne Chauvenet
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	Target Completion Date:	06/30/2013
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	Comments:	
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	2. Employees (teachers and paraprofessionals) receive targeted training that reflect and support the goals of the evaluation system.
	Assigned to: Helena Payne Chauvenet
	Target Completion Date: 09/24/2014
	Comments: Coaches meet with the School Leadership Team weekly to report progress. Coaches meet with Administrators (evaluators) to monitor progress and to determine next steps.
Implement	Percent Task Complete: Tasks completed: 0 of 2 (0%)

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
	Target Completion Date:	06/30/2013
	Comments:	

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

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)
	Describe current level of development:	The LEA has not yet begun to negotiate a process unique to Jefferson-Houston.	
Plan	Assigned to:	Mark Eisenhower	
	How it will look when fully met:	Policies and/or proceures 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	
	Target Completion Date:	03/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

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)
	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.	
Plan	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	

		Target Completion Date:	12/01/2013
		Comments:	
	2. The Director of Employee Relations will continue support administrators as needed.		
		Assigned to:	DeBerry Goodwin
		Target Completion Date:	06/30/2013
		Comments:	1.30.13 Director of employee relations met with administrative team to review improvement plans, rules and regulations regarding staff dismissals and to provide support to the team on an individual basis. 2.28.13 Director of employee relations met with administrative team regarding growth conversations with staff. 3.22.13 Director of Employee Relations met with an individual teacher regarding employment options. 5.6.13 Member of the administrative team met with the Dir. of Employee Relations regarding the non-renewal of a para-professional position.
Implement	Percent Task Complete:		Tasks completed: 0 of 2 (0%)

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	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:		Tasks completed: 0 of 1 (0%)

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	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Transformation Toolkit

Strand I: Providing Rigorous Staff Development

Indicator **I1 - The LEA/School provides professional development that is appropriate for individual teachers with different experience and expertise. (948)**

Status **Objective Met** 9/26/2013

Assessment	Level of Development:	Initial: Limited Development 04/12/2013
		Objective Met - 09/26/2013
	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 observed and given specific feedback which includes coaching support. Coaches/Specialists meet with identified teachers to create a coaching plan complete with goals tied to student learning and achievement. School wide needs assessments have provided data used to schedule professional development both in and out of the building for identified staff. Coaching and support are provided as needed post-professional development.
Plan	Assigned to:	Rosalyn Rice-Harris
	How it will look when fully met:	Growth opportunities will offer teachers changes in teachers' responsibilities, expectations, supports, and rewards. A career growth ladder will differentiate between career, mentor, and master teachers, who, based on their individual interests and abilities, are held to differentiated standards, compensated differentially, and take on decision-making responsibilities as part of a school's Leadership Team.
	Target Date:	06/27/2014
	Tasks:	
	1. Principal and other administrators will identify teachers qualified and capable of taking on more responsibility beyond their classroom responsibilities.	
	Assigned to:	Rosalyn Rice-Harris
	Added date:	05/22/2013
	Target Completion Date:	06/27/2014
	Comments:	4.1.2013 Teachers identified to lead Positive Behavior Intervention and Support efforts in the school. A previously existing improvement goal team was dissolved and this teacher will lead a group of staff in the use of data concerning classroom management and discipline in order to improve school culture and to maximize on instructional time. 5.17.2013 The School Leadership Team has identified teachers to take on mentorship, coaching and other leadership roles within the the school and school division. 5.24.13 Coaches and Instructional Specialists have asked teachers to identify their own strengths. A list of in-house experts has been created.

		Task Completed:	06/01/2013
Implement	Percent Task Complete:		
	Objective Met:		9/26/2013
	Experience:		<p>9/26/2013</p> <p>At the start of our transformation process, all teachers participated in identified Professional Development (PD) sessions. School wide needs were identified without consideration of individual strengths and weaknesses. With the new Principal and administrative team, needs assessments were conducted and data was analyzed by grade level, subject area, interventions received and by other subgroup areas. This analysis, in addition to teacher surveys and classroom observations have resulted in a the creation of a system for identifying teachers in need of professional development. Some sessions are required for the entire staff, while others may be optional or by invitation or administrator request. All decisions are based on relevant data.</p>
	Sustain:		<p>9/26/2013</p> <p>During weekly Coaches and School Leadership Team (SLT) meetings, coaches report teacher and student data to administrators who share the data that they've also collected weekly. Decisions are made regarding additional coaching and support if necessary. Exemplar teachers are acknowledged.</p>
	Evidence:		<p>9/26/2013</p> <p>Agendas and minutes from weekly meetings indicate action steps including any recommended or required professional development for identified teachers. Presentation materials, consensograms, sign-in sheets, exit slips and post-PD observations with feedback and reflections serve as evidence of implementation.</p>

Indicator	I2 - The LEA/School offers an induction program to support new teachers in their first years of teaching. (950)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 04/18/2013	
	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:	ACPS provides all teachers new to Alexandria City Public Schools with 4 days of training prior to the professional days worked by all teachers at the start of the year. In addition, new teachers are supported with a mentor in the building (where possible). Mentors meet with new teachers regularly to support them in a variety of ways. Jefferson-Houston school provides new teachers with training in classroom management	

		and school culture using a Positive Behavior Intervention and Supports approach.
Plan	Assigned to:	Rosalyn Rice-Harris
	How it will look when fully met:	Teachers will begin the school year with the knowledge necessary to access the following: Curriculum/teaching resources Student data Teachers will be prepared to form the following: Collaborative Team relationships Student relations Positive classroom cultures
	Target Date:	06/30/2014
	Tasks:	
	1. All teachers (new to ACPS) will participate in New Teacher Orientation.	
	Assigned to:	Rosalyn Rice-Harris
	Target Completion Date:	06/30/2014
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)

Indicator	I3 - The LEA/School aligns professional development with identified needs based on staff evaluation and student performance. (951)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 04/18/2013	
	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:	Analysis of student data, evaluation of staff needs and individual reflection results in teachers creating Professional Development Plans.	
Plan	Assigned to:	Rosalyn Rice-Harris	
	How it will look when fully met:	1. Create a professional development learning community that fosters a school culture of continuous learning. 2. Promote a culture in which professional collaboration is valued and emphasized. 3. Ensure that school leaders act as instructional leaders, providing regular, detailed feedback to teachers to help them continually grow and improve their professional practice	
	Target Date:	06/30/2014	
	Tasks:		
	1. Schedule a transitional planning session for coaches from the 2012-2013 and the 2013-2014 school year to ensure continuity and effectiveness of coaching.		
	Assigned to:	AIR American Institute for Research	

		Target Completion Date:	07/31/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed:	0 of 1 (0%)

Indicator	I4 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (952)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 04/18/2013	
	Evidence:	Jefferson-Houston teachers have completed Skillful Teacher 1 and returning teachers are currently enrolled in Skillful Teacher 2. This helps all teachers in the building to use a common language and classroom expectations. Our External Lead Partners (American Institute for Research) have created a Corrective Action plan for the implementation of professional development and coaching support based on evaluation and observation data. Needs will be surveyed and reevaluated in response to quarterly and annual data. All professional development will be researched-based, and communicated in a way that includes the alignment with expectations and standards.	

Indicator	I5 - The LEA/School structures professional development to provide adequate time for collaboration and active learning. (953)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 04/18/2013	
	Evidence:	The Jefferson-Houston Leadership team created a Collaborative Learning Team manual prior to the start of the 2012-2013 school year. It outlines expectations, procedures, essential items and the weekly schedule of meetings. Grade level teachers use the practices from the manual to hold daily meetings during their planning periods. Most meetings are facilitated by coaches and/or instructional specialists. Teachers also receive professional development and collaboration time for 90 minutes every Monday afternoon. These sessions are often guided by instructional coaches and specialists in addition to consultants working toward the transformation. Professional development is designed for individuals, groups and whole staff as determined by personal reflection, evaluation and observation data.	

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 8 (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:	Teal Krall	
	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	
	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	
	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	
	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	
	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
	Target Completion Date:		03/31/2013
	Comments:		
	6. 6. Provide AIR math coaching 4 days per month.		
	Assigned to:		AIR American Insitute for Research
	Target Completion Date:		06/28/2013
	Comments:		
	7. Conduct classroom walk throughs to collect evidence of implementation to identify areas of coaching and/or professional development support.		
	Assigned to:		AIR American Insitute for Research
	Target Completion Date:		06/21/2013
	Comments:		(4.8.13) American Institute for Research (AIR) on-site coordinator has completed walk throughs with coaches and administrators (to determine some reliability in evaluating observation data). (4.22.13) AIR on-site coordinator conducts walk throughs independently and makes recommendations to the Principal and the School Leadership Team.
	8. Monitor monthly coaching tracking data with the coaches.		
	Assigned to:		AIR American Insitute for Research
	Target Completion Date:		06/21/2013
	Comments:		(5.8.13) American Institute for Research on-site coordinator meets weekly with coaches and participates in weekly Professional Learning Community (PLC) meetings with teachers and coaches.
Implement	Percent Task Complete:		Tasks completed: 0 of 8 (0%)

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	

Indicator	I8 - The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice. (958)		
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Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 03/21/2013	
	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:	<p>Instructional Leaders act to implement practices proved to work with previously low-performing students even when they require deviations from district policies, for example: extended time was provided in Oct(for staff professional development) and Nov. (for all students), Saturday school began in March for identified students a new reading program (SFA) and the implementation of double dosed reading blocks, I/E time serves as an intervention block to allow for targeted math support, core class blocks have been extended in Reading and Math in all grade levels, we have begun working with an External Lead Partner (AIR) and an Internal Lead Partner has been identified for the school ,allowing the Principal and Assistant Principal to focus on instruction.</p> <p>Instructional Leaders currently use performance data to identify and solve immediate problems and influence immediate action toward the school goals. Instructional Leaders use multiple data sources including student performance data from common formative assessments, division benchmark assessments and of year SOL data to inform instructional decisions. Schedules, student placement and use of resources and strategies are adjusted immediately after analyzing data.</p> <p>Teachers receive feedback weekly, from walk-throughs and observations using a variety of tools. Feedback is given in the form of informal and formal notices regarding individual student, student group and school-wide progress toward identified goals.</p>	
Plan	Assigned to:	Kermit Burks	
	How it will look when fully met:	<p>School Leaders have a multi-tiered approach to provide teachers with regular and timely feedback. Coaches observe instructional practices and monitor strategy and program implementation on a weekly basis, providing feedback and other data to teachers and administrators. Administrators conduct daily informal walkthroughs and observations; and provide teachers with written feedback.</p> <p>When fully implemented, teachers will be aware of their strengths and opportunities for growth in the following areas: instructional practices, management, motivation, curriculum and professionalism. Coaches (with the support of administrators) will support identified teachers in targeted areas with documented goals for improvement.</p>	
	Target Date:	06/30/2014	
	Tasks:		

	1. Administrators (Team of evaluators) will create a schedule for completing informal walkthroughs and observations.
	Assigned to: Kermit Burks
	Target Completion Date: 07/15/2013
	Comments: The Leadership team will be trained on effective scheduling and priorities in personal time management in a school setting using Leveraging Leadership tools as a resource and guide. Administrators will be trained prior to the start of the school year. Other members of the Leadership Team will be trained during the first two weeks of school. All members will create a weekly schedule with dedicated time for job-specific responsibilities.
	2. Administrators will share their walk-through and observation schedules with other administrators on the team to ensure even distribution and coverage of teachers, grades and subject areas.
	Assigned to: Kermit Burks
	Target Completion Date: 09/30/2013
	Comments:
	3. Administrators will identify a system and/or tool for communicating feedback with teachers (and coaches).
	Assigned to: Kermit Burks
	Target Completion Date: 09/30/2013
	Comments: Write n/Stick phone messages have been used in the past. All members need to have a book of carbon copy message forms. The record can be used to compare notes and to share with teachers and coaches in goal setting and growth conversations.
Implement	Percent Task Complete: Tasks completed: 0 of 3 (0%)

Indicator	I9 - The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (959)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/18/2013
	Evidence:	Teachers participate in (and sometimes lead) professional development sessions that include peer observations, modeling and co-teaching in order to build and refine specific skills and knowledge necessary for successful instructional practices and delivery. Based on the observation data, teachers are identified (and often identify themselves) on a continuum to show level of comfort, success or need. Professional development is provided to support academic needs, technology needs, behavior management needs, use of curriculum and other resources and instructional planning and provisioning.

Indicator	I10 - The LEA/School creates a professional learning community that fosters a school culture of continuous learning. (960)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/18/2013

	Evidence:	Time in the schedule has been allotted for ongoing professional development and Collaborative Learning Team planning. A continuous improvement approach is applied to learning in the school. This applies to teacher and student learning, use and implementation of strategies and the analysis of data. The plan-do-study-act practices are applied at every level (students, teachers, school leadership and Division leadership) for the purpose of identifying effective practices as well as practices in need of refining.
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Indicator	I11 - The LEA/School promotes a school culture in which professional collaboration is valued and emphasized. (961)	
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Status	Full Implementation	
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Assessment	Level of Development:	Initial: Full Implementation 10/03/2013
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	Evidence:	<p>A collaborative Culture has been established and maintained at Jefferson-Houston through the efforts of a collaborative and representative team over the past two school years. When the principal and transformation team first came to Jefferson-Houston (J-H), they met a staff where almost 50% of the staff was new to the school. Establishing a collaborative culture was crucial in order to form a school wide team. Teachers and staff worked to draft and approve goals, a mission and vision for the school. To accomplish the work, collaborative structures were created in order to establish quality structures that would survive any staff turnover or changes in leadership. The distributed leadership model served as an example that made staff members aware of the need for Collaborative Learning Teams (CLTs) throughout the school. All staff members received professional development in the value expectations and norms of high-performing teams and the benefits of collaborative learning teams to address school issues such as data, instructional planning, student talk/student support, and any relevant professional development. These practices have survived the start of two more school years and over twenty new teachers. The expectations are shared and agreed upon school wide at the start of each year. Working teams establish their own norms for meetings facilitated by coaches or administrators. Administrators often participate or observe during these meetings, demonstrating the importance of the time spent working on improving our school. For the past 2 years (this being the start of the 3rd), a CLT schedule has been used to protect the collaborative planning time and professional development time necessary for the work required in a school undergoing a transformation. In efforts to continuously improve the processes at work, we (collaboratively) plan-do-study and act all as part of the cycle of implementation. Everyone on staff has an opportunity to contribute and provide feedback throughout the year in all of these CLT meetings/sessions. We refine processes in efforts to make them highly effective and sustainable using teacher and student level data, school wide data, observation data and staff member feedback.</p>
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Transformation Toolkit**Strand J: Increasing Learning Time**

Indicator	J1 - The principal is familiar with research and best practices associated with efforts to increase learning time. (962)
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Status	In Plan / No Tasks Created
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Assessment	Level of Development:	Initial: Limited Development 02/25/2013	
	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:	Research around the benefits of increased learning time were included in the extended day proposal approved by the ACPS school board.	
Plan	Assigned to:	Not yet assigned	

Indicator	J2 - The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners. (963)
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Status	In Plan / No Tasks Created
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Assessment	Level of Development:	Initial: Limited Development 02/25/2013	
	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:	As part of the extended day proposal goals were set to reduce by 15 percent the number of students failing to meet AMOs: "VDOE requires schools to either meet the AMOs in reading and math or reduce by 10 percent the number of students failing to meet the AMOs. If Jefferson-Houston increases the instructional time beginning November 5, the school will set targets of reducing by at least 15 percent the number of student failing to meet the AMO."	
Plan	Assigned to:	Not yet assigned	

Indicator	J3 - The principal creates enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication. (964)
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Status	In Plan / No Tasks Created
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Assessment	Level of Development:	Initial: Limited Development 02/25/2013	
	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:	Multiple parent meetings were held to discuss and provide feedback on the extended day proposal. In addition, the Principal provides regular updates to the Division Level Support Team and just presented her first quarterly update to the School Board at a public meeting on February 7th. In addition, brief update to the public on extended day is provided at the community and community engagement committee meetings regarding the construction of the new school.	
Plan	Assigned to:	Not yet assigned	

Indicator	J4 - The LEA/School has allocated funds to support extended learning time, including innovative partnerships. (965)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 02/25/2013	
	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:	ACPS allocated \$600,000 to cover the cost of extended day for the remainder of the 2012-13 school year.	
Plan	Assigned to:	Not yet assigned	

Indicator	J5 - The LEA assists school leaders in networking with potential partners and in developing partnerships. (966)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 02/25/2013	
	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:	We currently have a partnership with the Campagna Center to provide tutoring to 5th through 8th grade students during the extended day (2:30-4:00) in addition to a club that stresses leadership and career awareness on Monday afternoons. Wright to Read also tutors students identified by the School Support Team on Monday afternoons. Other partnerships provide club opportunities on Monday afternoons while the staff is involved in staff development. These include Tae Kwan Do, tennis, a church based science club, chess, dance and the girl scouts.	
Plan	Assigned to:	Not yet assigned	

Indicator	J6 - The LEA/School creates and sustains partnerships to support extended learning. (967)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 02/25/2013	
	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 21st Century grant with the Campagna Center to support students in grades 5 through 8 for the next three years. The PTA has committed to financing the clubs (Tae Kwan Do, Tennis) that require paid instructors, not volunteers. The Wright to Read program and the other clubs are administered by volunteers and do not require a financial commitment other than transportation that is provided by ACPs.	
Plan	Assigned to:	Not yet assigned	

Indicator	J7 - The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (968)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 02/25/2013	
	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:	Prior to the start of the extended day the staff received daily professional development throughout the month of October to prepare for implementation. On a weekly basis the staff receives professional development to support. The most recent session was provided by our ELP and it covered the first three of the 9 high yield strategies for math instruction.	
Plan	Assigned to:	Teal Krall	
	How it will look when fully met:	Create and maintain a professional development calendar.	
	Target Date:	09/21/2012	
	Tasks:		
		1. Plan for Super Saturday School instructional periods using whole-class, small teacher-directed group activities and computer activities.	
		Assigned to:	Kermit Burks
		Target Completion Date:	02/23/2013

		Comments:	(2.23.2013) Use the instructional block plan from American Institute for Research with all components in planning lessons. Tailor instruction to include standards from the SOL blueprint and those standards not yet mastered by students based on CRT data and Jefferson-Houston sampling assessments.
		2. Transformation team members will use data to identify staff needs and collaborate to secure, plan and/or provision for staff professional development.	
		Assigned to:	Andrea Heckel
		Target Completion Date:	09/06/2013
		Comments:	(9.21.2012) Plan professional development for the month of October. See filing cabinet for PD schedule. (11.8.2012) Extended time began for teachers. Time is being used to plan for use of the extended learning time. (1.30.2013) Corrective Action Plan from the American Institute for Research (AIR) includes professional development components on math content in addition to best use of instructional time.
Implement	Percent Task Complete:		Tasks completed: 0 of 2 (0%)

Indicator	J8 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (969)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 02/25/2013	
	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:	Student progress is monitored on a weekly basis and adjustments are made to instruction throughout the day in addition to the instruction the students receive during the extended day.	
Plan	Assigned to:	Rosalyn Rice-Harris	
	How it will look when fully met:	<p>1. Implement professional development to aid teachers in using extra school time effectively.</p> <p>2. Determine how to restructure the school day so that the students who need the most support are given more instructional opportunities.</p> <p>3. Create a plan for monitoring the progress of the extended learning time initiatives as well as for continuous improvement.</p>	
	Target Date:	07/31/2014	
	Tasks:		
	1. Implement a summer learning program with Tier 3 Reading support.		

		Assigned to:	Rosalyn Rice-Harris
		Target Completion Date:	06/07/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed:	0 of 1 (0%)

Transformation Toolkit

Strand K: Reforming Instruction

Indicator **K1 - The school has established a team structure among teachers with specific duties and time for instructional planning. (970)**

Status **In Plan / No Tasks Created**

Assessment	Level of Development:	Initial: Limited Development 04/24/2013	
	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)

	<p>Describe current level of development:</p>	<p>During the summer of 2012, members of the leadership team (including teachers, coaches, coordinators and administrators) worked to compile resources in order to create a Collaborative Learning Team (CLT) Manual. We have "an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators." ~Rick and Becky DuFour</p> <p>FOCUS ON STUDENT LEARNING-- Clarity of Purpose</p> <p>FOCUS ON COLLABORATION—Building a Collaborative School Culture</p> <p>FOCUS ON RESULTS—Data Analysis Teams answer the following questions as they pertain to the focus of the CLT (Data, Planning Instruction, Curriculum Planning/Mapping, Professional Development and Coaching Meetings) CLT Question #1: What do we want students to learn?</p> <p>CLT Question #2: How will we know if each student has learned it?</p> <p>CLT Question #3: What does the data reveal?</p> <p>CLT Question #4: Based on our collaborative analysis of the data, what can we do to improve/extend student learning?</p> <p>CLT Question #4: Based on our collaborative analysis of the data, what can we do to improve/extend student learning?</p> <p>CLT Question #4: Based on our collaborative analysis of the data, what can we do to improve/extend student learning?</p> <ul style="list-style-type: none"> · Create CLT norms by September 21. Save on Blackboard under CLT tab. (See instructions on Blackboard.) · Collaborate Mondays and Wednesdays for 45 minutes each beginning the week of September 10 through the week of June 10. · An administrator, specialist and/or coach will attend meetings to provide support. · The school improvement coach and/or administrators will attend data meetings on Tuesdays. <p>Teams meet weekly in cycles that allow effective and collaborative planning.</p>
Plan	Assigned to:	Not yet assigned

Indicator	K2 - The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (971)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 04/24/2013	
	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:	The school has a distributed leadership model/alternative governance plan. The School Leadership Team includes staff beyond the administrators. Professional development and coaching support have been given to the building coaches, coordinators, teachers and other identified leaders in the school. External Lead Partners provide feedback on the implementation of the corrective action plan with specific feedback to coaches and the capacity of building leadership.	
Plan	Assigned to:	AIR American Institute for Research	
	How it will look when fully met:	Principal leads and participates actively with the Leadership Team. The principal monitors the work of the Instructional Teams and helps to keep them focused on instructional improvement. (6.28.13)	
	Target Date:	07/31/2014	
	Tasks:		
	2. Implement Success for All (SFA) with fidelity in grades K-5 during the 90 minute AM Literacy block in order to improve the quality of instruction and the to increase student achievement. (6.28.13)		
	Assigned to:	Stacey Kennedy	
	Target Completion Date:	09/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Indicator	K3 - The principal aligns professional development with classroom observations and teacher evaluation criteria. (972)		
Status	Tasks completed: 2 of 5 (40%)		
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. 1. Assess Math Curriculum Guide needs/level of understanding of teachers.		
	Assigned to:	Khethiwe Mdluli	
	Target Completion Date:	01/31/2013	
	Comments:	(1.30.13) Use the data to develop targeted PD sessions for teachers, to develop a deeper understanding of the curriculum guide (2.19.13) 100% of teachers participated in 1/2 day curriculum mapping and planning for the 3rd quarter. (5.1.13) All grade levels (except 5th grade) participate in 1/2 day curriculum mapping and planning for the 4th quarter.	
	Task Completed:	05/03/2013	
	2. 2. Provide targeted Curriculum guide training to identified teachers.		
	Assigned to:	Andrea Heckel	
	Target Completion Date:	03/29/2013	

		Comments:	<p>Increase use of the ACPS Curriculum Guide to align instruction and practice.</p> <p>1.30.13 Coaches, administrators and American Institute for Research (AIR) members have created a plan for implementation of this task.</p> <p>3.6.13 100% of core and intervention teachers met with instructional specialists/coaches to receive targeted curriculum support with a focus on the use of effective instructional strategies as it applied directly to their grade level and subject area. (2 of 2 PD sessions)</p> <p>4.24.13 100% of teachers received PD on embedding mathematics teaching into real-world context "Putting It All In Context"</p> <p>5.22.13 100% of core and intervention teachers received PD on the use of exit slips and warm-ups/do nows.</p>
	3. 3. Provide training on Unit planning by grade level teams for third quarter.		
		Assigned to:	Khethiwe Mdluli
		Target Completion Date:	02/28/2013
		Comments:	<p>Weekly classroom walk through data will be used to monitor implementation of unit plans.</p> <p>(3.29.13) Coaches collecting anecdotal data on implementation of plans.</p>
		Task Completed:	04/12/2013
	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
		Target Completion Date:	02/28/2013
		Comments:	<p>2.12.13 AIR Coach made a site visit to support coaches and teachers in unit planning.</p> <p>2.15.15 AIR Coach made a site visit to support coaches and teachers in unit planning.</p> <p>2.26.13 AIR Coach made a site visit to support coaches and teachers in unit planning.</p>
	6. Provide training on unit planning by grade level teams for third quarter.		
		Assigned to:	Khethiwe Mdluli
		Target Completion Date:	04/30/2013
		Comments:	4.12.13-4.30.13 Staff used half-day planning sessions to map out 4th quarter instruction with the support on the instructional specialists/coaches.
Implement	Percent Task Complete:	Tasks completed: 2 of 5 (40%)	

Indicator	K4 - The principal ensures that teachers align instruction with standards and benchmarks. (974)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 04/24/2013	

	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>All lesson plans are completed using a lesson planning template created by Jefferson-Houston Leadership. The template is aligned with Virginia Standards of Learning and Alexandria City Public Schools' Curriculum Guides. The template requires that teachers show evidence of the following best practices: Marzano's High Yield Strategies, End in Mind Design, Student Engagement and Discourse, Multiple Intelligences and Learning Styles; and Differentiation and Inclusive Practices.</p> <p>Lesson plans are submitted by teachers weekly with collaboration and input from coaches and specialists before being reviewed by members of the School Leadership Team.</p> <p>Walk-throughs and observations are completed by coaches and administrators in addition to Consultants and External Lead Partners to monitor implementation of lesson plans and effective instructional practices.</p>	
Plan	Assigned to:	Not yet assigned	

Indicator	K5 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (975)		
Status	Tasks completed: 5 of 7 (71%)		
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	

		Target Completion Date:	02/28/2013
		Comments:	(2.25.2013) Complete spreadsheets for grades 3-8 and include SMI data as well.
		Task Completed:	02/28/2013
		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
		Target Completion Date:	03/06/2013
		Comments:	(Ongoing) During weekly data meetings, grade levels team collaborate to use a variety of data point to determine student identification in instructional groupings and other interventions.
		Task Completed:	03/05/2013
		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:	Ginja Canton
		Target Completion Date:	03/06/2013
		Comments:	SST meeting updates will be shared. The Tier 2 and Tier 3 intervention data will be used to provide progress updates during SLT meetings.
		Task Completed:	03/05/2013
		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
		Target Completion Date:	03/06/2013
		Comments:	Reports from the Scholastic Assessment Manager (SAM) can be modified to show whole-school, grade level or class data in addition to individual student data. The Growth report and the Intervention Grouping report both show student progress and can be used to update the student data cards for the wall in the collaboration room. (3.6.2013)
		Task Completed:	03/06/2013
		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
		Target Completion Date:	04/30/2013

		Comments:	<p>(1.30.2013) Students are aware of their SMI and SRI scores, if 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>(4.17.2013) Students are aware of their CRT scores, (SMI and SRI scores as well), if they are on target to reach their goal, what the school will do and what the student will do to reach goal.</p> <p>(4.17.2013) A group of parents, ACPS personnel (former Jefferson-Houston staff member), Student Government Officers and the School Leadership team will lead small group conferences to motivate students. A pep rally will also be scheduled for grade levels groups in the media center.</p>
		Task Completed:	04/22/2013
		6. 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
		Target Completion Date:	04/30/2013
		Comments:	<p>(1.30.2013) Students are aware of their SMI and SRI scores, if 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>(4.17.2013) Students are aware of their CRT scores, (SMI and SRI scores as well), if they are on target to reach their goal, what the school will do and what the student will do to reach goal.</p> <p>(4.17.2013) A group of parents, ACPS personnel (former Jefferson-Houston staff member), Student Government Officers and the School Leadership team will lead small group conferences to motivate students. A pep rally will also be scheduled for grade levels groups in the media center.</p>
		7. 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
		Target Completion Date:	04/30/2013

		Comments:	<p>(1.30.2013) Students are aware of their SMI and SRI scores, if 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>(4.17.2013) Students are aware of their CRT scores, (SMI and SRI scores as well), if they are on target to reach their goal, what the school will do and what the student will do to reach goal.</p> <p>(4.17.2013) A group of parents, ACPS personnel (former Jefferson-Houston staff member), Student Government Officers and the School Leadership team will lead small group conferences to motivate students. A pep rally will also be scheduled for grade levels groups in the media center.</p>
Implement	Percent Task Complete:		Tasks completed: 5 of 7 (71%)

Indicator	K6 - All teachers, working in teams, differentiate and align learning activities with state standards. (976)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 04/24/2013	
	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:	All teachers work in collaborative teams to differentiate and align learning activities with state standards during weekly planning sessions (Colaborative Learning Teams), facilitated by coaches and specialists. Differentiation practices and strategies have been identified by Inclusion Specialists (ACPS) and External Lead Partners, the American Institute for Research (AIR). Teachers have begun implementation of the new instructional block design which includes guided small grouping. Teachers have had an additional half day of planning each quarter to collaboratively align and differentiate learning activities in the form of quarterly curriculum mapping and daily lesson planning.	
Plan	Assigned to:	Not yet assigned	

Indicator	K7 - All teachers assess student learning frequently using standards-based classroom assessments. (977)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 04/24/2013	
	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:	Teachers participate in weekly planning sessions and data meetings to create, identify or refine formative assessments for use in monitoring student mastery of objectives and student progress toward meeting objectives and benchmarks.	
Plan	Assigned to:	Not yet assigned	

Indicator	K8 - All teachers, working in teams, prepare standards-aligned lessons. (978)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 04/24/2013	
	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:	All teachers participate in weekly Collaborative Learning Teams (CLTs) with the support for coaches and specialists to create, modify and prepare standards-aligned lessons. Alexandria City Public Schools have designed a standards-based curriculum using an end-in-mind design to construct meaningful learning experiences for students using high yield strategies and other research-based best practices.	
Plan	Assigned to:	Not yet assigned	

Indicator	K9 - All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (979)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 04/17/2013	
	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:	Teachers currently use these methods in all core and intervention settings. Coaching support has been provided to help teachers plan and implement the expectations. Homework completion presents the biggest challenge for our staff and students at this time.	
Plan	Assigned to:	Not yet assigned	

Indicator	K10 - All teachers demonstrate sound homework practices and communication with parents. (980)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 04/24/2013	
	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:	<p>All K-5 students have Reading homework (with an accountability piece returned daily) that asks students to use the authentic texts being used in class to answer vocabulary and comprehension questions in preparation for the next lesson.</p> <p>We continue to work on consistent homework practices throughout our K-8 building to provide our students with opportunities for independent practice. When we solicited input from parents and the community regarding extended learning time for students (90 additional minutes Tuesday-Friday), we were met largely with support and the understanding that we would need the time to close existing learning gaps. Parents asked that the school keep in mind that students are in classrooms until 4pm with the extended day schedule. So, we strive to ensure that homework activities are meaningful and not excessive.</p> <p>Parents receive communication on student progress in the form of informal phone calls, notes, face to face updates, more formal student-led conferences and Individual Achievement Plan meetings (IAP). Other school-related updates are provided in notices sent home, robo-calls, updates to the school website and parent/community information events throughout the school year.</p>	
Plan	Assigned to:	Kermit Burks	
	How it will look when fully met:	The School Leadership Team will implement Wise Ways (980) strategies and practices resulting in a Jefferson-Houston Homework Expectation Policy. The policy will be designed to ensure consistency from teacher to teacher and across grade levels and subjects, contributes to teachers', parents' and students' understanding school's purposes for homework.	
	Target Date:	10/29/2014	
	Tasks:		
	1. Collaborate with a team to create a Jefferson-Houston Homework Policy with clear expectations.		
	Assigned to:	Kermit Burks	
	Target Completion Date:	10/23/2013	
	Comments:	Review feedback from parents and students regarding extended learning and homework.	
	2. Create a communication plan regarding the Jefferson-Houston policy and expectations.		
	Assigned to:	Ginja Canton	

		Target Completion Date:	11/06/2013
		Comments:	Communicate with staff during CLTs. Communicate with PTA president, Campagna Club, 21st Century Club, Boys and Girls Club and Recreation Center to inform all supporting partners of the expectations and opportunities for support.
Implement	Percent Task Complete:	Tasks completed:	0 of 2 (0%)

Indicator	K11 - All teachers employ effective classroom management. (981)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 04/24/2013	
	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:	Jefferson-Houston PK-8 school uses the Positive Behavior Interventions and Supports program/practices to support our learning environment. Staff members have created a goal team to work on this initiative that includes the analysis of discipline data. Goals have been set and tasks assigned to implement strategies and action steps in their plan. The data is shared with the entire staff and next steps are determined. Next steps have included the following: Identification of challenge areas/opportunities for improvement, Professional Development for the entire staff, Identification of teachers for individual coaching support (as it relates to behavior management), Team support provided by the Division's PBIS Coordinator and the coordination of celebrations for students.	
Plan	Assigned to:	Not yet assigned	

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
		Target Completion Date:	06/30/2013
		Comments:	(1/4/2013) Data is submitted by the interventionist every two weeks. The Student Support Team uses this data to evaluate the effectiveness of interventions and to monitor student growth (or lack thereof). (3/21/2013) Individual Achievement Plans continue to be created and monitored using the data provided by the Tier 2&3 Intervention Data Report. (4/19/2013) Intervention/Corrective Instruction plans and calendars have been developed and include targeted student grouping based on the latest available data (SRI, SMI, J-H sampling assessments (Tests for Higher Standards)
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

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
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

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:		
	2. 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	
	Target Completion Date:	06/30/2013	
	Comments:		
	3. 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	
	Target Completion Date:	06/30/2013	
	Comments:		
	4. A process will be created to collect, analyze and report intervention data in two week cycles.		
	Assigned to:	Ginja Canton	
	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
	5. 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
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 4 (25%)	