

Comprehensive Plan Report

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

January 27, 2017

Booker T. Washington Elementary School NCES - 510371001613

Suffolk Public School

Virginia Indistar (Continuous Improvement)

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)

Status **Objective Met** 10/22/2013 10/22/2013

Assess Level of Development: Initial: **Limited Development** 09/20/2013

Objective Met - 10/22/2013 10/22/2013

Index: 1 (Priority Score x Opportunity Score)

Priority Score: 1 (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: books

Plan Assigned to: Caitlin Baer

How it will look when fully met: not in plan

Target Date: 06/06/2013

Tasks:

1. task 1

Assigned to: Caitlin Baer

Added date: 10/22/2013

Target Completion Date: 10/02/2013

Comments:

Task Completed: 10/1/2013 12:00:00 AM

2. task 2

Assigned to: Caitlin Baer

Added date: 10/22/2013

Target Completion Date: 10/01/2013

Comments:

Task Completed: 10/1/2013 12:00:00 AM

Implement	Percent Task Complete:	100%
	Objective Met:	10/22/2013 10/22/2013
	Experience:	10/22/2013 replaced objective with TA03 10/22/2013 removed from plan
	Sustain:	10/22/2013 replaced objective with TA03 10/22/2013 removed from plan
	Evidence:	10/22/2013 replaced objective with TA03 10/22/2013 removed from plan
Indicator	ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)	
Status	Objective Met 10/7/2013	
Assess	Level of Development:	Initial: Limited Development 10/08/2012
		Objective Met - 10/07/2013
	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:	Initial planning stage.
Plan	Assigned to:	Jamilla Ford
	How it will look when fully met:	task
	Target Date:	09/21/2012
	Tasks:	
	1. Closing this indicator.	
	Assigned to:	Meagan Cunningham
	Added date:	10/07/2013
	Target Completion Date:	10/07/2013
	Comments:	awdrewr
	Task Completed:	10/7/2013 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	10/7/2013
	Experience:	10/7/2013 Closing this indicator. New indicators have been selected.
	Sustain:	10/7/2013 Closing this indicator. New indicators have been selected.
	Evidence:	10/7/2013 Closing this indicator. New indicators have been selected.
Indicator	ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)	
Status	Full Implementation	

Assess	Level of Development:	Initial: Full Implementation 12/01/2014
	Evidence:	Teachers are organized into grade-level clusters with fourth and fifth grade specifically organized into subject-area instructional teams.
	Added date:	
School Leadership and Decision Making		
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction		
Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58)	
Status	Objective Met 7/24/2013	
Assess	Level of Development:	Initial: Limited Development 11/14/2012
		Objective Met - 07/24/2013
	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:	Beginning stage of implementation based on recommendation from Academic Review Committee on November 5, 2012.
Plan	Assigned to:	David Reitz
	How it will look when fully met:	Feedback to individual teachers and or grade levels will be evident through delivery of instruction, lesson plans and student data.
	Target Date:	06/14/2013
	Tasks:	
	1. During the weekly Administrative team meeting on Friday afternoons, classroom observations, instructional concerns and strengths will be discussed. Follow up feedback will be scheduled with teachers and or grade levels to address areas of need.	
	Assigned to:	Temesha Dabney
	Added date:	11/14/2012
	Target Completion Date:	06/14/2013
	Comments:	The principal, assistant principal and academic coach met on Friday, September 7,14,21,28 and October 5,12,19 to review instructional concerns and achievements based on classroom observations conducted that week. October 26, 2012- The administrative team met to discuss 3rd and 5th grade 1st nine weeks math assessment data, collection of lesson plans next week, reviewed School Improvement Action Plan Summary from our review on 10/14, uploaded truancy report and discipline report, etc. November 2, 2012--The administrative team met to gather items for the upcoming Academic Review--lesson plan books, data notebooks, classroom walk-throughs, VAAP binders and portfolios. Also discussed and finalized agenda for Staff Development on Tuesday, November 6, 2012. We decided to change the

activities for that day after reviewing teacher lesson plans. We saw the need to focus on "planning" with team members. As of November 5th, 2012, the classroom observations combined between the Principal, Assistant Principal and Academic Coach exceeded 90 plus. 11/14/2012 - After restructuring the observation schedule, the Administrative Team has conducted observations in Kindergarten, 2 First grade, 2 Third grade and 1 Fourth grade class. After the Administrative team observed the class, we collectively discussed areas of strength and weakness. Follow up conversations were scheduled with individual teachers to discuss observation. 11/16/12--The administrative team met with English Lead Teacher, Susan Rawls, to discuss our concerns with reading instruction within the building. Mrs. Rawls will meet with the administrative team November 30, 2012 at 2:00 p.m. to provide suggestions to address these areas of concern. 11/21/12--Rescheduled meeting with Mrs. Rawls for 12/7/12 at 2:00 p.m. Discussed observations from previous week and scheduled observation for following week. Follow-up observation conferences were held with teachers that needed improvement. 12/7/12--Administrative team met with Susan Rawls to discuss guided reading concerns and professional development. Classroom observations revealed that specific reading needs for individual teachers instead of school-wide concerns would be our focus for reading professional development. 1/3/13- Administrative team met and planned staff development for January 23rd and 25th. On January 23rd, guided math professional development will take place and on January 2th, vertical planning will take place. 1/4/13- Principal and Assistant Principal met with Director of Compensatory Programs to review the Quarterly Data Analysis Report, Indicators and Tasks. Indicators and Tasks were created based on recommendations from the Director of Compensatory Programs. 1/24/13- Administrative team met to discuss tutorial program, vertical planning details, and updated Indistar. The team also focused on 2nd nine weeks math benchmark scores and planned a meeting with the third grade team to discuss concerns. 1-29-13- Assistant principal met with the special education staff to discuss instructional needs of the special education population, this included IEP services and 2nd nine weeks benchmark scores. 1-30-13- Administrative team met with third grade team to discuss math instructional concerns and determine a plan of action. 2-8-13- Administrative team met to discuss Indistar updates, finalization of tutorial program, math lab and observation schedules for the following week. 2-22-13--Administrative team met to update tasks in Indistar, schedule Pearson Training, schedule dates for Data Notebook reviews, discuss opening of Math Lab, and classroom observations for following week. Academic coach will train teachers during planning block on February 20-21, 2013. Data notebooks will be checked March 7th and 8th; lesson plans will be checked on February 25, 2013. The Math lab is scheduled to open during the week of March 4th. The administrative team decided to observe 7 classrooms the following week (1st-5th). 3-1-13--Administrative team met to discuss updates to tasks, shared Literacy Review Findings with Academic Coach, scheduled instructional planning dates, and discussed remediation plan for students in grade

			<p>3. Instructional Planning--March 19th--Grade 5 8:30-11:30 and Kindergarten 12:30-3:30; March 20th--Grade 4 8:30--11:30, Grade 2 12:30-3:30; March 21st--Grade 3 8:30--11:30, Grade 1 12:30-3:30. Special education and Title I teachers will also attend planning sessions. A memo will be sent to Ms. Swain requesting permission to secure substitute teachers during planning days. Remediation funds will be for students in grade 3. Four highly qualified substitutes will be obtained to assist students in reading and math. The begin date is tentatively scheduled for March 25th and will continue through May 8th. Remediation will occur during the reading and math blocks. 3-7-13--Administrators met with Susan Rawls, Lisa O'Donnell and Steve Edwards to further discuss the Literacy Review Findings and plan professional development. It was agreed that teachers would add Shared Reading and Read aloud to their current lesson plan. The academic coach will model shared reading and read aloud to teachers. Teachers will be expected to incorporate daily in lessons. The administrative team will monitor during observations. Guided Reading training will be scheduled for select teachers. Title I teachers, Academic Coach and select teachers will facilitate trainings. Foundations training will be planned for K-2 teachers. Faye Goodwin will meet with team on March 8 at 1:30 p.m. 3-19-13--Foundations Training--Faye Goodwin trained nine general and special education teacher assistants. Four kindergarten teachers (one special education) were trained from 3:45 p.m.-4:45 p.m. 3-26-13--Foundations Training--Faye Goodwin trained first grade and special education teachers from 3:45 p.m.--4:45 p.m. 3-27-13--Foundations Training--Faye Goodwin trained second grade and special education teachers from 3:45 p.m.--4:45 p.m. Administrators and the academic coach attended all training sessions. 4-9-13--Principal and Assistant Principal met to discuss upcoming observations and teacher portfolios. 4-12-13--Met to discuss items for AdvancED Team Visit. Discussed and collected items of evidence for each standard. 4-29-13- Admin met on Friday, April 26th and Monday, April 29th to review Literacy Review Action Plan in preparation for Academic Review on April 30th. 5-1-13--Met to discuss the findings of the Academic Review. Scheduled Read Aloud and Shared Reading professional development for K-5 teachers on 5/7 & 5/8 during grade level meetings.</p>
		Task Completed:	7/1/2013 12:00:00 AM
		2. The Administrative team will conduct a minimum of five classroom observations each week to observe teaching and instructional strategies as evidenced by teacher feedback forms and teacher conferences.	
		Assigned to:	Temesha Dabney
		Added date:	01/04/2013
		Target Completion Date:	06/14/2013

		Comments:	1-11-2013 - During the week of January 7-11, 2013, observations were conducted in the following classrooms; third grade (1), fourth grade (2), fifth grade (2). The classroom observation form was completed and feedback was given to teachers post observation. 1-10-2013 the Principal and Assistant Principal met with a Special Education teacher to conduct a post conference on a formal observation. 1-10-13--Lesson plan check--Plans were current and reflected curriculum standards. Guided reading plans contained groups, reading levels and appropriate activities for each group. We did note that overall, we need to see the use of more manipulatives in math and student lead science experiments. 1-30-13 through 2-28-13--Met with teachers in regards to the SMART Goal. Discussed student performance and strategies used in the classroom. Some teachers made revisions to their goal to show tiers. 2-25-13--Principal and Assistant Principal met with a special education teacher to discuss observation. Gave suggestions for improvement and noted areas of strength. 2-28-2013 - Principal and Assistant Principal conducted a pre conference on 2/7/2013 with a new second grade teacher. On 2/13/2013, the formal observation was conducted during the mathematics instruction block. On 2/21/2013, Principal and Assistant Principal conducted the post conference meeting with the second grade teacher. 3-8-13- Admin. team continued to conduct classroom observations. Strengths and weaknesses were discussed. 3-22-13-Admin. team continued to conduct classroom observations. Strengths and weaknesses were discussed. 4-9-13- Principal and Assistant principal met to plan formal observation schedule. 4-17-13- Formal observations have started. Walkthroughs and informal observations have continued.
		Task Completed:	7/1/2013 12:00:00 AM
		3. Feedback is given to teachers using a lesson plan checklist that includes curriculum alignment, differentiated instructional strategies, Bloom's taxonomy and other specific criteria. The feedback is given when conducting school-wide lesson plan checks within a nine weeks period and on classroom observation forms.	
		Assigned to:	Megan Cunningham
		Added date:	01/04/2013
		Target Completion Date:	06/14/2013

		Comments:	<p>10-30-12--Lesson plan check--all subjects were checked and feedback given to teachers. We noted the following: use of more manipulatives in math, more student led science experiments, and add student names and IRL on guided reading plans. 1-11-2013 - On 1-10-2013, the Administrative Team (Principal, Assistant Principal and Academic Coach) collected and reviewed lesson plan binders from 3 grade levels; math lesson plans were reviewed. A lesson plan checklist was completed and feedback was given to each of the teachers whose lessons were checked. The following grade levels had lesson plans checked; Kindergarten (3), Third (3) and Fourth (4). 2-25-13- Lesson plans for grades 1, 5, 2 and Special Ed. were collected and reviewed. Science was the focus of the lesson plan review, with an emphasis on hands on experiments. A lesson plan checklist was completed and feedback was provided to each teacher. 3-8-13- During classroom observations this week, the principal, assistant principal and academic coach reviewed lesson plans and found no concerns. 3-15-13- Third grade math lesson plans were submitted and reviewed in detail. Recommendations were given to the third grade teachers regarding the need for detail in the 'guided practice' and 'independent practice' section of the plan, the increased need for the use of manipulatives and key vocabulary terms need to be included. 4/19/13- The administrative team continues to review third grade lesson plans and meet with the grade level each week to monitor progress and provide suggestions for improvement or compliment strengths as evident through data and observation of instruction. 4/19/13 - Student data for each grade level was reviewed during grade level meetings. Each team shared their plan for the remainder of the school year, specifically addressing how students would be re-mediated on objectives that were not yet mastered as well as the plan for new objectives that have yet to be taught. 4/26/13- Lesson plans will continue to be checked during classroom observation.</p>
		Task Completed:	7/1/2013 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		7/24/2013
	Experience:		7/24/2013 The administrative team (Principal and Assistant Principal) shared the responsible in observing teachers. A calendar was created in which each administrator had the opportunity to observe each teacher numerous times throughout the year. The administrators would conference weekly to discuss strengths and areas needed for improvement from each observation.
	Sustain:		7/24/2013 Continue to monitor instruction and lesson plans through daily checks.
	Evidence:		7/24/2013 Evidence can be found in viewing classroom walk-throughs, observations, meeting minutes, lesson plan checks and feedback given to teachers.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.(72)		
Status	Tasks completed: 9 of 16 (56%)		
Assess	Level of Development:	Initial: Limited Development 09/20/2013	
	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:	task 1	
Plan	Assigned to:	Lori Mounie	
	How it will look when fully met:	Staff development was planned based on areas in need of instructional improvement. Observations and data reflect instructional improvements.	
	Target Date:	06/16/2017	
	Tasks:		
		1. Develop an ongoing formal differentiated Professional Development Plan to include timelines and checkpoints to focus on staff and student needs. (EA6-B)	
		Assigned to:	Lori Mounie
		Added date:	09/17/2015
		Target Completion Date:	06/19/2017

		Comments:	<p>12/2/16 Guided Math The math specialist from Suffolk Administrative Offices and the academic coach from Booker T. Washington ran a professional development presentation on guided math for all new teachers, teachers who do not use guided math and anyone interested in a refresher. This presentation included the philosophy of guided math, having a math rich environment, daily warm-ups, whole class and small group instruction, learning centers, and assessment.</p> <p>11/15/16 FUNdations Training The FUNdations specialist provided training for new classroom teachers, special education teachers, and interested K-2 teachers.</p> <p>11/4/16 Study Island A teacher from Hillpoint came to lead an optional professional development meeting where grade 2-5 teachers took a closer look at Study Island. They learned how to create and assign practice assignments and assessments and how to get reports to monitor student progress.</p> <p>11/1/16 Food for Thought The two Title 1 reading specialists led an optional professional development meeting where they shared ways to create engaging activities to go with nonfiction text.</p> <p>10/18/16 Math Day Conference One teacher from grades 3, 4, and 5 along with the academic coach attended the 20th annual Math Day Conference at William and Mary School of Education. Professionals from the Tidewater Region presented on how to incorporate problem solving into the classroom and how to effectively use hands on activities and manipulatives to enrich mathematical learning.</p> <p>9/1/16 Accountable Talk The academic coach did a one hour presentation in the media center for all staff members. This included what accountable talk is, the three components (community, knowledge, and rigor), what it looks like in the classroom, how to get started, and the teacher's role. A handout and posters were provided. Professional Development Plan posted in Indistar.</p> <p>Areas of Focus: Balanced Literacy • Shared Reading vs. Read Aloud • Independent Reading • Guided Reading • Running Records • FUNdations Math • 10 Frames/Subitizing • Guided Math • Student Engagement General • Alignment • Assessments • WBT</p>
		2. Continue to monitor and give feedback on the implementation (include a learner plan and observations). Include support for assessment development (formative and summative), and other opportunities as related to continuous improvement. (EA6-C)	
		Assigned to:	Lori Mounie
		Added date:	09/17/2015
		Target Completion Date:	06/19/2017

		Comments:	<p>January 2017 Fourth and fifth grade common assessments were turned in to the Literacy Mentor to check for alignment to the standards and proper use of question stems. She worked with the fourth and fifth grade teachers on adjusting the assessments to be better aligned. 10/12/16 Follow-up During weekly grade level collaboration in grades (1-5), the academic coach provided a follow up training on how to create a test session in Power School. Teachers brought laptops and set up their math benchmark test using the options of randomized question or read along. Kindergarten and first grade teachers also shared which literacy learning stations they had tried and discussed the experience. Sept 2015 After classroom walk-throughs, teachers reminded to have a Word Wall posted & learning targets posted Week of Oct. 5th & 12th Title 1 Teachers will follow up with teachers to gauge use of Running Records and overall comfort level. Administration has pulled and performed running records on various students. Nov. 2015 Academic Coach visited classrooms in Early Start up to 3rd Grade to view their mastery of the "Look Quick" task from the Subitizing training. Jan to June 2016 Lesson plans due Friday. Feedback is given on weekly lesson before week taught. Feedback forms emailed to teachers and stored in google drive. 8/30/16 Power School The academic coach, along with the principal and two teachers who had previously attended training, trained all classroom teachers on how to create assessments in Power School. This session started with an overview of the assessment library explaining what the various icons stand for and how to use them. Everyone practiced creating an assessment by naming it (school acronym, last name, subject, grade) adding, removing and sequencing test questions. Teachers were also shown how to adjust the tools available. After submitting and approving the assessment created, teachers then learned how to use and copy for editing assessments already created. There will be a follow up later in the year on how to create test items as this feature will become available for the second semester.</p>
		3. Continue to seek teacher input/involvement in staff development planning, school improvement planning, and other areas related to overall operation of the school. (EA6-E)	
		Assigned to:	Lori Mounie
		Added date:	09/17/2015
		Target Completion Date:	06/19/2017

		Comments:	Sept. 2016 Balanced Literacy Survey All classroom teachers were given a balanced literacy survey to complete. Once returned, data was compiled on who needed help in what areas. This information is being used to plan professional development, some of which will be optional, and peer observations. At preservice week, Teachers were asked what they want more PD on. Asked again At leadership meeting on 9/22/15. Request for running records, subitizing, selecting appropriate level text. 9/23/15 Select teachers who attended AR training during Pre-Service were part of the building wide AR PD training and are the points of contact for questions.. Sept. 28/29, 2015 Title 1 Teachers provided Running Record PD. Teachers were asked to share their experience of running records. 10/21/15 Teachers asked to share their experiences using Ten Marks website during PD, to encourage more teacher buy-into the program. At Jan. Leadership Mtg, Admin asking teachers to brainstorm what PD they want for March 1st. Suggestions will be implemented, if possible.
		4. Solicit assistance from T-TAC and participate in training provided by the TTAC facilitator to enhance co-teaching skills and practice.	
		Assigned to:	Lori Mounie
		Added date:	10/03/2016
		Target Completion Date:	06/16/2017
		Comments:	
		5. Visit an existing regional co-teaching site as arranged by the TTAC facilitator. As a part of the requirements as a developing site for VDOE Co-teaching Initiative selected collaborative teachers will complete online course modules with Dr. Stetson – Co-teaching 101, Differentiation, and Culturally Responsive Instruction and share with collaborative teachers within the school.	
		Assigned to:	Lori Mounie
		Added date:	10/03/2016
		Target Completion Date:	06/16/2017
		Comments:	
		6. Increased support will be given to English teachers in the areas of curriculum and instruction with a focus on the alignment of the taught curriculum. The English Specialist will meet with individual teachers based on identified needs; and work directly with teachers and students on a weekly basis. The English department will provide teachers in grades 3-5 with a weekly pacing guide to include SOLs to be taught, reviewed and assessed. The English Supervisor will conduct joint observations monthly with administration and provide feedback on the taught curriculum using the VDOE observation rubric.	
		Assigned to:	Kim McGrath
		Added date:	10/03/2016
		Target Completion Date:	06/16/2017

		<p>Comments:</p> <p>12/8/16 PALS Quick Checks The English coordinator from Suffolk administrative offices met with all grade K-3 classroom and special education teachers, title 1 specialists and the academic coach to review PALS quick checks. She reviewed the different PALS reports. The following questions were discussed. How did you determine which students needed to be administered a Quick Check? How did you determine which Quick Check(s) to administer to your student(s)? Which reports did you use? Did the student(s) make progress? How do you know? What are your next steps for this student or group of students? Teachers asked for training on how to administer quick checks. 11/18/16 The English coordinator from Suffolk administrative offices met with all grade K-3 teachers during their grade level collaboration meetings. Teachers shared how they are currently using Accelerated Reader and PALS quick checks and data. She clarified and misunderstandings and provided assistance as needed. 11/7/16 Modeled Lesson Last week an English supervisor met with a teacher on a plan of action to discuss how to provide assistance. She then modeled a shared reading lesson on Main Idea. 11/2/16 Writing Objectives English and math supervisors worked with all grade level classroom and special education teachers on writing objectives for lesson plans. Teachers were asked to bring sample objectives they had written in each of these subjects. The group then analyzed them to see that all three components (behavior, criteria, condition) were included. Objectives were revised as needed. Well written sample objectives in each grade level written throughout the day were shared. 10/27/16 The academic coaches of the three focus schools created a second nine weeks weekly pacing guide for English in grades 3-5 to share with the English Coordinator and the teachers. The pacing guide incorporates reading and writing objectives as well as review and assessments. 10/11/16 Vertical Collaboration Meeting The English Supervisors met with all regular ed. and special ed. grade 3-5 teachers, title 1 reading specialists and the academic coach. They modeled a main idea lesson and provided materials including passages, an exit ticket, game boards, and an assessment. 9/14/16 Weekly Pacing Guides The weekly reading and writing pacing guides were shared during grade level collaboration with all teachers in grades 3-5. It was explained that this must be followed as closely to the day as possible. If you are off pace, it needs to be noted in your lesson plans why and should not become a habit. 8/31/16 Alignment of Written, Taught and Tested The literacy specialists from the Suffolk Administrative Offices did a presentation for all classroom teachers, resources teachers, and special education teachers. Participants reviewed the VDOE rubrics for lesson plans and observations to look for similarities and differences. What they took away from it was that the lesson plans are for planning what will be done and the observation is the action of how the curriculum is communicated to the students. Teaching strategies were embedding.</p>
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		7. Increased support will be given to math teachers in the areas of curriculum and instruction with a focus on the alignment of the taught curriculum. The math specialist or supervisor will meet with the academic coach to provide professional development on giving feedback to teachers on the taught curriculum. The specialist will meet with individual teachers based on identified needs and work directly with teachers and students based on the identified needs. The math supervisor will conduct joint observations with administration monthly and provide feedback on the taught curriculum using the VDOE observation rubric.
		Assigned to: Melody Mondell
		Added date: 10/03/2016
		Target Completion Date: 06/16/2017
		<p>Comments:</p> <p>January 2017 The math supervisor from SAO has been helping to unpack standards and get relevant information (misconceptions, vertical alignment/prior knowledge, key vocab., questions stems) to assist in writing lesson plans that align the written, taught and tested. 11/17/16 Mandatory Meeting The math specialist did professional development for all grade 3-5 classroom and special education teachers. She modeled a lesson on fractions. Ideas for use of various manipulatives were shared as well as information on what can be included in an IEP for testing accommodations. Teachers were encouraged to participate. Materials and resources were provided. 10/19/16 Math Specialist Walk-through The math specialist visited a teacher's class, who is on a plan of action, during her math lesson. Feedback was provided. Overall, the students were on task and engaged. The teacher had used benchmark data to drive her lesson. Some suggestions were given to increase rigor and to use the doc cam for modeling purposes. 10/18/16 Math Day Conference One teacher from grades 3, 4, and 5 along with the academic coach attended the 20th annual Math Day Conference at William and Mary School of Education. Professionals from the Tidewater Region presented on how to incorporate problem solving into the classroom and how to effectively use hands on activities and manipulatives to enrich mathematical learning. 10/6/16 Meeting with Math Supervisor The principal and academic coach met with the math supervisor to discuss ways she can be of assistance. The math supervisor will share math warm-ups (mixed review of look-alike questions) created for grades 3-5. She is going to ask the math coach at Elephant's Fork for resources to put into a math binder. She will also assist in creating brain dump sheets that will be built upon each nine weeks to help prepare for benchmarks and SOLs. She will be back next week to begin to observe/work with new teachers and teachers on action plans.</p>
		8. Plan and provide professional development activities related to differentiated instruction and develop a plan for systematic monitoring. (EA6)
		Assigned to: David Reitz
		Added date: 09/15/2015
		Target Completion Date: 06/17/2016
		<p>Comments:</p> <p>Sept. 2015 Administration & Academic Coach developed Professional Development outline for year. Subject to change based on need. September 1, 2015 @ 1:00 to 3:00 PM Crisis Intervention & Prevention with Ms. Williams, Ms. Singleton, & Mr. Watson All Teachers, Resource, & Assistants in</p>

Attendance See Indistar for full notes from presentation September 1, 2015 @ 9:00 – 11:30 AM Guided Reading PD with Lindsey Woodruff, Linda Maya, & Lisa Rath All Teachers, Resource, & Assistants in Attendance See Indistar file cabinet for full notes from presentation September 2, 2015 @ 9:00 to 10:30 AM Graphic Organizers for Improving Mathematical Thinking with Jill Paraska & Barbara Patterson Teachers & Paraprofessionals See Indistar file cabinet for full notes from presentation 9/23/15 English Supervisor, Title 1 Teacher & 2 Teachers – Accelerated Reading Prof. Development for all teachers. How to set goals based on students' reading level. How to track and monitor progress. Teachers encourage to promote Independent Reading and offer rewards to students meeting their goal. Sept. 28 & 29th, 2015 Running Records Training was provided for all teachers. Focus for training was on determining Accuracy Level. Goal is to identify 90-94% Accuracy for Instructional Level. All staff will use Fountas & Pinnell levels A to Z to identify student's guided reading level. Teachers were given different versions of the Running Record sheet and encouraged to choose the form that worked best for them. Training allowed teachers to do a sample running record while Title 1 teacher read aloud. Title 1 teachers will follow up with teachers to gauge comfort with giving a running record. Next Running Record PD will include Fluency. 10/21/15 Math Supervisor provided PD on Ten Marks, an interactive Math website, to all teachers. Notes uploaded in Indistar file cabinet. 10/21/15 Professional Development Specialist provided PD on Subitizing for PreK-2nd Grade Teachers. Notes uploaded in Indistar file cabinet. 10/22/15 Professional Development Specialist will provide PD on Building Fluency for 3rd-5th Grade Teachers. 10/30/15 Professional Development Specialist provided PD on Subitizing for teachers assistants in Grades PreK-2nd 11/4/15 English Specialist provided PD on Formative Assessments to all teachers. 11/10 & 18/15 PALs Quick Check Webinar was viewed by all teachers in grades K to 3, Special Education Teachers, and Title 1. Jan. 6, 2016 Academic Review Findings & Updates to Lesson Plan Template (all teachers and paraprofessionals) Each grade level had an opportunity to review the Lesson Plan Rubric and make suggestions/alterations to the lesson plan template to make it more aligned with the VDOE Rubric. Jan. 8, 2016 Math Benchmark Item Analysis with each grade level (grades 1-5) Jan. 13, 2016 Accelerated Reader & Concrete-Representational-Abstract CRA Model for Math (Grades K-5) What to look for on Diagnostic Report? How to improve At-Risk students. How to incorporate CRA Model in math class. Jan. 20, 2016 Numeracy Part 2 for PreK-3 & Singapore Long Division for 4-5 with Barbara Patterson Jan. 6 - Administration met with all grade levels to discuss Academic Review findings Grade Level meetings will now be called PLC and agendas/minutes will be kept Feb. 17, 2016 Data Reflection PLC. Instructed teachers how to analyze data to answer reflection questions. March 1, 2016 – PD Day Growth Mindset. Strategies for struggling students, behavior in the classroom. Interactive Achievement. 8/31/16 Alignment of Written, Taught and Tested The literacy specialists from the Suffolk Administrative Offices did a presentation for all classroom teachers, resources teachers, and special

			education teachers. Participants reviewed the VDOE rubrics for lesson plans and observations to look for similarities and differences. What they took away from it was that the lesson plans are for planning what will be done and the observation is the action of how the curriculum is communicated to the students. Teaching strategies were embedding. 9/1/16 Accountable Talk The academic coach did a one hour presentation in the media center for all staff members. This included what accountable talk is, the three components (community, knowledge, and rigor), what it looks like in the classroom, how to get started, and the teacher's role. A handout and posters were provided.
		Task Completed:	6/17/2016 12:00:00 AM
		9. Differentiate the professional development for teachers. (EA6-D)	
		Assigned to:	David Reitz
		Added date:	09/17/2015
		Target Completion Date:	06/17/2016
		Comments:	Oct. 2015 Grades ES to 3 will receive Prof. Dev. - Intro to Subitizing by B. Patterson Grades 4-5 will receive Prof. Dev. - Building Fluency by B. Patterson Oct. to Nov. 2015 Follow Up Running Record PD will be provided based on teacher's needs. Jan. 20, 2016 Numeracy Part 2 for teachers PreK-3 & Singapore Long Division for teachers Gr. 4-5 with B. Patterson March 2016 Ms. Carlsen, FUNdations paraprofessional, provided intense instruction with teachers in Grades 2 & 3 on how to finish the year with solid FUNdations instruction
		Task Completed:	6/17/2016 12:00:00 AM
		10. Task 6 – Provide professional development and monitoring of the Whole Brain Strategies for student engagement.	
		Assigned to:	David Reitz
		Added date:	09/17/2015
		Target Completion Date:	06/17/2016
		Comments:	9/02/15 WBT Refresher Course provided for all staff by Kluck & Patterson 5 Rules were copied for all classrooms 9/10/15 Super Improver cards were provided by Academic Coach Use of ScoreBoard is evident in classrooms Weekly WBT reminders are posted in our school newsletter.
		Task Completed:	6/17/2016 12:00:00 AM
		11. Plan and provide professional development activities related to differentiated instruction and develop a plan for systematic monitoring (EA6)	
		Assigned to:	David Reitz
		Added date:	09/22/2014
		Target Completion Date:	06/12/2015
		Comments:	July 2014 Whole Brain Teaching Conference at KFHS with Chris Biffle 8/22/14 Special education collaboration training at KFHS. 8/27-29/14 Self-contained teacher assistant special education training. 8/25/14 Whole Brain in-service at BTW with administration. Teachers refreshed their skills and knowledge on Whole Brain teaching. 8/25/14 Teachers were introduced and given the directive to put up word walls in

classrooms. The Academic Coach gave the presentation on ways to incorporate word walls into the classrooms. 8/26/14 K-2 grade teachers were trained on Foundations by the SPS Foundations trainer. SPED teachers and Assistants were trained as well. 8/28/14 Meaningful student engagement training with Ms. Patterson and Ms. Phillips. The training gave teachers the opportunity to explore teaching in the classroom with guided reading and guided math. The methods were intended for teachers to walk away with ideas for group work in guided reading and math. 9/29/14 Title One staff trained on Foundations. 10/15/14 Professional Development on Edviation for the staff on the professional development activities offered to SPS employees. 10/15/14 Barbara Patterson in-serviced the staff on EDIVATION offerings for Professional Development Jennifer Morris in-serviced the staff on MAP scores and tiering the students according to the scores. Officer Burton (SRO) in-serviced the staff on crisis management techniques. 10/21/14 Grade level meetings on data collection. Staff were informed an Excel sheet would be given at the 10/29/14 meeting on data collection. 11/4/14 Grade Level Meeting - VDOE Lesson Plan Rubric – teachers discussed again how to meet Functional Implementation. Will “self grade” 2 lesson plans using rubric per week. Submit to Dr. Reitz. - SAO Rep discussed Guided Math at grade level meetings. 11/19/14 Grade level meeting – Review VDOE Lesson plan rubric and incorporating behaviors, conditions, & criteria within the lesson plans WBT – revisit rating of students after focusing more on WBT rules. Did overall scores improve with focused attention on WBT techniques? Focus on persistence – teachers watched & discussed a video on setting high expectations for our students and helping them achieve the goals we set for them/they set for themselves. Persistence beats overall intelligence. 11/12/14-Great job today at the data meeting. A few “take-away” items from the data meeting: 1. Student's grades need to match benchmark and other measures of assessment. Example: A student should not have an A in reading and failed the reading benchmark. 2. Guided Reading works if you have your tiered groups working with appropriate leveled texts. 3. Small grouping has a HUGE effect on student performance and engagement. 4. Continue working with AR and Kindergarten 5. The Learning Continuum and PALS results are wonderful tools to help tier students along with differentiated instruction. Lastly, teacher made assessments need to be more rigorous to match SOL and Benchmark testing. Dr. Walsh offered to help develop more rigor in your test.....ASK HER FOR HELP!!!!!!!!!!!!!!

11/12/14 Monthly Meetings with Title 1 Teachers Book Talk on Hattie’s book and “Next Step to Guided Reading” by Jan Richardson Teachers will meet with Title 1 teachers to discuss assigned chapters. How to implement guided reading strategies in their classroom. Dec. 17-18, 2014 – Grade Level Meetings: Discuss implementation of and use of student data notebooks. 7 Steps to Reading (posters & student sheets) Readworks.org (free site for reading passages) WBT video & discussion * See attached BTWES Professional Development Plan 2014-15 Jan. 7-8, 2015 Grade Level Meetings Grades K-3: Review VDOE Lesson plan rubric & our lesson plan template Workshop on Objective writing with Science Supervisor & Math Specialist –

			identifying behaviors, conditions and defining criteria Grades 4-5: Review VDOE Lesson plan rubric & our lesson plan template Review VDOE Assessment rubric Review current summative assessments for alignment with the framework and lesson plan Jan. 14, 2015 Faculty Meeting Title 1 teachers provide PD on Balanced Literacy. First they gave each teacher a balanced literacy survey/assessment to gauge teachers' baseline knowledge. Then they presented a power point presentation on Balanced Literacy focusing on Shared Reading vs. Read Aloud. All teachers were given a Guide to Reading and Writing Instruction. Teachers will follow up at faculty meeting in 2 weeks with a skit/presentation of their own to show understanding of difference between shared reading vs. read aloud. February / March 2015 – Grade Level Meetings: Discuss new lesson plan templates including Bloom's Taxonomy chart Discuss differences of Balanced Literacy plan versus Guided Reading plan Discuss how to use the "Possible Teaching Points for Fluent Guided Reading" from Jan Richardson Discuss & Practice writing Behaviors, Conditions, & Criteria for the Daily Objective Grade Levels will pace out their remaining Reading & Math objectives Discuss Technology Enhanced Items – begin using them more in class March 2015 – Grade Level Meetings: Training on how to read and use the Learning Continuum in MAP to enhance small group instruction Specific directions were given on how to locate the target strand and identify students who need intensive remediation, remediation, and students who can be extended.
		Task Completed:	6/12/2015 12:00:00 AM
		12. Develop an ongoing formal Professional Development Plan to include timelines and checkpoints to focus on staff and student needs. (EA6-B)	
		Assigned to:	David Reitz
		Added date:	02/12/2015
		Target Completion Date:	06/12/2015
		Comments:	2/12/15 Academic Coach take school's current plan and update it using a recommended template from Academic Review Team. * See attached - BTWES 2014-15 Professional Development Plan
		Task Completed:	6/12/2015 12:00:00 AM
		13. Continue to monitor and give feedback on the implementation (include a learner plan and observations). Include support for assessment development (formative and summative), and other opportunities as related to continuous improvement. (EA6-C)	
		Assigned to:	David Reitz
		Added date:	02/12/2015
		Target Completion Date:	06/12/2015

		Comments:	Oct. 2014 SAO Representatives will assess teacher knowledge of using formative assessments. Teachers will be provided with comprehensive list of Formative Assessment techniques to use. Monthly Grade Level Meetings Administration will discuss assessments with teachers - reminding to increase rigor and use of TEI questions. Feb. 2015 Admin begins using walk through tool to monitor the appropriate implementation of shared reading and read aloud in classrooms.
		Task Completed:	6/12/2015 12:00:00 AM
		14. Differentiate the professional development for teachers. (EA6-D)	
		Assigned to:	Julia Limtiaco
		Added date:	02/12/2015
		Target Completion Date:	06/12/2015
		Comments:	Aug 2014 SAO Representatives worked with small groups of teachers to discuss how to implement meaningful math & reading stations. Nov 2014 SAO Reps worked with small groups of teachers to Understand difference & value of using Whole Group, Small Group, & Stations in guided reading & math groups. Jan 2015 Science Supervisor & Math Specialist conducted PD regarding Behaviors/Conditions/Criteria with Grades K-3. And PD regarding assessments with Grades 4-5. Jan 2015 Title 1 Teachers administered a Balanced Literacy Needs Assessment and will follow up with differentiated PD based on teacher responses. Jan. 7-8, 2015 Grade Level Meetings Grades K-3: Review VDOE Lesson plan rubric & our lesson plan template Workshop on Objective writing with Science Supervisor & Math Specialist – identifying behaviors, conditions and defining criteria Grades 4-5: Review VDOE Lesson plan rubric & our lesson plan template Review VDOE Assessment rubric Review current summative assessments for alignment with the framework and lesson plan Feb 2015 Teachers presented skits/presentations to demonstrate proper use/implementation of shared reading vs. read aloud. Range of presentations - skits, Jeopardy game, to interactive March 2015 Title 1 Teacher provided training on Pals Quick Checks that teachers will begin doing monthly.
		Task Completed:	6/12/2015 12:00:00 AM
		15. Continue to seek teacher input/involvement in staff development planning, school improvement planning, and other areas related to overall operation of the school. (EA6-E)	
		Assigned to:	David Reitz
		Added date:	02/12/2015
		Target Completion Date:	06/12/2015
		Comments:	Bi-monthly Peer Visits Leadership Team is encouraged to visit other classrooms bi-monthly and have follow-up discussions on observations. *See Leadership Team Notes One School, One Book BTW will adopt 1 book each month that all classroom teachers will read and do activities with. Books will focus on differences and similarities and how to be more aware and supportive of individuals.
		Task Completed:	6/12/2015 12:00:00 AM

		16. Provide professional development and monitoring of the Whole Brain Strategies for student engagement.	
		Assigned to:	David Reitz
		Added date:	09/22/2014
		Target Completion Date:	06/12/2015
		Comments:	8/25/14 Teachers were given an inservice on Whole Brain teaching by administration and certain faculty members. Sept 2014-June 2015 School-wide: Teachers are required to implement the 5 rules and 4 techniques for whole brain teaching. Sept 2014 A team was created to represent BTW with Whole Brain teaching through webinars. 10/20/14 Mr. Biffle visits BTW and monitors the WBT process. He met with the WBT team and provided advice for next steps. 10/21/14 Grade level meetings- teachers were given the next steps to WBT expectations. A video was watched on WBT and the score board. Teachers ranked their students and developed an average in hopes the average increases as the year progresses. Sept. 2014 to June 2015 During the weekly grade level meetings teachers were provided with more WBT strategies to incorporate into the classroom. Also, teachers were instructed to remember the expectations for the next month. Sept. 2014 to June 2015 Each weekly memo has a dedicated section for Whole Brain Learning. This provides encouragement, ideas and reinforcement for the entire staff.
		Task Completed:	6/12/2015 12:00:00 AM
Implement	Percent Task Complete:		56%

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 10/08/2012	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	Initial planning stage.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Indicator IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)

Status **Objective Met** 7/24/2013

Assess	Level of Development:	Initial: Limited Development 10/08/2012	
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			Objective Met - 07/24/2013
	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:	Initial planning stage.	
Plan	Assigned to:	David Reitz	
	How it will look when fully met:	Lesson plans and small group instruction reflect specific interventions and enrichment based on student learning data.	
	Target Date:	06/13/2014	
	Tasks:		
	1. MAP (Grades 2-5) and PALs (K-1) will be administered three times per year. Data will be analyzed to determine guided math, guided reading, intervention and enrichment groups.		
	Assigned to:	Jennifer Morris	
	Added date:	09/30/2013	
	Target Completion Date:	06/13/2014	
	Frequency:	three times a year	
	Comments:	September 17th- October 3rd- The NWEA Map assessment was administered to grades K-5 in Reading and Math. September 25th- During grade level meetings, the academic coach and 4/5 Title I teacher provided professional development on how to translate a NWEA MAP Lexile reading range into instructional and independent reading levels. Teachers analyzed their class report and determined the instructional reading levels for each student in order to develop guided reading groups and select appropriate text for their students in their guided reading groups. September 16th- October 4th- Grades 1-3 administered the PALS reading inventory to all students. October 14th- Kindergarten teachers began administering the PALS assessment.	
	Task Completed:	10/22/2013 12:00:00 AM	
	2. Benchmark, teacher created assessments, classwork and teacher observations will be used to adjust instruction.		
	Assigned to:	Michelle Howley	
	Added date:	09/30/2013	
	Target Completion Date:	06/13/2014	
	Frequency:	weekly	

		Comments:	September 25, 2013- Teachers analyzed their class report and determined the instructional reading levels for each student in order to develop guided reading groups and select appropriate text for their students in their guided reading groups. The teachers also determined the appropriate independent reading level for each student based on data. The students independent levels are recorded inside their AR folder and provide guidance to the students as select books in the library for independent reading.
		Task Completed:	10/22/2013 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		7/24/2013
	Experience:		7/24/2013 Reviewed and monitored students' performance (grade level & individual teachers) on teacher made assessments and district-wide assessments.
	Sustain:		7/24/2013 Continue to monitor student data from assessments and meet with teachers & grade levels to ensure interventions are occurring and working for Tier 2 and 3 students.
	Evidence:		7/24/2013 Meeting minutes; data notebooks
Classroom Instruction			
Expecting and monitoring sound instruction in a variety of modes			
Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)		
Status	Objective Met 7/24/2013		
Assess	Level of Development:		Initial: Limited Development 10/08/2012
			Objective Met - 07/24/2013
	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:		Initial planning stage.
Plan	Assigned to:		Gwendolyn Williams
	How it will look when fully met:		Each grade level team will collaborate prior to the beginning of the new nine week quarter to analyze lesson plans and assessments to ensure congruence among the written curriculum, the taught curriculum, and the assessed curriculum.
	Target Date:		06/14/2013
Tasks:			
	1. Each grade level will complete a curriculum map that guides instruction prior to the beginning of each nine week quarter.		
	Assigned to:		Steve Smith

		Added date:	10/11/2012
		Target Completion Date:	06/14/2013
		Comments:	<p>K-5 teachers will meet from 1:30-3:30 on November 6th to complete a curriculum map for the 2nd nine weeks instruction. The curriculum map will be submitted to the administrative team by November 7, 2012. Activities should be evidenced in lesson plans and delivered instruction as observed during classroom walk-throughs. 11-14-2012 - On November 6th, teachers completed a math instructional map that focused on the SOL objectives through the 2nd 9 weeks math Midpoint. The instructional map focused on the areas of: Desired Results, Essential Questions, Knowledge and Skills, Assessment Evidence and Learning Plan. Teachers will keep this instructional plan in their lesson plan books to help guide their lesson plan writing. 1-24-2013 - During staff development, teachers were broken up into teams with a representative from grades K-2 and 3-5. Each team focused on two performing categories from each of the four core subjects. A vertical planning template was completed to address key vocabulary, what does the strand look like for each grade level, what Best Practices are used and are there gaps present from grade level to grade level. 2-28-2013 - On 2-1-2013, 1.5 hours were given to grade levels to collaborate on pacing of objectives for the third nine weeks. 3/20/2013 - On March 13, 2013, a request for funding substitute teachers was submitted to cover teachers for instructional planning. On March 20, 2013, approval was given for 3 days of instructional planning during April 8-10, 2013. The following schedule will be followed for the three instructional days; April 8 will have 5th grade in the am and 2nd grade in the pm, April 9th will have 4th grade in the am and 3rd grade in the pm, April 10th will have K in the am and 1st in the pm. The focus of the instructional planning will be on the 4th nine weeks objectives. 4-12-2013 - Instructional planning took place between 4-8 and 4-10-2013. Teachers met for up to 3.5 hours to discuss pacing for the 4th quarter, develop lesson plans, create activities, and review data for remediation groups.</p>
		Task Completed:	6/10/2013 12:00:00 AM
	2. The evidence of curriculum alignment is reflected in lesson delivery, posted SOL objectives, lesson plans and curriculum maps.		
		Assigned to:	Steve Smith
		Added date:	10/11/2012
		Target Completion Date:	06/14/2013

		Comments:	11-16-12--Teacher lesson plan checks on 10-30-12 indicated curriculum alignment. Feedback from reviewed lesson plans regarding details and needed improvement was presented to general and special education teachers on November 6, 2012. From classroom observations, instruction reflected mapping and curriculum framework. 1-11-2013 - On 1-10-2013 lesson plans from grades K, 3, 4 were checked by the Administrative Team. A lesson plan checklist was completed that documented if teachers were developing instructional lessons based on curriculum alignment. 2-28-2013 - On 2-25-2013 lesson plans from 1, 2, 5 and the Special Education department were collected and checked for curriculum alignment, differentiated strategies and remediation. A lesson plan checklist was utilized during the review. 3-22-13- Curriculum alignment has been monitored through classroom observations and walkthroughs. 4-19-13- Curriculum alignment through the monitoring of lesson plans during walkthroughs and observation of classrooms. 4-26-13- Third grade team submits individual lesson plans and remediation plan to admin. team each week.
		Task Completed:	6/10/2013 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		7/24/2013
	Experience:		7/24/2013 Grade levels met three times per year to plan for the upcoming nine weeks.
	Sustain:		7/24/2013 Funds will be needed to secure substitutes to cover classes during the planning dates.
	Evidence:		7/24/2013 Curriculum maps; assessments;
Indicator	IIIA35 - Students are engaged and on task.(144)		
Status	Add a Task Tasks completed: 2 of 2 (100%)		
Assess	Level of Development:	Initial: Limited Development 10/08/2012	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	Initial implementation phase.	
Plan	Assigned to:	David Reitz	
	How it will look when fully met:	The data collected in the observation database will prove as evidence that students are engaged and on task a minimum of 80% of the time.	
	Target Date:	06/13/2014	
	Tasks:		
	1. Teachers will apply meta-cognitive strategies such as making connections, inferring, generating hypotheses, asking and generating questions, determining importance, summarizing, visualizing and synthesizing as evidenced by the data collected during classroom observations and entered in the SURN database.		

		Assigned to:	David Reitz
		Added date:	09/30/2013
		Target Completion Date:	06/13/2014
		Comments:	
		Task Completed:	10/22/2013 12:00:00 AM
	2. Teachers will provide individualized feedback to students in an effort to enrich or remediate the learner. Evidence of individualized feedback to students will be noted during classroom observations and recorded on the 'Student Indicators of Engagement Form'. The data collected will be accessible through the SURN database.		
		Assigned to:	Kerry Patterson
		Added date:	09/30/2013
		Target Completion Date:	06/13/2014
		Frequency:	weekly
		Comments:	
		Task Completed:	10/22/2013 12:00:00 AM
Implement	Percent Task Complete:		100%

Classroom Instruction

Expecting and monitoring sound homework practices and communication with parents

Indicator IIIB06 - All teachers systematically report to parents the student's mastery of specific standards-based objectives.(155)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: No development or Implementation 10/08/2012	
		Will include in plan	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	Initial planning stage.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Stakeholder Engagement

Family and Community Engagement

Indicator VD01 - Programs that engage and support family members are provided.(2799)

Status Tasks completed: 5 of 7 (71%)

Assess	Level of Development:	Initial: Limited Development 10/08/2012	
		Objective Met - 10/24/2012 07/24/2013	

	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:	Currently being implemented.	
Plan	Assigned to:	Lori Mounie	
	How it will look when fully met:	The parent involvement committee surveys parents and community members to determine the needs of our students and families. Events are planned based on the needs evidenced in the survey results.	
	Target Date:	06/19/2017	
Tasks:			
	1. Assist in establishing a PTA and seek input from staff, students, community members, and other stakeholders in developing and implementing processes as well as in making implementation decisions.		
	Assigned to:	Lori Mounie	
	Added date:	10/03/2016	
	Target Completion Date:	06/16/2017	
	Comments:		
	2. Schedule events and provide notice about scheduled workshops/activities through fliers/Peachjar, student stickers, automated phone calls, and post cards regarding reading and cross curricular events. Materials for scheduled events will be purchased with Title 1 involvement funds.		
	Assigned to:	Lori Mounie	
	Added date:	09/17/2015	
	Target Completion Date:	06/19/2017	

		Comments:	<p>1/24/17 Bully Prevention The guidance councilor led a parent engagement workshop on bullying and internet safety. 12/15/16 Garden of Lights The third grade performed led by the music teacher. Every grade level decorated a plot in the garden. Families were able to vote on their favorite and results were used to create a bar graph. Hot chocolate and cookies were provided. Parents were able to choose a gift wrapped book for each child who attends Booker T. Washington. It was suggested that families bring their cameras to take pictures with Santa. 11/15/16 Reading/Math in the Kitchen The two title 1 reading teachers organized a night for families to come learn about how to use math and reading in the kitchen. This evening was themed around sweet potatoes grown in the Booker T. Washington garden. Sweet potatoes and recipe books were provided for all families that attended. Various sweet potato snacks were shared and students completed a variety of activities that involved measurements and reading to complete. 11/1/16 2nd Grade Music Performance The second grade, led by the music teacher, put on an evening performance for families. 10/20/16 Healthy Living An Olympian runner came for the regional kickoff of healthy living sponsored by Subway. The entire school attended the assembly and has been registered. 10/4/16 Open House The principal began by welcoming families and introducing the staff. Title 1 reading specialist did a short presentation. Families then went to visit individual teachers in their classrooms. 9/1/16 Orientation The school was open from 1:30-5:30 for students and parents to visit their classrooms and teachers. This allowed them to familiarize themselves with where their class is located and get to know their teacher a little before the first day of school in order to ensure a smooth start to the school year. 9/30/15 K-2 Book Buddies Presentation @ 5:30PM 10/06/15 Open House / Title 1 & SOL Presentation @ 6:00 PM 10/28/15 Fall Festival & Organizational Tips @ 6:00 PM Dec. 17, 2016 Reading Winter Wonderland @ 5:30 PM Mr. & Mrs. Clause present for photos, Public Library present to sign students up for Library card, Free books given to parents to wrap for Christmas, Read-alouds, Garden of Lights tour hosted by students</p>
		3. The school will seek input from staff, students, community members, and other stakeholders in developing and implementing processes as well as in making decisions. (EA5)	
		Assigned to:	David Reitz
		Added date:	09/17/2015
		Target Completion Date:	06/17/2016

		Comments:	9/30/15 K-2 Book Buddies Presentation @ 5:30PM 10/06/15 Open House / Title 1 & SOL Presentation @ 6:00 PM Ladies of Distinction Mentoring Program (Twice monthly) 4th and 5th Grade girls met on the following dates: October 5th and 19th November 2nd, 16th (4th grade only), 30th (5th grade only) December (Break for holiday... will start back in January) January 11th (4th grade only), (No 5th, due to snow day). Students also received t shirts and bracelets. Foodbank Backpack Program from East End Baptist Church (Twice monthly) October 2nd, 16th November 6th, 20th (5 more added for a total of 65 backpacks) December 4th, 18th January 8th, 15th, 29th and donated 80-8 lb. bags of applesauce to our students and the school. Discipline Assembly- October 16th scheduled Bullying Assembly with Suffolk Sheriff's Dept for our January 8th Discipline Assembly Business Partnership Activities Suffolk LINKS, Inc. Pen Pals with 5th Grade students and students from Africa Partnered with Colgate and scheduled dental clinic on 2/26/16 BASF Meeting on 10/29/15 to get started with You Be the Chemist Challenge with 5th graders and Kids Lab with 4th graders - Mentoring a group of 5th Grade boys -Provided funds for us to purchase Composition Notebooks for our students to have their own Journals. BASF, Subway, Chick-fil-a, Delta Sigma Theta Sorority, Inc., Suffolk Chapter of LINKS, Inc., Woman's Club of Suffolk, Suffolk Fire & Rescue- Station 3 Updated Partnership Plans for 2015-2016 school year Holiday Assistance Program with Salvation Army Collected and turned in completed forms to Salvation Army on 11/6/15 Target Grant received 49 volunteers visited BTW on Martin Luther King, Jr. Day, Jan. 18th, to work in the courtyard and paint our professional development suite. Relationship built and volunteers will return to read books with our students and provide other resources as needed. Target volunteers have returned to BTW to read to our students several times YUCCA Mentor- Mr. Goodman updated his partnership plan and started mentoring 2 Kg and 4 1st Grade students weekly. Suffolk Fire and Rescue- Participated in Lunch Buddies in Jan and Feb with our Kg. students. Woman's Club of Suffolk- Mrs. Bunch volunteers in the Media Center and a 1st Grade classroom on a weekly basis.
		Task Completed:	6/17/2016 12:00:00 AM
	4. Task 3 - The parent involvement committee met and planned events based on the parent/community survey results.		
		Assigned to:	David Reitz
		Added date:	09/17/2015
		Target Completion Date:	06/17/2016
		Comments:	Scheduled Parent Involvement Nights for 2015-16 School Year: September 30, 2015-Book Buddies K-2 Grade Presentation October 28, 2015-Fall Festival-Organizational Tips November 17, 2015-Math Game Night-How to Make Math Fun (postponed) December 16, 2015-Reading Winter Wonderland January 27, 2015-Game Night-Homework Help (postponed) February 24, 2015-Food Lion Night*Pending upon conversation March 23, 2015-Step into the World of Seussville (postponed) April 27, 2015-Book Buddies 3-5 Grade Presentation-SOL Content May 25, 2015-History Night

		Task Completed:	6/17/2016 12:00:00 AM
		5. The school will seek input from staff, students, community members, and other stakeholders in developing and implementing processes as well as in making decisions. (EA 5)	
		Assigned to:	Tawnya Vogel
		Added date:	09/22/2014
		Target Completion Date:	06/12/2015
		Comments:	10/9/14 Open house: parents were given a parent survey assessing needs for upcoming workshops. Oct. 2014 WHRO School Resources / English SOL Correlations WHRO Rep will provide an extensive list of WHRO resources as aligned with English SOLS. Monthly - One School, One Book BTW will adopt 1 book each month that all classroom teachers will read and do activities with. Books will focus on differences and similarities and how to be more aware and supportive of individuals. Some teachers use community volunteers to read books to class. Dec. 2015 BTW collected pet food and other pet supplies and donated them to PAWS of Hertford County. This organization relies solely on donations. Thank you letter was received from organization. Jan 22, 2015 Parents were informed of Family-School-Community Partnerships: The ABC's of Family Engagement Idea Sharing Workshop March 2015 "Read Across America" Several community guest readers visited BTW to read a story in each of the classrooms. March 2015 BTW raised \$2,092.23 for the Suffolk Education Foundation March 26, 2015 Superintendent, City Council & School Board members visited BTW. Some of the compliments given after their tour & classroom visits: 1. Very clean building 2. Students were engaged 3. Importance of Early Start 4. Reading program 5. Teachers are well prepared 6. We love our kids! April 2015 Suffolk Partnership Garden Network continues to build & develop our outstanding garden here at BTW. Students are involved in daily/weekly gardening projects. May 13-14, 2015 Kindergarten Registration & Parent Workshop – Kindergarten Transition held @ BTW
		Task Completed:	6/12/2015 12:00:00 AM
		6. Booker T. Washington's parent involvement committee will schedule events and provide notice about scheduled workshops/activities through fliers, student stickers, automated phone calls, and post cards regarding reading and cross curricular events. Materials for scheduled events will be purchased with Title 1 involvement funds.	
		Assigned to:	Tawnya Vogel
		Added date:	09/22/2014
		Target Completion Date:	06/12/2015

		<p>Comments:</p>	<p>Booker T. Washington Elementary Parental Involvement Activities 2014-15</p> <hr/> <p>October : Open House October 9, 2014 @ 6:00 PM Fall Festival October 17, 2014 @ 5:00-8:00 PM Career Day October 31, 2014 @ 9:35-12:00 Noon</p> <hr/> <p>November: Math Make-n-Take Night Thursday, November 13, 2014 @ 6:00 PM</p> <hr/> <p>December: Choosing Books for Kids/Read Aloud Session Thursday, December 11, 2014 @ 6:00 PM Spaghetti Dinner & Student Holiday Performance</p> <hr/> <p>February: Helping Your Child Get Organized Thursday, February 12, 2015 @ 6:00 PM</p> <hr/> <p>March: Helping Students Shine on the SOL's Thursday. March 12, 2015 @ 6:00 PM</p> <hr/> <p>April: Making History Come Alive! Thursday, April 2, 2015 @ 6:00 PM</p> <hr/> <p>May: Family Game Night Using Math Thursday, May 14, 2015 @ 6:00 PM (date changed)</p> <hr/> <p>Monthly newsletters and phone blasts are sent to the staff and parents about important events happening at BTW. 11/20/14 Math Make and Take Night. Presenters: All grade levels # Participants - Total 73 Parents - 27, Educators - 15, Students - 29, Other - 2 Purpose/Outcome: The teachers provided parents and students with hands-on games to review math concepts. Parents were encouraged to visit multiple grade levels. 12/11/14 Parent Workshop - Choosing books for your child Presenters: P. Phelps, B. Snashall, T. Vogel # Participants: Total 110 Parents - 41, Educators - 20, Students - 47, Other - 2 Purpose/Outcome: - Provided a workshop on choosing books for kids - Provided parents the opportunity to select books for their kids - Provided parents with a list of fiction & nonfiction questions to ask their child - Provided parents with a booklet, "25 Ways to Read to Your Child" March 12, 2015 Parent Workshop – Homework & Organization Presenters: D. Singleton # of Participants: Total = 12 Parents – 5, Educators – 1, Students – 2, Other – 4 Purpose/Outcome: -Provide students with homework kit - Provide parents with tips to help with homework & organization - Provide students with a copy of "Study Strategies for Early School Success" April 28, 2015 Making History Come Alive Presenters: All Grades spread out in building, including the courtyard # of Participants: Total = 240 Parents – 115, Educators – 28, Students – 92, Other – 5 - Note: more people were in attendance, but not everyone signed in. Purpose/Outcome: - To present History SOLs by grade level in an interactive, engaging manner - Remind parents of upcoming SOL tests</p>
		<p>Task Completed:</p>	<p>6/12/2015 12:00:00 AM</p>
		<p>7. The parent involvement committee met and planned events based on the parent/community survey results.</p>	
		<p>Assigned to:</p>	<p>Tawnya Vogel</p>

		Added date:	09/22/2014
		Target Completion Date:	06/12/2015
		Comments:	Oct 2014 Parental Involvement Committee met to discuss activities for the school year based on the survey results from the parents. At the PTA meeting parents were informed of the upcoming monthly activities and each student was given forms outlining all activities.
		Task Completed:	6/12/2015 12:00:00 AM
Implement	Percent Task Complete:		71%
	Objective Met:		10/24/2012 7/24/2013
	Experience:		10/24/2012 Parents were surveyed during student/parent orientation and events were planned based on parents feedback. 7/24/2013 Monthly events were scheduled based on the needs of the students and/or parents.
	Sustain:		10/24/2012 We will carry out the planned events listed under Indicator VDO1. We will continue to send notices about scheduled events through automated phone calls, fliers, postcards, and stickers. 7/24/2013 Continue to get feedback from parents, stakeholders and using the school's data to plan events/activities.
	Evidence:		10/24/2012 Evidence of the planned events and survey data is located in the filing cabinet. 7/24/2013 Program evaluations were given at the end of monthly session. Attendance was also taken.

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: 7 of 12 (58%)		
Assess	Level of Development:	Initial: Limited Development 10/22/2013	
	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:	Limited Development	
Plan	Assigned to:	Lori Mounie	
	How it will look when fully met:	Teachers are trained on how to analyze and use data to select instructional strategies. Systematic evaluations determined whether or not improvement strategies positively affected student achievement.	
	Target Date:	06/16/2017	
	Tasks:		

		1. Establish a data team with members from each grade level and content area that will meet monthly to review data. Develop the expectations, format, and vision for the data team. Set specific Goals - Monitor
	Assigned to:	Lori Mounie
	Added date:	10/03/2016
	Target Completion Date:	06/16/2017
	Comments:	<p>1/25/17 Data Team Meeting Math Benchmark Results Trends: Strength in patterns weakness in addition Inconsistencies: Strength in multiplication facts and weakness in common multiples and factors Third grade grew significantly. They used power school and analyzed the data to create remediation groups. Students were required to show their work for every problem. Trends from Last Year Third grade reading has improved. Fourth grade has improved on their own test and from third to fourth. Fifth grade scores decreased but the students increased from fourth to fifth grade. 11/9/16 Data Team Meeting The principal presented an overview of the first nine weeks benchmark data. The team compared first benchmark results in math and reading to fall 2015. Next, the team discussed factors that influence student performance. Instructional factors include to have high expectations for students, teachers and the school. Teachers need to be trained with professional development, so they know the best way to train students. Look beyond your own SOLs. Ex. Students in kindergarten are counting by 5, so throw in the expectation of multiplying by 5 so it is not new in third grade. There will be half days set up for vertical collaboration. We have different teaching styles, but we need to have a growth mindset. Family and community factors include believing that students CAN do it! We need to focus on what we are doing while they are with us regardless of home situations. The number of teacher and teacher assistant absences was shared. Teachers said they need more training on Power School and to use assessments in Power School so students are comfortable with the questions and process on the computer. A reminder was given that grades should be entered 5 days after an assignment is given. 10/12/16 Data Meeting The Data and Leadership Teams met. A power point of the map results was shared. Overall school performance, BTW is below the norm in all areas except third grade reading. This is a baseline. A power point of spring 2016 SOL data was also shared. The teams looked at patterns in weaknesses. In reading context clues is low across the board. Main idea and cause and effect are areas of difficulty. Some possible easy fixes that can also be taught through other subjects are fact and opinion, table of contents and characteristics of biographies. In math students struggle most with multi-step word problems and elapsed time. Tutoring was discussed. Last year it was 2 days a week before school, 2 teachers per grade level 3-5 and 4 Saturday sessions. We will make a plan as we look at the budget. 9/21/16 Data Meeting The Data Team along with SAO Supervisors and the Data Coordinator met. The meeting started by creating a purpose statement for the team. Looking at data for gaps, increases and decreases in scores. Discuss strategies within the grade</p>

level and vertically. Other data will be looked at such as attendance, referrals, etc. The School Report Card and AMO Data was shared. Accreditation is by the state. BTW is a focus school in English and also did not reach the benchmark in Math and Science. We have applied for partial accreditation. Information was shared with information and definitions of what that means. People from the state are overseeing what is done at BTW and SAO will be in to assist. AMOs (with gap groups) are federal. School accreditation tier report and AMO detailed reports were shared. Administration will be looking for alignment and instruction in the classroom. Vertical conversation was held. Lower grades need to be made aware of weaknesses to lay the groundwork. Work by backward design. Use the progression guides. Whether or not to group by ability and ways to do it were discussed. Objectives are the minimum standards.

2. Disaggregate the school-wide data to focus on individual students, class, grade, and 3-5 combined student achievement. (EA1-A)

Assigned to: Kelly Whitley

Added date: 09/17/2015

Target Completion Date: 06/19/2017

Comments: 1/25/17 Math Benchmark Results Trends: Strength in patterns weakness in addition Inconsistencies: Strength in multiplication facts and weakness in common multiples and factors Third grade grew significantly. They used power school and analyzed the data to create remediation groups. Students were required to show their work for every problem. Trends from Last Year Third grade reading has improved. Fourth grade has improved on their own test and from third to fourth. Fifth grade scores decreased but the students increased from fourth to fifth grade. Discussion - Questions and Ideas Use the Touch Math resources. Mental Math practice Scrap Paper: Required, Brain Dump, Use to Review Use Power School to expose students and to get data for remediation 1/4/17 Leadership Meeting The leadership team provided information to create a plus/delta on the first half of the school year. Plus · Growth in 4th grade reading · Students have embraced the "Box It" strategy · New 5th grade teacher · Early start starting Reading Fun It's in the Bag · First grade has a group of 9 2nd grade readers · Kindergarten is reading library books and keeping a log · Extra planning time · 314 people signed in for Garden of Lights Delta · Motivation for students o Teacher/Student Study Buddy o Blow-up the Benchmarks o Bucket Fillers · Time Management · Vocabulary o Affixes o Hallway Posters 11/9/16 Data Team Meeting The principal presented an overview of the first nine weeks benchmark data. The team compared first benchmark results in math and reading to fall 2015. Next, the team discussed factors that influence student performance. Instructional factors include to have high expectations for students, teachers and the school. Teachers need to be trained with professional development, so they know the best way to train students. Look beyond your own SOLs. Ex. Students in kindergarten are counting by 5, so throw in the expectation of multiplying by 5 so it is not new in third grade. There will be half days set up for vertical collaboration. We have different teaching

styles, but we need to have a growth mindset. Family and community factors include believing that students CAN do it! We need to focus on what we are doing while they are with us regardless of home situations. The number of teacher and teacher assistant absences was shared. Teachers said they need more training on Power School and to use assessments in Power School so students are comfortable with the questions and process on the computer. A reminder was given that grades should be entered 5 days after an assignment is given. 8/31/16 Dive Into Data The principal and assistant principal met with all staff members to review last year's SOL performance and AMO performance for the school and compared them to results of the other schools in Suffolk. It was explained that Booker T. Washington is now a focus school. What that means for this year and incentives to reach those goals were discussed. 9/01/15 Academic Coach presented SOL Data for Grades 3-5 compared to previous year's scores. Highlighted growth in Math and Content. Discussed weakness still in Reading. 9/04/15 Academic Coach provided Grade 4 & 5 teachers their students' SDBQ reports from Spring SOLs. 10/15/15 Data Team will meet to discuss focus for the year. 11/5/15 Data Team will meet to analyze Reading & Math Benchmark tests to determine students who need remediation. Title 1 Teachers, Academic Coach, and SAO Specialists/Supervisors will be used to provide 2 hour remediation sessions with identified students on targeted skills. Interactive Data wall is complete and will be used to identify students needing small group remediation. Please see our Interactive Data Wall in our Professional Development Suite. Dec 2015 Teachers set classroom goals. Students have set personal goals. Grade 3-5 Goals set. Schoolwide goals set. Schoolwide and Grade 3-5 Goals posted in hallway. Classroom goals posted in Professional Development Suite and in classrooms. Jan. 2016 Data Wall being updated per Academic Review request 1/8/16 Administration & Academic Coach reviewed 2nd nine week Math Benchmark data & Item Analysis, identifying skills needing – reteaching or small group remediation Schoolwide and Grades 3-5 Benchmark Data was analyzed and goals set for next administration Classroom goals were established as well (copies posted in PD Room & in classrooms and hallway) All goals will be updated upon 2nd administration Feb-April 2016 Data wall scores & goals are being updated as benchmark tests are completed All Data is maintained in a google drive document and posted on our data wall: PALS – grades K to 3. Reading & Math Benchmark – grades 3 to 5. History Benchmark – grade 4. Science Benchmark – grade 5. AMO data. Fall & Winter MAP data & growth.

3. Develop a process to monitor subgroup data following each administration (PALS and Benchmarks). Incorporate a School-wide Data Notebook to include Reflection pages. (EA1-B)

Assigned to: Lori Mounie

Added date: 09/17/2015

Target Completion Date: 06/19/2017

		Comments:	<p>9/9 to 9/18/15 Title 1 Teachers will assess every child using various assessments: • Letter recognition & TOPA in Kinder. • DSA and running records in 1st to 3rd • DSA and IRI in 4th & 5th • End of year PALS reports are copied and analyzed Sept. 2015 Academic Coach will update the classroom data sheet. Teachers will be required to complete the data sheet each quarter to monitor their students' strengths and weaknesses. Updated MAP Norms. Late Sept. 2015 Academic Coach, Title 1 Teachers, & Classroom teachers will use MAP & PALS data to identify Tier 3 students who will receive Title 1 services. These students will also be recommended for SOS. Sept. to June 2016 -Teachers will administer regular running records for Tier 3 students (2 per month) -PALS quick checks can be used Teachers maintain their own classroom data chart. Data is color coded based on student performance to easily identify Tier 1, 2, 3 students. Schoolwide Data binder is updated regularly. Individual Teacher Data binder is updated regularly. Dec/Jan Teachers are identifying small groups for remediation, during class and during before school tutoring Administration and Title 1 teachers analyze student data regularly with teachers to keep groups flexible and fluid. Data is charted and discussed after every administration of a test. Quick Checks are used to monitor growth of SOS students and marked on lesson plans of who is being evaluated. Quick Checks are being notated on new Guided Reading Lesson Plan template Title 1 Teacher administers IRIs using Fountas & Pinnell every other month. MAP will be administered in February and the results will be analyzed to help create groups. BTW maintains a Schoolwide Data notebook with grade level reports & Teacher Data notebook with individual teacher reports. All reports are housed one binder and all individual data is shared with grade levels and discussed with administration weekly Administration and Academic Coach meets with each grade level to review & analyze each testing administration School-wide AMO charts have been created to identify progress or concerns. February 2016 Teachers processed their data – strengths & weaknesses – and answered data reflection questions both as a grade level and individual classes</p>
		4. Continue to provide training for teachers on the analysis and use of data to select instructional strategies, to include formative assessments. (EA1-C)	
		Assigned to:	Lori Mounie
		Added date:	09/17/2015
		Target Completion Date:	06/19/2017

		<p>Comments:</p>	<p>11/9/16 Grade Level Collaboration During grade level meetings, the academic coach showed teachers how to review data in Power School. If most students chose one answer, you can create a remediation group with the ones who got the incorrect answer. If there were two answers chosen, identify and address the misconception. If the answers are all over, reteach the skill. Grade level data was distributed to compare to individual class data. Title 1 reading teachers worked with classroom teachers to regroup students who will be provided services. Teachers were asked to complete a data reflection sheet to bring back next week, so strategies to address weaknesses can be discussed.</p> <p>8/30/16 Power School The academic coach, along with the principal and two teachers who had previously attended training, trained all classroom teachers on how to create assessments in Power School. This session started with an overview of the assessment library explaining what the various icons stand for and how to use them. Everyone practiced creating an assessment by naming it (school acronym, last name, subject, grade) adding, removing and sequencing test questions. Teachers were also shown how to adjust the tools available. After submitting and approving the assessment created, teachers then learned how to use and copy for editing assessments already created. There will be a follow up later in the year on how to create test items as this feature will become available for the second semester.</p> <p>9/14 to 9/18/15 Title 1 Teachers and Academic Coach will work with teachers to analyze collected data and determine how to group the students for Guided Reading.</p> <p>Sept to June 2015 Title 1 teachers will work closely with classroom teachers to discuss running records and instructional strategies to assist in student growth</p> <p>October 2015 Academic Coach provided each teacher a copy of their benchmark data and areas of weakness were highlighted. Teachers identified skills to reteach and/or remediate in small group based on student performance.</p> <p>1/8/16 Administration & Academic Coach met with each grade level to discuss/analyze Math Item Analysis – what to look for to identify reteaching or small group remediation</p> <p>1/20/16 Academic Coach & Title 1 met with 2nd grade to analyze PALs summary reports to regroup students for Title 1 & FUNdations lab Will also meet with Grades K, 1, & 3 when finished testing Teachers printed MAP reports after Fall administration Students set goals for Winter administration Teachers use learning continuum to identify areas for small group intervention Administration, Academic Coach & Title 1 Teachers review data with teachers regularly, using a color coding system to identify Tier 1, 2 & 3 students Instructional strategies have been provided within the new lesson plan template in order for implementation of the VDOE lesson plan rubric.</p> <p>February 2016 Academic Coach provided training on how to access and to begin to utilize Interactive Achievement. More training on how to use LDS system will be provided.</p> <p>April 2016 Teachers are updating their data spreadsheets in google drive with all current benchmark data and report card grades</p>
		<p>5. Staff and administration will create and maintain Literacy, Math, and Science Binders to include lesson plans, data, reflections, intervention strategies, PALS Quick Checks, running records and other literacy and math data points.</p>	

		Assigned to:	Lori Mounie
		Added date:	10/03/2016
		Target Completion Date:	06/16/2017
		Comments:	10/5/16 Literacy Binders The Title 1 reading specialist met with all classroom teachers to help them get started with their literacy binders. Binders were provided. Binder expectations were distributed which contains a list of required items. Resources such as a book level equivalency chart and stages of literacy development were also shared. AR diagnostic reports should be printed, reflected on, and kept in the binder as well. Binders will be brought to grade level collaboration each week.
	6. Review data to determine appropriateness of instructional intervention of students' instructional needs. Systematically evaluate the degree to which improvement strategies are positively affecting student achievement. (EA1-D)		
		Assigned to:	David Reitz
		Added date:	09/17/2015
		Target Completion Date:	06/17/2016
		Comments:	Sept to June 2016 MAP, PALS, and Benchmark assessments will be monitored to identify Tier 3 students. Teachers will complete the student data sheet regularly. Sept to June 2016 -Academic Coach & Title 1 teachers will work with Classroom teachers to identify needs of Tier 3 students and closely monitor growth November 2015 Academic Coach met with each teacher in Grades 3-5 to determine the students needing remediation/tutoring. Before School Tutoring began on December 1, 2015 and will end on April 27, 2016. January 2016 Teachers analyzed Math Benchmark & PALS data to identify areas of weakness for instructional focus Teachers have been referring struggling students to SOS as needed and all retention students have an SOS and most of them have been revisited to see if interventions have been working. Teachers will identify which students are not meeting promotion criteria by Feb. 4 Teachers submit updated data spreadsheet quarterly Teachers are increasing level of student engagement & use of manipulatives to increase student achievement Before school and in-house tutoring has begun and students are identified for tutoring based off PALS, Benchmark, MAP, and classroom data. Teachers continue to teach using small group instruction as often as possible. Focus is on student weaknesses based on formal and informal assessments.
		Task Completed:	6/17/2016 12:00:00 AM
	7. Teachers will review data to determine appropriateness of instructional intervention for students' instructional needs. (EA1)		
		Assigned to:	David Reitz
		Added date:	09/17/2015
		Target Completion Date:	06/17/2016
		Comments:	9/14/15 Academic Coach met with Title 1 Teacher & 1st Grade Teachers to review and analyze the results of their DSA test and running records. Reading groups were established. 9/15/15 Academic Coach met with Title 1 Teacher & 2nd Grade Teachers to review and analyze the

results of their DSA test and EoY Instructional Reading levels. Reading groups were established. Sept. 21 to 30 Academic Coach & Title 1 teachers monitoring and assisting with PALs administration, Grades 1-3 Week of Sept. 28th Administration & Academic Coach worked with teachers to analyze and understand MAP & PALs data and to reform groups as needed Sept – Oct. 2015 Administration & Academic Coach met with Title 1 teachers and Grade 1 & 2 teachers to establish re-analyze PALs instructional reading levels to identify Tier 3, Title 1 students across the grade level. Also helped create guided reading groups and set schedules. In Grade 1, Tier 2/3 students were identified to receive Book Buddies services twice weekly. Academic Coach met with Title 1 teacher to analyze Grades 4-5 IRI data to establish Tier 3, Title 1 students. Title 1 teachers followed up with teachers on groups and time schedules. 10/21/15 Reviewed SPBQ data for current 4th & 5th grade students with English Specialist & Title 1 Teachers Interactive Data Wall for 3rd to 5th grade completed. Front of each pocket chart indicates the overall pass rate for the grade level for each individual SOL. Inside the pockets, each child has a card with his/her pass rate indicated. Color coding – Blue = 90 to 100% (Enrich), Green = 70 to 89% (on-level), Yellow = 60 to 69% (Small / Flex Group), Red = 0 to 59% (Intense remediation) Still in process – Interactive Data Wall for Kindergarten to 2nd Grade to track PALs data. Jan. 2016 – Data Wall is being updated per Academic Review request Data Team Meeting Dates: Oct. 15, Nov. 5, Jan. 7, Feb. 18, April 7 Members from each grade level are represented on the data team Data Team Goal is to monitor data and analyze /identify strengths & weaknesses Administration and Academic Coach reviews all Benchmark Data SOLO reports with teachers to identify areas of weakness & students who need remediation, including item analysis report The administrative team and academic coach will visit Elephant's Fork Elementary School, Nansemond Parkway and Hillpoint to see and discuss data collection and literacy binders before January 31, 2016. Those visits have already been scheduled. Nov. 10: Academic Coach & Title 1 Teacher worked with teachers to enter AR Goals AR Recognition Chart posted in main hall honors students who met with 4 week & 9 week goal Jan. 13-14: Academic Coach provided PLC/PD on how to analyze Diagnostic Reports. Grade Levels will meet with administration and AC weekly beginning Jan. 19th to review current Diagnostic Report and identify at-risk students. A weekly schedule has been created to discuss those reports. Administration will report and document the % of at -risk rate being lowered in each class. Feb. 2016 Teachers analyzed student benchmark data and report card grades to identify possible Retention students Teachers completed retention forms and parent letters to send home with report cards Possible Retention spreadsheet was started 2-17-16 Data Reflection PLC Meeting – Admin, Academic Coach, and all teachers Teachers analyzed & identified strengths and weaknesses of grade level and strategies to improve weaknesses March 2016 Grades 1 to 5 Teachers were instructed how to use/find data in Interactive Achievement on Math Benchmark #3 April 7th Data Meeting moved to April 21st to allow time to finish benchmark testing April 2016 Teachers are learning how to get into IA to analyze

			their benchmark data
		Task Completed:	6/17/2016 12:00:00 AM
		8. Teachers will review data to determine appropriateness of instructional intervention for students' instructional needs. (EA 1)	
		Assigned to:	Gwendolyn Williams
		Added date:	09/22/2014
		Target Completion Date:	06/12/2015
		Comments:	<p>8/25/14 Teachers and staff were given the SOL data results and were asked to analyze the data and report out the findings. The academic coach presented the data to the staff and each grade level had to develop a plan of action for the 14/15 SY tackling the top academic challenges for this SY.</p> <p>9/17/14 Grade levels met with administration to discuss grade level MAP, PALs and SOL data. Teachers were given help from the Title One teachers in regard to tiering students. 9/25/14 Mrs. Williams, assistant principal, created and notified the new data team members with a meeting forthcoming. 10/6/14 Data Team Meeting – Monday, October 6, 2014 @ 8:30 am In Attendance – Dr. Reitz, Ms. Williams, Gillen (SpEd K-2), Snashall (Title 1), Watson (PreK), Abdulbaaqee (4-5), Polston (SpEd 3-5), Stansick (2-3), Limtiaco (K-1) Our Job – collect data from respective grade levels & analyze it Our Goal – increase involvement of staff members in understanding data to find more strategies & interventions to focus on areas of weakness Data – PALs, MAP Reading, MAP Math, Math Benchmark, History Benchmark, Science Benchmark • Dissect PALs data further to get a full picture of child • We want the staff to interact with the numbers/data • Focusing on – vertical impacts / student engagement • Increase use of Formative Assessments within classrooms & during our presentations • Use explicit teaching model • Promote students graphing their own data / setting goals • Create a spreadsheet to collect all data Next meeting – Oct. 20th @ 8:30 to 9:30 am Be ready to present data on Nov. 4th to staff (plan on 1 hour) 9/30/14 Leadership Meeting @ BTW – 9/30/14 In Attendance: Dr. Reitz, Watson, Vogel, Kluck, Jackson, Litt, Limtiaco, Morris, Smith, Williams Absent: Perry, Owings Leadership Book Talk • “Visible Learning and the Science of How We Learn” – by John Hattie & Gregory Yates • 3 Chapters – 27, 8, 13 • Purpose & meaning of a smile! Peer Visits • Started at the end of last year • Leadership Team will do at least 2 peer visits (in Leadership Team classroom) before next month’s meeting • Short visit – walk in, visit, look for teaching techniques • Non-threatening – do not write anything down, but do talk afterward • Not evaluative • Come back to next meeting ready to discuss our general observations, not to be critical Whole Brain • Seems to be in every classroom – Rules & 4 techniques • Discipline is down drastically from last year ☐ • Working in Pre-K, buses & Resource • Keep it up – it is helping! Dr. Reitz – Leadership Academy at William & Mary • Dr. Smith is coming to visit in October (9:00 a.m. to 12:00 p.m.) • She’s looking for student engagement PTA Meeting – Oct. 9th – All staff required to attend Safety – Parents entering & exiting the door at end of 4th grade hall AR Reading – Wish List... • use Title 1 budget • ask staff for loaner books Time Sheet for</p>

Meetings 10/28/14 Leadership Team Meeting October 28, 2014 In Attendance: Dr. Reitz, Ms. Owings, Ms. Kluck, Ms. Vogel, Ms. Singleton, Ms. Jackson, Ms. Limtiaco, Ms. Litt, Ms. B. Patterson, Ms. Morris - Parent Newsletter is going home today for November -Suggestion – use a calendar format for newsletters in the future - Dr. Reitz will be presenting in front of the School Board on November 13th after our PTA meeting - Staff is encouraged to attend wearing BTW shirts - WBT – practice rules 5x a day, make it fun, use different voices, get kids involved - Dr. Reitz will praise someone he’s seen doing a great job with WBT - Staff Meeting on Oct. 29th - B. Patterson will formally assess guided math so she can better help us - Data Team will present the new data sheet - Ms. Morris will present MAP reports again - Ms. Patterson will present One Book for November - Ms. Morris will train Mr. Owings on TAC so he can train other resource teachers to enter their grades for report cards - Report Card grades are due in by Friday, Nov. 7th @ noon - From Ms. Vogel – something to think about – creating individual data sheets per student to share with parents - She will share a Home School Compact for us to look over – this is a contract between teachers, parents, & students – getting everyone involved - Friday, Oct. 31st is Career Day during resource time - Canned Food Drive started Oct. 1, will run through Nov – more info coming from Singleton - Chrome Books – Dr. Reitz will contact John Littleton to have apps added Read Ch. 27 by Nov. 18th – be ready to discuss at our next meeting 11/12/14 DATA Team Presentation 1st 9 Week Collective Data by Grade Level WBT – - Class, Data, Class... Yes, Data, Yes - Silent Mirrors... - Teachers will copy gestures while “teacher” speaks & gestures these sentences... Data is VERY important! Data will make my classroom stronger! Data will make me a better teacher! I will not fear data! I will LOVE data! - Tell your neighbor... “We can do this!” Talking points – - Data sheet should be user friendly & easy to read/understand. - Do not use PALS score, use the IRL (reading level). - Include the range of books for Lexile, AR, and/or Guided Reading – don’t just write a single number. One More Thought on Guided Reading & Math Groups: QUESTION: How do you know when it is time to adjust Guided Reading groups? Will the spreadsheet “automatically” indicate this? - ANSWER: No, it will not be automatic - Teacher has to consider DSA, PALS IRL, MAP RIT & Lexile, and daily running records/anecdotal notes - Analyze Data every 9 weeks to adjust groupings SMALL GROUP – INTERACTIVE SESSION - Present each grade level’s collective data sheets to staff. - 1 sheet for Reading - 1 sheet for Math / Science / Social Studies - Distribute copies to small groups. - Small groups will include 1 teacher from that grade level and a mix of other grade levels and specialists. - Groups will find & discuss 2 weaknesses they see from data. - Offer real use suggestions that can help grade level improve on weaknesses. - What can that teacher / those teachers try/do right now to help their students? - What resources can you offer to help that particular grade level? - Groups will find 1-2 strengths they see from data. - Offer praise to grade level for a job well done. - How can Resource teachers promote SOLs in their classes? 12/10/14 Faculty Meeting Academic Review Visit: Data Team to do list: Create a school wide data notebook to

			include reflection pages Subgroup data Grades 3-5 comparison Accreditation is the number we must reach... Reach accreditation & we reach AMOs Compare MAP with benchmarks Compare MAP 2013 – 2014 Jan 23, 2015 Vertical Planning Meeting • Grades ES/K/1 met to discuss 1st Grade Reading & Math Benchmark data; they reviewed the actual tests together and looked for similarities and differences and how to provide support for each other. • Grades 2/3 met to discuss 2nd & 3rd Grade Reading & Math Benchmark data; they reviewed the actual tests together and looked for similarities and differences and how to provide support for each other. • Grades 4/5 met to discuss 4th & 5th Grade Reading & Math Benchmark data; they reviewed the actual tests together and looked for similarities and differences and how to provide support for each other. • Reflection sheets available in School-wide Data Notebook March/April 2015 Academic Coach met with each grade level (3-5) to analyze data from Mock SOL tests given, Reading and Math. Small groups were created based on student needs. Title 1 and classroom teachers are being used to remediate bubble students to prepare for SOLS. March to June 2015 Teachers are required to update the Data Spreadsheet with appropriate testing data and re-evaluate their small groups.
		Task Completed:	6/12/2015 12:00:00 AM
		9. Disaggregate the school-wide data to focus on individual students, class, grade, and 3-5 combined student achievement. (EA1-A)	
		Assigned to:	Julia Limtiaco
		Added date:	02/12/2015
		Target Completion Date:	06/12/2015
		Comments:	Nov 2014/Jan 2015 Analyzing and Interpreting Data Data Team will prepare & present ARM & SOLO data for teachers to analyze. Teachers will analyze & discuss strengths & weaknesses as well as strategies to improve weaknesses. Feb 2015 Academic Coach created excel spreadsheets to include benchmark test scores for 1st and 2nd benchmark tests in Reading, Math, and Science - Grades 3 to 5. Teachers are tasked with identify and analyzing the strengths and weaknesses based on skills tested. Teachers will report their findings at the Grade Level meetings on Feb. 18th. Academic Coach created excel spreadsheets to include AMO data broken down for 3rd to 5th grades, including White, Gap 1, Gap 2, and SPED. Teachers are tasked with identify strategies to target Gap groups to increase overall achievement. Teachers will share their strategies at the Grade Level meetings on Feb. 18th. Feb. 2015 to May 2015 3rd to 5th graders will begin before school tutoring two days a week. About 30 students were selected to participate in tutoring for 12 weeks. March to June 2015 Resource teachers and assistants also being used in extended day remediation plans. March 2015 to June 2015 Teachers were trained and monitored by Title 1 Teachers on how to perform the PALs Quick Checks.
		Task Completed:	6/12/2015 12:00:00 AM
		10. Develop a process to monitor subgroup data following each administration (PALs and Benchmarks). Incorporate a School-wide Data Notebook to include Reflection pages. (EA1-B)	

		Assigned to:	Julia Limtiaco
		Added date:	02/12/2015
		Target Completion Date:	06/12/2015
		Comments:	Feb 2015 New Academic Coach will begin creating a School-wide Data notebook to include PALs, Benchmarks, and MAP. Data Excel Spreadsheet combine all testing data and 9week grades and will be printed out for each teacher.
		Task Completed:	6/12/2015 12:00:00 AM
	11. Continue to provide training for teachers on the analysis and use of data to select instructional strategies. (EA1-C)		
		Assigned to:	David Reitz
		Added date:	02/12/2015
		Target Completion Date:	06/12/2015
		Comments:	Feb 2015 Academic Coach will create and share excel spreadsheets and summary sheets along with the guidance of analysis documents for teachers to analyze the data for strengths, weaknesses, and identify effective strategies. Feb 2015 MAP Reports (Learning Continuum) Academic Coach will help grade levels create a crosswalk between Pacing Guide & Learning Continuum @ grade level meetings.
		Task Completed:	6/12/2015 12:00:00 AM
	12. Review data to determine appropriateness of instructional intervention of students' instructional needs. Systematically evaluate the degree to which improvement strategies are positively affecting student achievement. (EA1-D)		
		Assigned to:	David Reitz
		Added date:	02/12/2015
		Target Completion Date:	06/12/2015
		Comments:	Nov to June 2015 Academic Coach created a data spreadsheet for all teachers to enter test scores and grades into. Data spreadsheet is updated after each testing session and each 9week grades. The data sheet is color coded to identify Tier 1 students needing enrichment, Tier 2 students who are at grade level or only slightly below, and Tier 3 students who need remediation. Teachers can gauge student growth by comparing the scores which appear side by side and in color. Teachers use this data to change their guided reading groups and adjust their teaching strategies.
		Task Completed:	6/12/2015 12:00:00 AM
Implement	Percent Task Complete:		58%
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: 2 of 9 (22%)		
Assess	Level of Development:	Initial: Limited Development 10/22/2013	
	Index:	2	(Priority Score x Opportunity Score)

	Priority Score:	1	(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:	limited development	
Plan	Assigned to:	Lori Mounie	
	How it will look when fully met:	<p>Demonstration of Alignment to the Standards of Learning and Curriculum Framework Essential Knowledge and Skills in both content and cognitive level (evidence of standard unpacked) is evident. Plans are linked to the unit or curriculum big ideas (Essential Questions, Enduring Understandings, and Themes). Objectives are outlined (including the behaviors the students will exhibit to show learning and conditions under which the students will exhibit those behaviors). The criteria used to determine whether the learners have met the objective is outlined. (Alignment with/of Standards, Big Ideas, and Objectives (Lesson Plans). Effective Tier I instruction meets the needs of students. Enrichment and acceleration opportunities are provided to students. Students are provided with meaningful opportunities to develop or enhance knowledge and skills with specific connections to state standards (Curriculum Framework, Essential Knowledge and Skills, Big Ideas, and/or Objectives). Higher level thinking is incorporated. Misconceptions and gaps in prior learning are addressed. A variety of effective instructional strategies and resources are used. Student learning data is used to differentiate instruction in order to meet student needs. All teachers demonstrate an accurate knowledge of the subject and skills relevant to the subject area taught. (Quality of Student Learning Experiences (Lesson Observation).</p>	
	Target Date:	06/19/2017	
	Tasks:		
		1. Develop a lesson plan template and create co-teaching lesson plans.	
		Assigned to:	Lori Mounie
		Added date:	10/03/2016
		Target Completion Date:	06/16/2017

		Comments:	<p>Jan. 2017 Standards Unpacked Specialists, coaches and supervisors are assisting teachers with writing lesson plans by unpacking the standard. They are providing vertical alignment/prior knowledge by including objectives that are taught in previous grades that are needed in order to be successful on the standard. Common misconceptions, key vocabulary and question stems are also being included. Teachers will use this information to ensure they are writing an effective lesson plan that is completely aligned to state standards. 10/12/16 Leadership Meeting It was decided by the leadership and data teams that feedback of lesson plans will go to the entire grade level since they are sharing plans. The principal reminded teachers to make sure they are spending time providing quality instruction, not just a quick introduction and on to an individual activity. 8/14/16 Leadership Meeting Lesson plans will continue to be discussed in grade level meetings. Ideas were brought up about creating plans to share across the city as long as you are adjusting them to meet the needs of your students and writing the top half once and highlighting what will be done each day. The biggest concern was about the amount of paper that would be used to print lessons each week.</p>
		2. Teachers will be required to submit individual lesson plans. Plans will be monitored and feedback given prior to instruction using the VDOE rubric.	
		Assigned to:	Lori Mounie
		Added date:	10/03/2016
		Target Completion Date:	06/16/2017
		Comments:	<p>11/12/16 Lesson Plan Checks Kindergarten Shared Reading: Your lesson plans are completely aligned and you did a great job writing the objective to include all three components. It's good to see you are building your level of Bloom's throughout the week and taking the students beyond what is required. Second Grade Shared Reading: You are bringing the students to the necessary level, just remember to check off the highest level of Bloom's for each day's lesson. Under teacher notes, list any possible misconceptions the students may have such as the difference between a guess and a prediction. You can write in notes hear as you teach the lesson and see what the students have difficulty with. Your lesson is good, however you are basically doing the same activity each day. Is there another way you can expose students to this objective? Third Grade Shared Reading: The pacing guide has 3.10g (abbreviations) listed for this week, but you have 3.4b in your lesson plans. You are working on author's purpose but have determining the lesson or morale under your big idea. You have done a nice job including these two components into your objective each day. Your objectives for Monday and Friday are well written. Make sure you have a measurable way to assess included each day. It's good to see you are bringing the students beyond the necessary level. Don't forget to mark this on your lesson plan. Instead of calling on one student at a time, have you thought about a way you can hold everyone accountable and informally assess all students such as using dry erase boards or holding up fingers? Walker Shared Reading: You do a nice job of using a variety of instructional strategies such as notetaking, charades, power point, and task cards. In the</p>

teacher notes section, write any possible misconceptions the students may have with this objective such as historical fiction being to entertain not inform. You can also make notation here as you teach and see what the students are having difficulty with.

Abdulbaaqee Shared Reading: I only see a lesson plan for Monday, so I can't comment on how you are connecting your lessons for the week. I can take another look once you upload the rest of your plans. You have quite a bit listed in your closure. You may want to think about making this simply a brief overview of key points. You have many good ideas on ways to teach this objective. You may want to spread them out over the week. It seems you are trying to squeeze more into one day than time will allow. I see where you say you will address possible misconceptions. It may be helpful to think about what those may be beforehand in order to prevent confusion. For example, historical fiction can be difficult because you can learn new information but the purpose is to entertain. You are doing a good job of incorporating a variety of strategies such as power point, graphic organizers, think-pair-share, and exit tickets.

Hawk Shared Reading: I can see that you are working on improving how your objectives are written. They are still not all completely clear. For example, if the students are revising figurative language used, isn't there more than one way to do that? How are you going to measure 80% accuracy? You are actually having students work to a higher level than you have listed in your plan. If they are writing their own adjectives, that is beyond identifying. On Tuesday you have written to recall the 8 types of figurative language learned yesterday, but I do not see where in your Monday plan you are learning the 8 types. You may want to spread out the types of figurative language throughout the week. Learning 8 in one day may be overwhelming.

10/23/16 Lesson Plan Checks The academic coach checked reading lesson plans for all grade levels. Feedback was put onto the new form which is aligned with the VDOE lesson plan rubric. This was sent to everyone on the gradelevel.

10/12/16 Leadership Meeting It was decided by the leadership and data teams that feedback of lesson plans will go to the entire grade level since they are sharing plans. The principal reminded teachers to make sure they are spending time providing quality instruction, not just a quick introduction and on to an individual activity.

10/9/16 Harris Social Studies Thank you for uploading your lesson plans! After reviewing your social studies plans, I have some feedback for each section that I'm hoping you will find helpful. Let me know if you would like to discuss this further. I am happy to help!

Unpacked Standard Number the standard K.8. I'm not sure if the entire standard (a-g) is being taught and practiced in this lesson plan. According to the pacing guide, you have about three weeks to work on this standard. So, only list (or highlight) the parts that will be taught on each given day.

Essential Understandings/Big Idea You put essential questions instead of essential understandings. They are right next to each other on the curriculum framework. Bloom's Make sure you check off the highest level of Bloom's Taxonomy in each day's lesson.

Objective Your objective needs to include three parts; condition (given a ____), behavior (students will draw 3 pictures), criteria (at least 2 out of three showing examples

of good citizenship). Materials Since you are sharing your lesson plans with your grade level, everyone can certainly pick which books they would like to use. But, for your own plan, use should include the specific materials you have chosen. Resources You have shared some good resources for engagement or review. Where are you planning to fit them in? 10/7/16 Stansick and Chadwick Math As Mrs. Mounie and I were checking plans today, we noticed that the two of you are using the same lesson plans for math which is why we are writing to you both. Make sure that you are using the pacing guide to ensure you are teaching the correct third grade objectives. You do need to teach the identity and commutative properties of addition and multiplication, but the associative property is part of the fourth grade curriculum. The curriculum framework will assist with understanding the standards where it has helpful background information for the instructor. The commutative property has to do with order. For example $2+6=6+2$. What you have written as your hook on Tuesday is correct information but is not the commutative property. It is sometimes difficult to get a full picture from a lesson plan without seeing it in action, but there does not seem to be much direct teaching each day. It appears that most of the time is spent having students work with partners on task cards. What is the teacher's role during this activity? This may be a good time to work with small groups. Let me know if you would like to get together to discuss this further. I'm happy to help. 10/7/16 Harris I only see lesson plans for reading uploaded in your folder on Google Drive. It's OK that you are sharing the responsibility of writing the plans with your grade level, but please make sure you make any necessary adjustments to fit the specific needs of your class. Can you share the plans you have written for next week with me through e-mail or your folder? Thank you! 10/7/16 Burrels Reading Thank you for uploading your lesson plans! After reviewing your reading plans, you have included all of the necessary components and everything seems to be well aligned. Be careful with your objective saying they will represent what happened with 100% accuracy. How exactly are you going to measure that? Are there certain components you are looking for or do you have a rubric you are using? I like how you are using a variety of teaching strategies with the song, foldable, video clip, etc. On Wednesday and Thursday, you could probably add a little more substance to your lesson. Maybe you can add in some review of standards you have already worked on this year. In your closing on Thursday, I think you meant to write "goes along with the end of the story" rather than the middle. Let me know if you have any questions or would like to discuss this further. 10/7/16 Walker Reading Thank you for uploading your lesson plans! After reviewing your reading plans, here are some thoughts that I had. I would be happy to meet with you to discuss this further if you'd like. I see that you are going ahead to 4.5h which is listed on the pacing calendar for the following week. Have you already taught 4.4a? Your unpacked standard should be a number, a letter, and a bullet. Here is an example: UNPACKED STANDARD 4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. h) Draw conclusions/make inferences about text.

ESSENTIAL KNOWLEDGE AND SKILLS • Refer to details and examples in a text when explaining what the text says, drawing conclusions/making inferences from text. Make sure you are checking the box or highlighting the highest level of Bloom's for each day's lesson. Your objective does contain all three components. How are you going to determine that they have made inferences with 70% accuracy? Do you have a rubric you're using or are there certain components you are looking to be included? Using pictures is a great way to start off making inferences! You have a nice progression of going from pictures to text and from them defending a given inference to making their own. Your plan flows smoothly throughout the week. 10/2/16 Mrs. Hawk Reading Thank you for uploading your lesson plans into Google Drive. After reviewing your reading plans, I have a few questions for clarification. I realize there has been a lot going on with testing and losing a day to the weather. Is there a reason that your plans do not align with the objectives that are listed on the pacing guide? Your objective for Wednesday does include all three components, but I am curious how you are going to determine that they have identified the main idea with 80% accuracy. Do you have a rubric to score it? Also, will they continue to work on main idea in guided reading? I do understand that shared reading is only one component of balanced literacy, so it is difficult to get a complete picture. Based solely on what is in the shared reading, I am not sure there is enough practice for them to be ready to take a quiz on Friday. We can meet to discuss this further if you have questions or would like some assistance. 10/2/16 Mrs. Perry Math Thank you for sharing your lesson plans! I will meet with you this week to help you get them uploaded into your folder on Google Drive. They appear to have all of the necessary components. I like how you are using a variety of manipulatives. Make sure your Bloom's Taxonomy levels are aligned. For instance, on Monday, you have evaluate checked as your highest level of Bloom's. You are using the verb describe in saying the student will describe the color and number. Describing is actually at the level of understanding. 9/30/16 Jackson/McHaney Math Thank you for getting your lesson plans uploaded! Here are some thoughts I had as I looked them over. Your objective is well written to include all three parts. I can see a nice progression throughout the week. At times, you have analyze checked under Bloom's when your plans seem to be more at the understand and apply levels. You may want to use the sheet I gave out to help in this area. Let me know if you need another copy. I am also wondering if the students are getting enough time to work and apply what you are modeling. On Monday's plan for instance, you have the teacher modeling in the explore/apply area. Let me know if you need any further assistance. 9/23/16 Stansick MATH Thank you for sharing the start of your lesson plans with me! I appreciate you sharing the materials as well, so I can get a better understanding of what the students will be doing. Here are some thoughts as I look through them: The Bloom's level is aligned. The only place you need to put criteria, such as the percentage correct, is in the objective. A video clip is probably a good way to engage the students' interest. Your big idea (which is correct according to the pacing guide)

says that students will estimate. Your plans and task cards seem to have them doing exact calculations. Make sure you have a closing for your lesson daily. This is just a way to sum up or review what you have worked on and learned that day. It can be as simple as posing a question for them to do a Think, Pair, Share like for example, "When would you use estimation rather than an exact calculation?" Will you have time to do a 10 question assessment each day? You can use your exit ticket or can even assess by looking at the work they are doing with the task cards during the lesson.

9/23/16 Schaefer MATH Thank you for uploading your lesson plans! Here are some thoughts as I look through them: Overall, I think they look good! I like how you are using your daily assessments to guide your instruction in small groups. You use a nice variety of instructional strategies. Your objective includes all 3 components. How are you going to determine 80% accuracy from one problem? Make sure you have a closing beyond the assessment for your lesson daily. This is just a way to sum up or review what you have worked on and learned that day. If you have questions, we can discuss them next week.

9/23/16 Maya Science These lesson plans look good! They seem to include all necessary components and to be fully aligned. Thank you for sharing them with me!

9/23/16 Kluck and Crews Reading Your lesson plans look great! All necessary components are included with plenty of detail and they are fully aligned. You also use a nice variety of instructional strategies. Thank you for sharing them!

9/19/16 Ziegler Reading Thank you for sharing your plans with me! It is clear that throughout the week the Bloom's level and rigor are increasing. Everything appears to be aligned. I like how you use a variety of teaching strategies. Here are a few thoughts I had as I went through them: Essential Knowledge & Skills: you can use what you have just format it as a bullet just like it is in the curriculum framework

- identify main idea or theme.
- summarize supporting details from text.
- read familiar text with fluency, accuracy, and expression to support comprehension.

For Data Used: put what the "other" is

Objective: I can see that you have all three parts (conditional, behavior, criteria) I am a little unclear over how you are measuring the 90% accuracy when they are writing out a main idea. Are there keywords you're looking for, do you have a rubric?

Assess/Close You have an assessment each day, but you need to also have a closing beyond collecting papers. some way to sum up what you have learned for the day and wrap it up. can be simply think, pair, share: what is the difference between main idea and details or how are details used to help determine the main idea or are all details supportive, give an example (The students choosing a pattern to share in math is a great closing)

9/16/16 Shelton Reading Thank you for sharing your plans with me! At first glance here are some thoughts I have: Your objective looks great! Under essential knowledge and skills, I would only list the bullets that are being worked on that day. The Bloom's level for this objective is supposed to be understand to apply. It's great that you are starting with understand at the beginning of the week, but you should be moving to apply by the end. I like how you are writing the plans for the grade level while leaving room for each teacher to adjust certain parts to make it their own. I would love to

see a copy of the reading writing journal you are using if you don't mind. Have a great day!

3. Observation feedback, using the VDOE rubric, will be given to teachers within 48 hours electronically, followed by a face to face post-conference.

Assigned to: Lori Mounie

Added date: 10/03/2016

Target Completion Date: 06/16/2017

Comments: 10/2/16 Mrs. Perry Math Thank you for sharing your lesson plans! I will meet with you this week to help you get them uploaded into your folder on Google Drive. They appear to have all of the necessary components. I like how you are using a variety of manipulatives. Make sure your Bloom's Taxonomy levels are aligned. For instance, on Monday, you have evaluate checked as your highest level of Bloom's. You are using the verb describe in saying the student will describe the color and number. Describing is actually at the level of understanding. 10/2/16 Mrs. Hawk Reading Thank you for uploading your lesson plans into Google Drive. After reviewing your reading plans, I have a few questions for clarification. I realize there has been a lot going on with testing and losing a day to the weather. Is there a reason that your plans do not align with the objectives that are listed on the pacing guide? Your objective for Wednesday does include all three components, but I am curious how you are going to determine that they have identified the main idea with 80% accuracy. Do you have a rubric to score it? Also, will they continue to work on main idea in guided reading? I do understand that shared reading is only one component of balanced literacy, so it is difficult to get a complete picture. Based solely on what is in the shared reading, I am not sure there is enough practice for them to be ready to take a quiz on Friday. We can meet to discuss this further if you have questions or would like some assistance. 9/30/16 Jackson Math Thank you for getting your lesson plans uploaded! Here are some thoughts I had as I looked them over. Your objective is well written to include all three parts. I can see a nice progression throughout the week. At times, you have analyze checked under Bloom's when your plans seem to be more at the understand and apply levels. You may want to use the sheet I gave out to help in this area. Let me know if you need another copy. I am also wondering if the students are getting enough time to work and apply what you are modeling. On Monday's plan for instance, you have the teacher modeling in the explore/apply area. Let me know if you need any further assistance. 9/23/16 Kluck and Crews Reading Your lesson plans look great! All necessary components are included with plenty of detail and they are fully aligned. You also use a nice variety of instructional strategies. Thank you for sharing them! 9/23/16 Schaefer MATH Thank you for uploading your lesson plans! Here are some thoughts as I look through them: Overall, I think they look good! I like how you are using your daily assessments to guide your instruction in small groups. You use a nice variety of instructional strategies. Your objective includes all 3 components. How are you going to determine 80% accuracy from one problem? Make sure you have a closing beyond the

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- summarize supporting details from text.
- read familiar text with fluency, accuracy, and expression to support comprehension.

For Data Used: put what the "other" is Objective: I can see that you have all three parts (conditional, behavior, criteria) I am a little unclear over how you are measuring the 90% accuracy when they are writing out a main idea. Are there keywords you're looking for, do you have a rubric? Assess/Close You have an assessment each day, but you need to also have a closing beyond collecting papers. some way to sum up what you have learned for the day and wrap it up. can be simply think, pair, share: what is the difference between main idea and details or how are details used to help determine the main idea or are all details supportive, give an example (The students choosing a pattern to share in math is a great closing)

9/16/16 Shelton Reading Thank you for sharing your plans with me! At first glance here are some thoughts I have: Your objective looks great! Under essential knowledge and skills, I would only list the bullets that are being worked on that day. The Bloom's level for this objective is supposed to be understand to apply. It's great that you are starting with understand at the beginning of the week, but you should be moving to apply by the end. I like how you are writing the plans for the grade level while leaving room for each teacher to adjust certain parts to make it their own. I would love to see a copy of the reading writing journal you are using if you don't mind. Have a great day!

		4. Analyze assessments using the VDOE rubric to ensure congruence with state learning standards among the written curriculum, taught curriculum, and assessed curriculum. Provide written feedback to teachers prior to the week in which it is being tested. (EA2)
		Assigned to: Lori Mounie
		Added date: 09/17/2015
		Target Completion Date: 06/19/2017
		<p>Comments:</p> <p>January 2017 Fourth and fifth grade common assessments were turned in to the Literacy Mentor to check for alignment to the standards and proper use of question stems. She worked with the fourth and fifth grade teachers on adjusting the assessments to be better aligned. 9/29/16 Faculty Meeting The principal met with the faculty to discuss grades as we prepare for interim report cards to go home. She reviewed the pacing of entering grades, the minimum number of grades in each subject for each grade level, the weighted percentage of various types of grades, and the fact that homework is graded based on participation. Sept. 2015 At Leadership Meeting - VDOE Lesson Plan Rubrics were distributed and discussed. Copies will be provided to all teachers. Analysis of lesson plans using rubric will be mandatory. Sept. to June 2016 -Teachers will use a lesson plan template created by the Academic Coach that includes spaces for unpacking – outlining objectives, big ideas, alignment of standards -Evidence of Tier 3 remediation will be evident on lesson plans 09/14/15 Dr. Reitz met with 6 staff members currently on Action Plan. Discussed goals and plans to reach those goals. Sept. 2015 Blank Objective sheets were provided to all teachers to write student friendly, daily objectives in Reading, Writing, Math, Science, and Social Studies. Teachers are encouraged through emails (from Admin & Academic Coach) and in person to set expectations and routines during Guided Reading. Oct. to June 2016 Administration & Academic Coach will review weekly lesson plans in Reading & Math using VDOE Rubric and provide meaningful feedback. 10/02/15 Administration & English Supervisor performed Classroom Observations on 4 targeted teachers – 2nd Grade, 2 - 5th Grades, SPED. They debriefed on observations made and met with each individual teacher to discuss positives and areas for improvement. Follow-up visits have been scheduled to monitor growth in areas of suggested improvement. 10/6/15 Administration & Math Supervisor performed Classroom Observations on 3rd Grade Teachers. They debriefed on observations made. Admin met with each individual teacher to discuss positives and areas for improvement. Follow-up visits have been scheduled to monitor growth in areas of suggested improvement. Oct. to June 2016 Teachers will receive support from SAO Supervisors & Specialists in Reading, Math, Science, and Social Studies on a regular basis. Admin has met with each SAO representative to identify targeted teachers – English with 3rd-5th Grade, Math with 3rd & 5th Grade, Science with 5th Grade, and Social Studies with 4th Grade. 10/13/15 Administration & English Supervisor – follow up walk-throughs on teachers observed on 10/2 to monitor for compliance of growth directives 10/21/15 Administration & Math Supervisor – follow up observation of 3rd Grade Teachers. 10/23/15</p>

Administration & Math Supervisor – Classroom Observations 10/29/15 Administration & English Supervisor – Classroom Observations with targeted teachers 11/19/15 Administration & Social Studies Supervisor – Classroom Observations of 4th grade teachers. Sept. – Nov. 2015 English Instructional Specialist & Title 1 Teachers provide weekly support in Grades 3-5. Nov. 2015 English Instructional Specialist provided teachers in grades 3-5 the Table of Specifications for the 2nd nine weeks. Oct. – Nov. 2015 English Instructional Specialist & Title 1 Teachers developed a weekly pacing guide for reading and writing to include formative and summative assessments. Jan 2016 During Grade Level PLC meetings, the lesson plan templates were modified per teacher input to ensure alignment with VDOE rubric Lesson Plans due to Administrator/Academic Coach by Friday before taught. Lesson plan feedback is provided within 24 hours. Beginning Jan. 2016 Lesson Plans are due by Friday before taught Administrators, SAO, and Academic Coach are reviewing lesson plans weekly on Friday or over the weekend so teacher has time to make adjustments before teaching. Cosmetic adjustments are expected to be addressed at the next administration. If alignment and pacing are a concern those are addressed immediately with the grade level and corrected before being taught. VDOE Lesson Plan Rubric Feedback form being used and saved in Google Docs for each grade level. Administration developed a Google folder in which all of the feedback is housed for teacher and administration review. Lesson Plan templates updated to include elements of VDOE Rubric to improve alignment The science and history SAO instructional coordinators will check lesson plans and provide feedback in the Google lesson plan document folder (started on 1/20/16. Lesson Plans are due Friday, Administration & Academic Coach and SAO are reviewing lesson plans before being taught VDOE Lesson Plan Rubric feedback form is completed for each plan and shared with the teachers (saved in Google Docs) Lesson Plan templates updated to include elements of VDOE Rubric to improve alignment Jan. 13: Joint Observations with Mrs. Chavis Additional observations with Supervisors are being scheduled Feb. 5, 2016 Mid-Year Academic Review – analysis reviewed by administration and shared with academic coach, leadership team and teachers Teachers continue to include in their lesson plans notes about student performance, weaknesses, and small group focus Academic Coach & Title 1 teacher working with small groups in 3rd, 4th, & 5th grade classrooms – small group rotations Reading packets sent home with all grade 3 to 5 students during Spring Break. Effort incentives were offered to students who completed the packets. During lesson plan checks, evidence of teachers addressing misconceptions, student performance and gaps, and small group areas of focus is evident. 8/29/16 Welcome Back Faculty Meeting The principal and assistant principal began the meeting with introductions of new and returning staff members. Time was spent discussing what everyone would like to see as an ideal learning environment for their own children and then an ideal working environment for themselves. This led into revisiting the vision and mission statements for Booker T. Washington. 8/29/16 Handbook and BTW Essentials Teachers met with the principal and assistant principal to

			<p>review important points found within the handbook. The handbook will be shared electronically. Appropriate dress code was reviewed. Jeans are acceptable on Fridays as long as they are neat and accompanied by a school spirit shirt. Lesson plans were discussed. A school wide template will be used that will include all of the necessary components but do not need to be scripted. A procedure for handling discipline in the classroom should be put in place by the teacher. Parents need to be made aware of any issues with a phone call by the teacher as needed. Positive phone calls are also encouraged.</p>
		5. Monitor to ensure differentiated instruction, including flex grouping in reading and math, is being provided for tiered students using various programs and resources such as FUNdations, PALS, AR, and Power School. (EA3)	
		Assigned to:	Lori Mounie
		Added date:	09/17/2015
		Target Completion Date:	06/19/2017
		Comments:	<p>1/25/17 During the data meeting after a discussion of math benchmark results, the team brainstormed ideas of what programs and instructional strategies could be implemented. These included using the Touch Math resources, giving more mental math practice, Scrap Paper: Required, Brain Dump, Use to Review and Using Power School to expose students to question types and to get data for remediation. January 2017 The reading specialists worked with all grade levels to create new groups for guided reading, Title 1 services, remediation and FUNdations. 8/30/16 Literacy Expectations The principal, two Title 1 teachers and the academic coach reviewed and discussed with the staff what some of the literacy expectations will be for this year at Booker T. Washington. We are working toward having consistency throughout the building with common language and vocabulary. Updates about PALS and AR were shared. There will be school wide initiatives and teachers can have their own initiatives within their classroom. Guided reading binders will be implemented but will be a work in progress as we build them together throughout the year. Title 1 teachers as well as the academic coach will be modeling lessons and working with teachers to assist in providing quality instruction especially in shared reading. Sept. 2015 Administration & Academic Coach encouraging teachers to build background knowledge before lessons by using demonstrations and hands-on materials. Sept. to June 2015 Academic Coach & Title 1 teachers will assist teachers in scaffolding their lessons and providing appropriate support to Tier 3 students Writing Check Team completed Writing Check on November 18, 2015. Constructive feedback was provided to teachers. Oct. 2015 Teachers are beginning to identify their Tier 3 students based on PALS and MAP. Identified students will receive Title 1 Services in Kindergarten to 5th Grade. 1st to 3rd Graders will also receive additional FUNdations work with a Paraprofessional. Guided Reading Groups are also established based on PALS and MAP. Nov. 2015 After Data Team analyzes Benchmark tests, remediation groups will be established and receive 2 hours of directed remediation on identified areas of weakness. Dec. 2015 Before school tutoring 2 days per week</p>

			<p>began in Grades 3 to 5. In house tutors hired to concentrate on classes needing most support 3 days a week, 4 hours. Guided Math Groups are indicated on new Math Lesson Plan template Guided Reading Lesson Plan templates align with guidelines provided by Beth Estill for effective instruction Students receive small group guided reading instruction daily from teacher Tier 3/4 students in Grades 1-3 receive intensive FUNdations instruction Students maintain their own data notebook & update after each testing Grades 3-5 teachers began before school tutoring for Tier 2 & 3 students on Dec. 1 and will end on April 27 Two additional tutors were hired and are working in classrooms of greatest need, 3 days a week Administration, Academic Coach, and teachers providing tutors Benchmark data to identify students & skills to focus on Grade Levels will meet with administration and AC weekly beginning Jan. 19th to review current Diagnostic Report and identify at-risk students. A weekly schedule has been created to discuss those reports. Administration will report and document the % of at -risk rate being lowered in each class. Feb. 18, 2016 Follow up Writing Checks</p>
		6. Grade level planning will take place weekly. Meetings will be led by the academic coach and an administrator. Classroom teachers, special education teachers and Title 1 teachers will attend these meeting when applicable. During these meetings teachers will look at data, review pacing, discuss areas of weakness and brainstorm strategies to increase student achievement. During this time, professional development mini sessions will also be held. Teachers will plan together an additional day to create plans and common assessments.	
		Assigned to:	Kelly Whitley
		Added date:	10/03/2016
		Target Completion Date:	06/16/2017
		Comments:	<p>1/3/17 A new master schedule was put into place in order to allow for each grade level to have one hour of collaborative planning time with the academic coach, literacy mentor, math coach and reading specialists every week. 12/12/16 Grade Level Collaborative Planning Grades K-5 classes met for half a day to plan lessons for January, write lesson plans and create materials. Title 1 reading specialists, the academic coach and the English specialist were present to assist as needed. 12/7/16 Grade Level Collaboration Meetings Grades 3-5 classes started choosing students for the before school tutoring program that will begin in January. Details of the Garden of Lights program was discussed. Staff is expected to attend. Reminders were given about number of grades on interim reports, the breakfast/lunch audit and using assessments in power school. 11/30/16 Grade Level Collaboration Meetings The two Title 1 reading specialists spoke to each grade level about looking at main idea, supporting details and summarizing vertically. The leadership representative will bring information to the next leadership meeting to share. The academic coach and math specialist shared math learning center activities to be used during guided math. Teachers were given sample activities to take with them. 11/22/16 Grade Level Collaboration Meetings Teachers were asked to bring their data reflection sheets. The academic coach shared how to use the data in order to determine if you would need to reteach an objective, address a</p>

misconception or remediate. Teachers discussed what their next steps would be. 11/18/16 Grade Level Collaboration Meetings The English coordinator from Suffolk administrative offices met with all grade K-3 teachers during their grade level collaboration meetings. Teachers shared how they are currently using Accelerated Reader and PALS quick checks and data. She clarified and misunderstandings and provided assistance as needed. The academic coach shared the idea of adjusting the master schedule in order to provide more time for reading and to have a full hour of grade level collaboration each week. Teachers were asked to provide feedback before any decisions would be made. 11/9/16 Grade Level Collaboration During grade level meetings, the academic coach showed teachers how to review data in Power School. If most students chose one answer, you can create a remediation group with the ones who got the incorrect answer. If there were two answers chosen, identify and address the misconception. If the answers are all over, reteach the skill. Grade level data was distributed to compare to individual class data. Title 1 reading teachers worked with classroom teachers to regroup students who will be provided services. Teachers were asked to complete a data reflection sheet to bring back next week, so strategies to address weaknesses can be discussed. 11/2/16 Grade Level Collaboration Meetings English and math supervisors worked with all grade level classroom and special education teachers on writing objectives for lesson plans. Teachers were asked to bring sample objectives they had written in each of these subjects. The group then analyzed them to see that all three components (behavior, criteria, condition) were included. Objectives were revised as needed. Well written sample objectives in each grade level written throughout the day were shared. 10/26/16 Grade Level Collaboration Meetings The gifted resource teacher met with each grade level to share enrichment guided reading materials. The Title 1 reading specialist provided a tracking sheet to record PALS quickchecks for grade 1-3 teachers. The academic coach shared Ten Marks math. Teachers were asked to create an account and try out the free version with their classes. 10/19/16 Grade Level Collaboration Meetings The academic coach, principal and title 1 reading specialist shared with each grade level how to tier their students looking at all data gathered up to this point. A spreadsheet was shared to record information, equivalency charts were made available, and some information had already been completed for teachers by the two title 1 reading specialists. Teachers were given time to tier their students, enter AR goals, report reading levels to the librarian for book check-out and finish entering PALS data. The academic coach, title 1 reading specialist and principal were available to answer questions and provide assistance as needed. 10/5/16 Grade Level Collaboration Meetings The title 1 reading specialist distributed and discussed expectations for literacy binders. Required items and resources were shared. The Accelerated Reader committee reviewed the AR guidelines, goal setting and incentives. Teachers will need to print the diagnostic report weekly to reflect, conference with students and keep in their literacy binder. Binders will be brought to all grade level collaboration meetings. The principal reminded teachers that all quizzes and tests should have at least ten

items. 9/28/16 Grade Level Collaboration Meetings The academic coach and Title 1 reading specialists shared language arts center activities that are meaningful and hold students accountable with grades K-2 teachers. They were asked to try out a few of these and in two weeks to come back ready to share their experiences. Grades 3-5, along with the academic coach and Title 1 reading specialists, discussed reading comprehension strategies used to attack a passage to ensure comprehension and assist in answering related questions. A format will be created based on discussions today that will provide some consistency throughout the grade levels. Everyone was given print outs of their class' NWEA Map data to review. All teachers were reminded to be mindful of the pacing of their lessons.

9/21/16 Grade Level Collaboration Meetings Each grade level met during their planning time with the academic coach, the GRT and administrators. Materials were distributed; PALS binders, Bloom's Taxonomy levels, components of a balanced literacy program posters, and directions for uploading lesson plans. The GRT gave an explanation of services and duties and discussed the upcoming testing window for Quest. Teachers were given time to reflect and discuss student progress and look ahead of plans for next week.

9/14/16 Grade Level Collaboration Meetings Each grade level met during their planning time with the academic coach and administrators. The meetings started by getting teacher input to set norms. The principal reminded teachers that teacher assistant plans need to be provided. She also explained the procedures for printing and making copies. The academic coach then led a discussion about lesson plans. A lesson plan template was reviewed focusing on the alignment. Lesson plans will need to be uploaded each week by Thursday evening to Google Drive. Grades 3-5 were given the weekly language arts pacing guide and told that this needs to be followed to the day as much as possible. If something throws you off schedule, it must be noted on your plans.

7. Quarterly vertical meetings with K-5 teachers will be conducted by the English and Math departments to focus on developing continuity with the strategies used to teach skills that build upon each other in math and reading for grades K-5. Quarterly vertical meetings with grades 4-5 teachers will be conducted by the division science department.

Assigned to:	Kim McGrath
Added date:	10/03/2016
Target Completion Date:	06/16/2017

		Comments:	<p>12/13/16 Vertical Collaboration Meeting The English supervisors met with all regular ed. and special ed. grade 3-5 teachers, title 1 reading specialists, and the academic coach. They modeled and had teachers participate in practicing choosing sentences from a group to include in a summary of a nonfiction text. An anchor chart was posted and variations discussed. An example of two days worth of plans and materials were shared. 11/17/16 Vertical Collaboration Meeting The Math Supervisors met with all regular ed. and special ed. grade 3-5 teachers, and the academic coach. They modeled activities that can be used in the class to teach fractions. The CRA model of instruction was discussed and modeled. Various manipulatives were used. Materials and resources were provided based on grade level. 10/11/16 Vertical Collaboration Meeting The English Supervisors met with all regular ed. and special ed. grade 3-5 teachers, title 1 reading specialists and the academic coach. They modeled a main idea lesson and provided materials including passages, an exit ticket, game boards, and an assessment.</p>
		8. Analyze lesson and assessment to ensure congruence with state learning standards among the written curriculum, taught curriculum, and assessed curriculum (EA 2)	
		Assigned to:	David Reitz
		Added date:	09/22/2014
		Target Completion Date:	06/12/2015
		Comments:	<p>Aug 2014 Word Walls Academic Coach provided teachers with Dynamic Teaching Tools on how to incorporate Word Walls into their daily instruction. 8/25/14 The state approved lesson plan template was reviewed and teachers were instructed to incorporate the new lesson plan format for all content areas and a balanced literacy plan was given to teacher too. The plan was the same one from last year but each component was reviewed with the teachers. 9/17/14 Grade levels met with administration in which lesson planning was reviewed and the lesson plan format was talked about. The behavior/condition/assessment was reviewed and each grade was asked to identify those components. 10/24/14 Principal met with SAO and discussed the evaluation process and expectations of lesson plan collection. 10/27/14 Administration sat down and mapped out a plan for formal observations and lesson plan collection and what feedback is to be given when meeting with teachers. Also, the state rubric was discussed for lesson plan expectations at BTW. It was decided on 11/12/14 the rubric will be reviewed again and teachers will review the basic components of the lesson plan. 11/4/14 Grade Level Meetings: At the weekly grade level meeting, all grade levels were given the VDOE lesson plan rubric and revisited the contents of the rubric. Each grade level was tasked with doing two rubrics a week and turn them into administration by each Friday. Also, reading lesson plans in grades 1 and 3 have to be sent to Mrs. Williams, Asst. Principal, every Monday. The Title One Reading resource teachers will read each plan and provide feedback. SAO Rep discussed Guided Math at grade level meetings. 11/12/14 Faculty meeting: Staff looked at data from report cards, benchmark testing, and MAP testing and how it relates to the rigor of the lesson</p>

plan and differentiated lessons. 11/19/14 Grade level meeting: Review VDOE Lesson plan rubric and incorporating behaviors, conditions, & criteria within the lesson plans 12/10/14 Faculty Meeting: Lesson Plan Team will be created to add writing to the lesson plan template and to tweak the location of the Behaviors, Conditions, and Criteria. Teachers will be directed to narrow down the focus into a daily objective. Oct/Nov/Dec Assessment Development and Alignment Teachers will be directed to add more rigor; to align assessments with Bloom's level and incorporate TEI questions. Jan 7-8, 2015 Grade Level Meetings: Science Supervisor & Math Specialist provided small group workshop style instruction on writing daily objectives to include behaviors, conditions, and criteria. With the follow-up offer for each grade level to submit upcoming plans so the objectives could be checked for effective incorporation of behaviors, conditions, and criteria. Feedback was given to teachers. Jan 2015 Title 1 teacher created and provided a ring chart of Bloom's taxonomy questions to use during guided reading and/or content. Jan 23, 2015 Vertical Planning Meeting • Grades ES/K/1 met to discuss 1st Grade Reading & Math Benchmark data; they reviewed the actual tests together and looked for similarities and differences and how to provide support for each other. • Grades 2/3 met to discuss 2nd & 3rd Grade Reading & Math Benchmark data; they reviewed the actual tests together and looked for similarities and differences and how to provide support for each other. • Grades 4/5 met to discuss 4th & 5th Grade Reading & Math Benchmark data; they reviewed the actual tests together and looked for similarities and differences and how to provide support for each other. • Reflection sheets available in School-wide Data Notebook Jan 28-29, 2015 Grade Level Meeting • Discuss upcoming MAP schedule • Follow up from Shared vs. Read aloud presentation from Title 1 teachers • Follow up from Vertical Planning Meeting – give students more hands on experiences, build more background knowledge, use teacher assistants and resource teachers open blocks to work with small groups. Spec Educ support in content areas. • Grade 4 SOL Question Stems from VDOE provided to teachers, advised these can be altered and used at any grade level Monthly grade level meetings (ongoing) Lesson Plan Alignment/ Unpacking/ Development with VDOE Rubric Teachers will learn how to assess their own lesson plans (& other grade level plans) using the VDOE rubric to check for alignment. Formal & Formative Assessments (Behavior, Condition, Criteria) SAO Representatives will assess teacher knowledge of using formative assessments. Teachers will be provided with comprehensive list of Formative Assessment techniques to use. Bloom's Taxonomy Cognitive Levels Teachers are provided with Bloom's Taxonomy verbs to match their objectives with the cognitive levels. Jan/Feb 2015 Balanced Literacy Title 1 Teachers will assess teachers on knowledge of Balanced Literacy Components. Title 1 Teachers will provide direct instruction on Shared Reading vs. Read Aloud. All teachers were provided the Guide to Reading & Writing Instruction. At next Faculty Meeting, teachers will present a skit to demonstrate proper implementation of shared reading vs. read aloud. March 2015 Teachers used a vertical planning day and knowledge from Learning Continuum to

			plan out small group and direct instruction. Teachers reported back benefits of vertical planning and data identified. A calendar will be completed to pace out objectives prior to SOLs. April 2015 – Faculty Meeting Teachers reminded of components of portfolios due in May. Evidence of differentiated instruction, etc. March to May 2015 Teachers meet with Academic Coach and Specialists to plan activities appropriate for small group instruction to prepare students for SOL testing. Academic Coach will work with each class on TestNav tools.
		Task Completed:	6/12/2015 12:00:00 AM
		9. Provide differentiated instruction based on student needs. (EA 3)	
		Assigned to:	David Reitz
		Added date:	09/22/2014
		Target Completion Date:	06/12/2015
		Comments:	10/15/14 Staff was instructed by Mrs. Morris (5th grade) on how to read and tier students based on MAP data. Teachers were asked to look at the reports provided in MAP in order to differentiate instruction based on what the students already know. 10/16/14 Administration met with SAO and presented all of the different items BTW has in place to help target the areas of concern within the building. The following items were discussed: INCREASING STUDENT ENGAGEMENT WHOLE BRAIN AND WILLIAM AND MARY SURN LEARNING CONTINUUM TRAINING ANALYZE DATA (MAP, SOL'S, PALS) STUDENTS ARE KEEPING THEIR OWN DATA NOTEBOOK ALIGNMENT OF STANDARDS AND FULL-IMPLEMENTATION OF BUILDING WIDE LESSON PLAN TEMPLATE PD ON FORMATIVE ASSESSMENTS AND CURRICULUM ALIGNMENT/UNPACKING OF STANDARDS COMMUNITIES IN SCHOOLS INITIATIVE INCREASE EFFECTIVE READING INSTRUCTION FOUNDATIONS CONTINUATION OF BALANCED LITERACY TRAINING AND IMPLEMENTATION ALIGNMENT OF READING INSTRUCTION AND ASSESSMENT TITLE I WILL ASSIST IN MONITORING READING INSTRUCTION AND PROVIDING EXTRA GUIDED READING TO GRADES K-2 BOOK BUDDIES READING TO LEARN TRANSMEDIA PROJECT FUNDED THROUGH WHRO ONE-SCHOOL-ONE BOOK PROGRAM GUIDED READING HAPPENING EVERYDAY IN THE CLASSROOMS THE RESOURCE TEAM WILL INCORPORATE READING AND MATH IN LESSON PLANNING INCREASE THE ACCELERATED READING PROGRAM ON ALL GRADE LEVELS DECREASE IN DISCIPLINE REFERRALS TO THE OFFICE USE WHOLE BRAIN STRATEGIES (TO-DATE REFERRALS HAVE DROPPED AT LEAST 75% FROM LAST YEAR) INCREASE ENRICHMENT Opportunities 4TH AND 5TH GRADE S.T.E.M. PROGRAM VIRGINIA AIR AND SPACE OUTREACH PROGRAMS FOR GRADES K-5 INCREASE COLLABORATION TEACHING IN INCLUSION CLASSROOMS CONTINUED PD AT THE GOOGLE SUMMIT, EDIVATION, AND EMEDIA VA WALK THROUGH ON STUDENT ENGAGEMENT WITH DEPUTY SUPERINTENDENT INCREASE MATH/SCIENCE INSTRUCTION QUALITY INCORPORATION OF S.T.E.M. PROGRAM PROFESSIONAL DEVELOPMENT SUPPORTING GUIDED MATH BY SAO REPRESENTATIVE PROFESSIONAL DEVELOPMENT OF ANALYZING SOL SPBQ DATA BY MATH INSTRUCTIONAL SPECIALIST DAILY BELL

RINGER REVIEW CHROME BOOKS TO HELP SUPPORT TEI
QUESTIONS INCREASE STUDENT ENGAGEMENT THROUGH
THE USE OF WBT STRATEGIES UNPACKING OF STANDARDS
TO MAKE SURE SKILLS ARE BEING TAUGHT AND TESTED
TO THE APPROPRIATE COGNITIVE LEVEL TEACH,OKAY!
10/25/14 Google Chrome Summit The schedule of the
Virginia Air and Space Museum outreaches were given to the
teachers. The outreaches are intended to help differentiate
lessons. 11/12/14 Data meeting Great job today at the data
meeting. A few "take-away" items from the data meeting: 1.
Student's grades need to match benchmark and other
measures of assessment. Example: A student should not
have an A in reading and failed the reading benchmark. 2.
Guided Reading works if you have your tiered groups
working with appropriate leveled texts. 3. Small grouping
has a HUGE effect on student performance and engagement.
4. Continue working with AR and kindergarten 5. The
Learning Continuum and PALS results are wonderful tools to
help tier students along with differentiated instruction.
Lastly, teacher made assessments need to be more rigorous
to match SOL and Benchmark testing. Dr. Walsh offered to
help develop more rigor in your test.....ASK HER FOR
HELP!!!!!!!!!!!!!! (EA3-F) Jan 2015 Dr. Reitz begins morning
announcements at 9:30, ending at 9:35 to ensure
instructional time is uninterrupted. Aug/Nov 2014 Guided
Reading/Math SAO Representatives will work with small
groups of teachers to discuss how to implement meaningful
math & reading stations. Understand difference & value of
using Whole Group, Small Group, & Stations. Oct 2014/Feb
2015 MAP Reports (Learning Continuum) Ms. Morris will
demonstrate & discuss how to find and use the Learning
Continuum in MAP. Academic Coach will help grade levels
create a crosswalk between Pacing Guide & Learning
Continuum. Monthly Book Talk on Hattie's book and "Next
Step to Guided Reading" by Jan Richardson Teachers will
meet with Title 1 teachers to discuss assigned chapters. How
to implement guided reading strategies in their classroom.
Oct/Nov/Dec Assessment Development and Alignment
Teachers will be directed to add more rigor; to align
assessments with Bloom's level and incorporate TEI
questions. Jan 19, 2015 Teachers in Grades 3, 4, & 5 will
begin tutoring small groups from 8:00 to 9:00 am on
Tuesdays and Thursdays. Permission slips sent home to
parents. Teachers targeted bubble students. Jan 28-29,
2015 Grade Level Meeting • Discuss upcoming MAP schedule
• Follow up from Shared vs. Read aloud presentation from
Title 1 teachers • Follow up from Vertical Planning Meeting –
give students more hands on experiences, build more
background knowledge, use teacher assistants and resource
teachers open blocks to work with small groups. Spec Educ
support in content areas. • Grade 4 SOL Question Stems
from VDOE provided to teachers, advised these can be
altered and used at any grade level Feb. 2015 to May 2015
3rd to 5th graders will begin before school tutoring two days
a week. About 30 students were selected to participate in
tutoring for 12 weeks. March 2015 to June 2015 Teachers
were trained and monitored by Title 1 Teachers on how to
perform the PALs Quick Checks. March to June 2015
Resource teachers and assistants also being used in
extended day remediation plans. March/April 2015 Academic

			Coach met with each grade level (3-5) to analyze data from Mock SOL tests given, Reading and Math. Small groups were created based on student needs. Title 1 and classroom teachers are being used to remediate bubble students to prepare for SOLs. March 2015 – Grade Level Meetings: Training on how to read and use the Learning Continuum in MAP to enhance small group instruction Specific directions were given on how to locate the target strand and identify students who need intensive remediation, remediation, and students who can be extended.
		Task Completed:	6/12/2015 12:00:00 AM
Implement	Percent Task Complete:		22%
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: 7 of 11 (64%)		
Assess	Level of Development:	Initial: Limited Development 10/22/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	limited development	
Plan	Assigned to:	Lori Mounie	
	How it will look when fully met:	Ongoing quality feedback given to teachers enhances instruction. Teachers are aware of the expectations for monitoring the written, taught, and tested curriculum. Guidance and support has been given to support in the understanding of alignment. Compliance in implementing the written, taught, and tested curriculum has been monitored. Feedback to teachers has been given on implementation of the written, taught, and tested curriculum.	
	Target Date:	06/19/2017	
	Tasks:		
	1. The Leadership Team will meet monthly to review student progress and make decisions about next steps.		
	Assigned to:	Lori Mounie	
	Added date:	10/04/2016	
	Target Completion Date:	06/16/2017	
	Comments:	1/4 Leadership Meeting The team reflected on the first half of the school year by creating a plus delta. Overall it was found that BTW is showing improvement in reading and there has been an increase in family involvement. The three areas that need to be a focus for the second half are vocabulary instruction, using time effectively and student motivation. Grade levels were asked to provide a list of resources being used to support all components of balanced	

literacy. Lesson plans were then discussed. Supervisors, coaches and specialists will be unpacking standards onto the lesson plan template in reading and math. They will also provide vertical alignment/prior knowledge, vocabulary, misconceptions and question stems. Lesson plans can be written and materials made during weekly collaboration. An announcement was made about Mrs. Pisani now working with us. 12/7 Leadership Meeting The team looked at main idea, supporting details and summarizing vertically in the the curriculum framework. Vocabulary and objectives for each grade level were shared. Teaching strategies were discussed on how to support grade levels above you. This will all be typed up and distributed to all teachers. Some of the key vocabulary includes central message, headings, conflict and solution. 11/2 Leadership Meeting The principal started the meeting by reviewing the school performance plan and recommendations that were made by the team during academic review. BTW is using their data well. Recommendations included student engagement (not worksheets), higher level questioning, alignment of written, taught and tested (principal stated that once the lesson plans are aligned, we can back off on having to turn them in on Thursdays), build relationships: staff and students (need to watch how we speak to students), and motivation (staff feedback was kids at BTW are motivated by food). Teachers would like training on how to use the table of specifications to align assessments and assistance in creating assessments in Power School. Reminders were given about SOS plans and collecting data to set goals. Teachers were also reminded to make sure they are sticking to their schedule and make sure they are teaching subjects at the times they are scheduled to teach them. Also, everyone needs to adhere to deadlines when asked to turn in data and such. Guidance brought up the awards assembly and it was decided to have a K-1, 2-3 and 4-5 assembly during the day. 10/12/16 Leadership Meeting An activity, Roll-Explain-Keep, was modeled during a leadership team meeting that can be used in the classroom for all subjects in learning centers and as review. All questions discussed in this model activity during the meeting related to accreditation. 9/14/16 Leadership Meeting The Leadership Team met to finalize the BTW Vision/Mission Statement. Our vision is to educate all children as valued individuals physically, mentally, and socially in a supportive environment to prepare them as lifelong learners for the challenges and opportunities of the future. Objectives and what they look like posted in the classroom were also discussed. Objectives need to be posted daily and should be in kid friendly language. This can be written as an "I" statement as long as it includes the condition and behavior. The criteria should be written in the lesson plan. Lesson plans will continue to be discussed in grade level meetings. Ideas were brought up about creating plans to share across the city as long as you are adjusting them to meet the needs of your students and writing the top half once and highlighting what will be done each day. The biggest concern was about the amount of paper that would be used to print lessons each week.

		2. Data will be used to plan weekly observation schedules. Ongoing observations will be scheduled based on current student knowledge gaps and identified teachers in need of instructional support. Document weekly walkthroughs and observations in Edivate. Include next steps based on the findings and continue to provide ongoing support to teachers. Intense focus will be given to teachers on Performance Improvement Plans.
	Assigned to:	Lori Mounie
	Added date:	10/03/2016
	Target Completion Date:	06/16/2017
	Comments:	
		3. Administration will monitor the effectiveness of the intervention implementation using watchlists created in Power School.
	Assigned to:	Lori Mounie
	Added date:	10/03/2016
	Target Completion Date:	06/16/2017
	Comments:	
		4. A third party administrative coach will be secured to provide leadership development.
	Assigned to:	Lisa Rath
	Added date:	10/03/2016
	Target Completion Date:	06/16/2017
	Comments:	
		5. Establish and implement a system for monitoring instructional practices to ensure maximum utilization of classroom time, and to provide written feedback to teachers in the areas of curriculum alignment, student engagement, differentiation of instruction, and appropriate assessments. (EA4)
	Assigned to:	David Reitz
	Added date:	09/17/2015
	Target Completion Date:	06/17/2016
	Comments:	9/14/15 Dr. Reitz met with 6 staff members on Plan of Action to discuss their plan and steps needed to improve. 9/15/15 SAO Supervisor & Administration did classroom observations. Identified target teachers to visit again. After next visit, Admin will meet with individuals to discuss needs for improvement. Two groups of teachers have been identified and dates scheduled. Group 1 – Oct. 1st, follow up visit on Oct. 13th Group 2 – Oct. 29th, follow up visit to confirm compliance on Nov. 12th Sept to June 2015 Administration Walk-Through and Observation Forms/Checklists Sept to June 2015 Teachers will submit lesson plans to administration for review. Discussions will follow as needed. Leadership Team Meeting on 9/22/15 @ 8:00 AM See Indistar file cabinet for full minutes Leadership Team Meeting on 10/20/15 @ 8:00 AM See Indistar file cabinet for full minutes Leadership Team Meeting on 11/17/15 @ 8:00 AM See Indistar file cabinet for full minutes Sept. to June 2016 Admin & Academic Coach regularly meeting with SAO Specialists & Supervisors to discuss specific areas of need and request support. Leadership Team Meeting on Dec. 15, 2016 – SAO representatives present for meeting See Indistar file cabinet for full agenda/minutes Leadership Team Meeting on Jan. 19, 2016 – SAO

			<p>representatives present for meeting See Indistar file cabinet for full agenda/minutes Joint and individual observations are being conducted weekly by administration and done through Edviation. Observations are scheduled by administration in reading and math. Teachers were introduced to the VDOE observation rubric and were given a copy of what the look-fors are during an observation. Feedback is given to every teacher and documented in Edviation. The feedback is based on the VDOE observation rubric Weekly joint observations with SAO are conducted weekly and feedback is given based on the VDOE observation rubric Weekly PLC meetings are being held on each grade level; agendas & minutes will be shared New lesson plan rubric has teachers identify the instructional strategy used within the weekly plans. Feedback is given back to teachers on the lesson plan Google form Starting Jan. 2016: Lesson Plans are due Friday, Administration & Academic Coach are reviewing lesson plans before being taught VDOE Lesson Plan Rubric feedback form is completed within 24 hours for each plan and shared with the teachers (saved in Google Docs) Lesson Plan templates updated to include elements of VDOE Rubric to improve alignment Title One and Special education plans are submitted on Fridays to ensure alignment and completions. Feedback is given through the Google Docs form Leadership Meeting Feb. 16 – see notes uploaded into indistar file cabinet March Leadership Meeting postponed Weekly PLC grade level meetings are held with administration Lesson plans are checked weekly using the VDOE rubric - plans are due Friday by 5:00 PM. Feedback is provided by Sunday and emailed to teachers. Feedback forms are uploaded into google drive folder. Professional Portfolio requirements were shared with teachers. Portfolios are due April 22nd. 8/31/16 Dive Into Data The principal and assistant principal met with all staff members to review last year’s SOL performance and AMO performance for the school and compared them to results of the other schools in Suffolk. It was explained that Booker T. Washington is now a focus school. What that means for this year and incentives to reach those goals were discussed.</p>
		Task Completed:	6/17/2016 12:00:00 AM
		6. Task - SOS Team will be established and new protocol will be established for timely collection of data and meetings to come up with specific interventions to assist Tier 3 students. Academic and/or Behavior SOS meetings will be held as needed.	
		Assigned to:	David Reitz
		Added date:	09/17/2015
		Target Completion Date:	06/17/2016

		Comments:	9/04/15 Administration, Academic Coach, & Diagnostician provided SOS Training to all staff members. Included - SOS Procedures & Protocol; Required Forms; Roles & Responsibilities; Difference between Accommodations vs. Interventions; Resources provided to staff to help identify effective interventions. Focus of each meeting is to identify targeted skill deficits and specific interventions to support the student's needs. SOS Meetings held: 9/28/15; 10/5/15; 10/12/15; 10/19/15; 10/26/15; 11/2/15; 11/5/15; 11/9/15; 11/13/15; 11/16/15; 11/19/15; 11/20/15; 11/23/15; 11/30/15; 12/1/15, 12/7, 12/10, 12/11, 12/14, 1/11/16, 1/14/16, 1/21/16 Focus of each meeting is to identify targeted skill deficits and specific interventions to support the student's needs. All Rationaled students have initial SOS by early Dec. 2015 Follow-up meetings have occurred or are coming soon. Jan 2016 Teachers are now referring other Tier 3 students. Weekly SOS meetings are held; specific areas of weakness are identified and instructional interventions are implemented SOS Team includes Administrator, Academic Coach, Classroom Teacher, Special Education Teacher, Title 1 Teacher and/or Guidance Counselor as needed Feb/March 2016 Students who received a retention letter with the 2nd report card have been referred for an SOS meeting. More SOS meetings have occurred on these dates: 1/26, 1/29, 2/4, 2/8, 2/11, 2/18, 2/22, 2/25, 2/26, 2/29, 3/3, 3/10, 3/11, 3/14, 3/17, 3/21, 3/24, SOS Meetings & outcomes are being tracked in google document created by Jamilla Silver
		Task Completed:	6/17/2016 12:00:00 AM
		7. Establish and implement a system for monitoring instructional practices to ensure maximum utilization of classroom time, and to provide written feedback to teachers in the areas of curriculum alignment, student engagement, differentiation of instruction, and appropriate assessments. (EA 4)	
		Assigned to:	Gwendolyn Williams
		Added date:	09/22/2014
		Target Completion Date:	06/12/2015
		Comments:	Monthly William and Mary SURN Academy Principal will attend regular SURN meetings, then bring the variety of student engagement strategies back to the staff at BTW to implement. Aug/Nov 2014 Guided Reading/Math SAO Representatives will work with small groups of teachers to discuss how to implement meaningful math & reading stations. Understand difference & value of using Whole Group, Small Group, & Stations. 10/20/14 Data Team Meeting – Monday, October 20, 2014 @ 8:30 am In Attendance – Dr. Reitz, Ms. Williams, Watson, Polston, Stansick, Limtiaco, Snashall, Gillen, Abdulbaaqee Upcoming Meetings – Oct. 29th @ 8:00 a.m. – Faculty Meeting Present new data sheet Reinforce the ease of inputting data onto chart Remind staff that the virtual day on Nov. 4th can be used to enter data Sell – all data is in one place – great for conferences & SOS meetings Oct. 3rd @ 8:30 a.m. – Data Team Meeting Brainstorm how to present collected on the 12th Nov. 12th @ 8:00 a.m. – Faculty Meeting PALS/Title 1 Presentation Data Presentation • Snashall, Limtiaco & Abdulbaaqee each presented a data sheet. The following notes will be used to create a school-wide data sheet. Notes

for creating Data Sheet • 1 page for reading to include: PALS, MAP, Grades, Benchmarks, DSA, Lexile, Guided Reading • 1 page for Math, Science & Social Studies to include: MAP, Benchmarks, Grades • Team likes color coding Tiers • Attach a literacy conversion document to make ease of finding lexile/guided reading/AR levels Half Day Planning Meetings These will be scheduled once Dr. Reitz receives Title 1 funds Go-To People for new Data Sheet Questions Limtiaco – K to 2 Abdulbaaqee – 3 to 5 10/29/14 The Data team met with the staff and shared the data sheet for collection on each grade level. All teachers will be required to complete the sheet. See attachment in file cabinet for the sheets. 11/3/14 Data Team Meeting, 11/3/14 @ 8:30 am - In Attendance: Reitz, Williams, Polston, Stansick, Snashall, Limtiaco At our meeting yesterday morning we discussed the new Data Sheet and the overall response to it. There were many positive remarks with some hesitation, but we think once everyone realizes how easy it is, they will take kindly to it. Dr. Reitz commended us on our presentation on the importance of collecting data and explaining the data sheet to the staff. We need to decide how to get the staff to interact with the data that morning. We can take 45 mins for this whole process. *We have to incorporate whole brain techniques during our presentation. •What questions do we want them to focus on? •What are they analyzing? •What do we want them to report back to us before the end of the meeting? We can get chart paper for each "team" to report out on their findings and their suggestions/ ideas for improvement. -As teachers submit their forms, data will be pulled together onto one sheet. All of Kinder on one sheet, all of 1st grade, etc. We will give each group one set of data to analyze - Kindergarten Reading, Kinder Math/Content, 1st Reading, 1st Math/Content, etc. This can give us up to 12 data sheets to disperse for discussion. -We will plan on mixing grade levels at the staff meeting - Mr. Polston will create small name tags so we can purposely/randomly assign places for everyone to sit so they can interact with the data. -Groups discussing should include 1 teacher from different grade levels and also a Title 1 teacher (3 of them), Resource teacher (4 of them), PreK teacher (3 of them). - Here are sample groupings to start with: Kinder data - K teacher, a 2nd grade, & 4th grade 1st data - 1st teacher, 3rd teacher, 5th teacher 2nd data - 2nd teacher, K teacher, 4th teacher 3rd data - 3rd teacher, 5th teacher, 1st teacher 4th data - 4th teacher, K teacher, 2nd teacher 5th data - 5th teacher, 1st teacher, 3rd teacher -Data sheet averages make it possible to compare/analyze data among teachers in 1 grade level. -A folder in Temp Storage stores all of the Data Sheets so SPED teachers and Title 1 Teachers will have access to the data they need. 11/18/14 Leadership Meeting – November 18, 2014 @ 8:00 a.m. In Attendance: Owings, Watson, Jackson, Litt, Kluck, Vogel, Singleton, Limtiaco, Reitz, Mrs. Schmack (parent), Morris, Smith, Williams • Meagan is not coming back; she is taking a leave of absence to stay home with Thomas • Academic Coach position will be posted • Dr. Reitz will share his Principals' Meeting Agenda with us to share with our grade levels • Reading Benchmark Tests – • 4th/5th Grade will take on 1 day (SOL style for the day) • 3rd Grade will split into 2 days • Writing test will be on a separate day • 1st/2nd Grade – Dr. Reitz will discuss

the changes to these tests with teachers • Grading / Promotion Standards have changed K-5 • Students must pass 5 core subjects • Students must be proficient on English & Math Assessments • Students must meet the attendance policy • If a student failed their 1st 9week benchmark, it may be given again at the end of the year in hopes of pulling students' scores higher • Ms. Conner will come in March to discuss possible retentions with teachers • License Renewal beyond current year – teachers will have to take VA studies module (takes about 1 hour) • Academic Review – December 5th • 10 people or less • Dr. Reitz will designate classrooms to be observed & teachers/students to be interviewed • Ms. Falk is at Creekside, ask Dr. Reitz if you have any questions • We have 4 custodians for our building • Teacher of the Year Ballots are coming from Mrs. Jones – due Friday, Nov. 21st • She will put a new ballot with top 3 choices • Lesson Plan Rubrics – 2 per week • Write on plans, Circle evidence, etc. • Idea was presented to evaluate another grade level's plans to be more objective; this will happen after Thanksgiving • Peer Visits – keep doing them • 10-15 minute visit with follow-up conversation • Title 1 – “Next Steps to Guided Reading” book talk • This was mandated by Dr. Reitz • Be engaged with these sessions to improve our guided reading skills • Foundations – We are doing great... keep doing it daily. • It will benefit us in years to come! • Idea to pull lower 4th/5th graders during resource to use Foundations • 3rd graders are already being remediated by Ms. Carlsen • “Visible Learning & the Science of How We Learn” – Chapter 27 – Smiling • Smiles are contagious • Smiles have power among adults & kids • A smile is inexpensive • Use them to improve overall mood & interactions • Certificates – email Singleton how many certificates you need and she will order from print shop • For Perfect Attendance, she will put a master list in our box to highlight our students from • Upcoming Meetings: • Faculty Meeting – Wednesday, Nov. 26th @ 8:00 am • Weds. is also the Target bike giveaway – students will build their new bikes with volunteers • PTA Meeting – December 11th @ 6:00 pm • Ms. Ford's Christmas Program • Ms. Vogel's Book Giveaway night – parents will wrap books for their children • PTA Spaghetti Dinner Nov 2014 The school initiative of AR BRAG TAGS: The criteria for the AR incentive for each grade level was given out to the grade levels. Necklaces for AR points are worn by students encouraging them to read more AR books. The criteria is kept in files. 12/10/14 Faculty Meeting Academic Review Visit – Administration will revisit professional development plan into an approved template. Set vertical planning dates and goals for 2015. Set student data goals before the break. Explore Datacation. (Reitz will have Edwards train him) Set new school leadership goal. Document feedback of lesson plans, observations and professional development. Assessments need word, they do not match the standard Address SPED portfolio criteria (waiting for an answer from Hickman) Jan/Feb 2015 Balanced Literacy Title 1 Teachers will assess teachers on knowledge of Balanced Literacy Components. Title 1 Teachers will provide direct instruction on Shared Reading vs. Read Aloud. All teachers were provided the Guide to Reading and Writing Instruction. At next Faculty Meeting, teachers will present a skit to demonstrate proper

implementation of shared reading vs. read aloud. Weekly (ongoing) Accelerated Reader Program Title 1 Teachers will track student progress on AR program. Students will earn "brag tags" to wear weekly. Oct to June 2015 Assessment Development and Alignment Teachers will be directed to add more rigor; to align assessments with Bloom's level and incorporate TEI questions. Jan 9, 2015 Faculty Meeting Google Chrome Books – Any teacher interested in getting a set up Chrome books has to complete the survey on why they would like one as well as how they would implement the Google Chrome books into their classroom. Dr. Reitz will select teachers to receive a set of 10 Chrome books. Feb. 24, 2015 Leadership Meeting – February 24, 2015 @ 8:15 am In Attendance: Dr. Reitz, Ms. Pery, Mr. Watson, Ms. B. Patterson, Ms. Vogel, Ms. Morris, Ms. Limtiaco, Ms. Jackson, Ms. Singleton, Ms. Williams, Mr. Owings, Ms. Litt Book – "Mindset: The New Psychology of Success" – great book we can borrow from Dr. Reitz "After seven experiments with hundreds of children, we had some of the clearest findings I've ever seen: Praising children's intelligence harms their motivation and it harms their performance. How can that be? Don't children love to be praised? Yes, children love praise. And they especially love to be praised for their intelligence and talent. It really does give them a boost, a special glow – but only for the moment. The minute they hit a snag, their confidence goes out the window and their motivation hits rock bottom. If success means they're smart, then failure means they're dumb. That's the fixed mindset."

- Group discussion of favorite quote and why... Next Chapter... Read Ch. 8 – Feedback What is feedback? Kinds of feedback? Is it useful? Dr. R & Ms. W are doing observations together to compare what they are seeing in a classroom. In next 2 weeks, they are pre-meeting with each teacher before the evaluation, look over lesson plans looking for alignment, do the observation, then do post-observation with teacher. R/W will guide discussion but teacher will drive meeting. Feedback on the lesson plans, on observations, post-conferencing for teachers to get most out of the meetings. What's going on in the grade levels? Ms. Perry - Kindergarten is going to attempt to start an AR test chart. MAP testing, some students dropped. Did they have a bad day/What happened?? We are giving these students the opportunity to retest to get a more valid score. Discussion of MAP test results. Student growth vs. projected growth Ms. Morris - Use Learning Continuum in Guided Math & Guided Reading to target weak students or enrich high students. We have to teach our SOLS. Sadly we don't have the time to teach our high students to meet their MAP goal. But 50-59% of growth gives us the flexibility to teach our students. We have to look at the Learning Continuum to see true growth in all of the strands, not just the overall score – Reading: Word Study, Fiction, & NonFiction. Leveling students – QRI, 4th & 5th grade will try this to see benefit of testing students. Does this match our MAP? Vertical – Idea... If students are excelling, send them to the next grade for that type of lesson. 3rd wants to meet with 4th. 4th wants to meet with 5th. 5th would like opportunity to meet with 6th. Flexible grouping – across grade levels. Take Away – Dr. Reitz & Ms. Limtiaco will work on vertical piece. Ms. Morris – next Wednesday March 4th, focus on MAP. Idea – work in

small groups. Sub in Ms. Morris's room while she works in computer lab with small groups to get into MAP reports and understanding. Have time to practice. Dr. Reitz, Ms. Morris, Ms. Patterson & Ms. Limtiaco will meet today to plan for next week. Progress Reports are scheduled to go home on Friday, Feb. 27th. Date adjustments are underway due to the snow days last week – missed 4 days. Ms. Vogel – Dr. Seuss is Monday, March 2nd. Read Across America. Guest readers in classroom. Teachers can dress up and do more. School Board Reps, Fire station, Military – volunteers Ms. Vogel will touch bases with each teacher to schedule reading time. Ms. Singleton: Bullying Skit – hoping to reschedule. Pasta for Pennies program, she's looking into getting more information. Parks & Rec and Zetas are tutoring business partners. Volunteers. March 2015 – Leadership Meeting In Attendance: Dr. Reitz, Ms. Limtiaco, Mr. Watson, Ms. Vogel, Ms. Jackson, Mr. Owings, Ms. Morris, Ms. Litt, Ms. Singleton, Ms. Kluck, Ms. Williams, Ms. Schmack (parent), Ms. Perry, Ms. Gillen •April Calendar – Busy testing month! •March 30/31st – Mock SOL Reading Test – 3rd Grade will test over both days – School will be under SOL lock-down •April 18th – 5th Grade (15 students) to Richmond Science Museum & trip to an organic restaurant – Elephant's Fork & Mack Benn & Dr. Walsh •Basketball Game with Mack Benn @ 6:00 p.m. (trying to relocate to JFK gym) •Julie Moyer & Roberta Branch Presentation: ReadWorks.org •Leadership share this with your grade level •Search by skill (Virginia SOL #) •Search by Lexile for Shared reading & guided reading •Supports Science & Social Studies curriculum** •Novel Studies & Comprehension Units •Graphic Organizers to find features in text (stations) – copies of this are coming •Inferencing – get the students to make educated guesses using pictures •Start this In September next year!! •Branch & Moyer will team with Title 1 teachers to create thematic units & literature lists that follow the pacing guides •Ideas to save paper – •Used in Shared Reading – pull up on your screen •Copy & paste into Word to shrink spacing, etc. (keep copyright info) •Use in stations – laminate the articles •Pull up on the laptops & chrome books for students to read online •Have students write questions for the next student to answer •Question Stems from VDOE (English) – use these along with non-fiction text, use in book talks, send home, get everyone using the language students will see on the tests •Use these question stems in all content areas! •2014 Student Performance Analysis – English & Math •Listen to and follow the presentation with your class – dissect the presentation slowly •What did the students miss & why they missed it •Guides how to teach that skill differently •Extended Day Dismissal – Office & Teachers are having conversations with parents to wait until 4:05 •Parent Pick-Ups: Change to single statement – "All normal parent pick-ups please come down to the auditorium." •Any new students will be called by name •Dr. Reitz will continue to repeat himself when calling buses because students keep missing the bus •History Night – talk with grade level to plan out what else we need – give away items, props, supplies, etc. •Get this info. to Ms. Vogel before Spring Break •Locations? Where will each grade level be? Too much congestion last year •Science Textbook Adoption Sets – please take your grade level down to Room 404 to evaluate

			<p>the different sets – this week •Ms. Limtiaco, Ms. Kluck & Mr. Polston are going to a textbook adoption meeting tomorrow at 1:30 April 2015 – Leadership Meeting In Attendance: Dr. Reitz, Ms. Limtiaco, Mr. Watson, Ms. Vogel, Ms. Jackson, Mr. Owings, Ms. Morris, Ms. Litt, Ms. Kluck, Ms. Perry, Ms. Williams, Ms. Singleton @ 8:50 •Next week is Teacher Appreciation Week! •Grade Levels are assigned a day to have a 1 hour lunch. •Title 1 Teachers & Resource Teachers can choose a day •Teacher Assistants go on Wednesday •Retention – Please notify your parents so it is not a surprise •Meeting with Pam Connor on June 5th or 8th to make final decisions •History Night – Tonight •Students & Parents will be let in at 5:45. Program starts at 6:00 with Pre-K walk across the stage. •Turn in final receipts to Ms. Vogel •Math Night – 3rd & 4th Grade only replied for participation •See Ms. Kluck for more information •During Testing – 3rd Grade Hall Bathroom is too loud •Science Textbook Adoption – surveys may come out again to finalize decision •If so, Ms. Limtiaco will meet with each grade level to gather more data •Our input is critical •Suffolk Reading Council – Young Writers Meeting on May 5th @ KFMS (reception for participants) •Trying to get more participation – make a required writing assignment •Trying to increase overall enrollment in council •Potential Poetry contest in the future •Superintendent Art Exhibit from 5:00 to 6:00 tonight @ School Board •Grade Level Meetings this week – Wednesday & Thursday •Pep Rally – A time to celebrate our accomplishments! May 8th @ 3:30 pm •Share thoughts & ideas with Ms. Williams •Meeting this afternoon @ 4:00 in conference room •SOL Informational Meeting has not been set yet</p>
		Task Completed:	6/12/2015 12:00:00 AM
		8. Ensure ongoing quality feedback is given to teachers to enhance instruction. Provide guidance to teachers regarding expectations for monitoring the written, taught, and tested curriculum. (EA 4-B)	
		Assigned to:	David Reitz
		Added date:	02/12/2015
		Target Completion Date:	06/12/2015

		Comments:	Administrators regularly perform classroom observations using tools, then follow up with one on one meetings with teachers to discuss what they observed including student engagement. Aug/Nov 2014 Guided Reading/Math SAO Representatives will work with small groups of teachers to discuss how to implement meaningful math & reading stations. Understand difference & value of using Whole Group, Small Group, & Stations. Sept to June 2015 Lesson Plan Alignment/ Unpacking/ Development with VDOE Rubric Teachers will learn how to assess their own lesson plans (& other grade level plans) using the VDOE rubric to check for alignment. Oct 2014 Formal & Formative Assessments (Behavior, Condition, Criteria) SAO Representatives will assess teacher knowledge of using formative assessments. Teachers will be provided with comprehensive list of Formative Assessment techniques to use. Jan/Feb 2015 Balanced Literacy Title 1 Teachers will assess teachers on knowledge of Balanced Literacy Components. Title 1 Teachers will provide direct instruction on Shared Reading vs. Read Aloud. At next Faculty Meeting, teachers will present a skit to demonstrate proper implementation of shared reading vs. read aloud.
		Task Completed:	6/12/2015 12:00:00 AM
		9. Monitor and document compliance in implementing the written, taught, and tested curriculum. (EA 4-C)	
		Assigned to:	David Reitz
		Added date:	02/12/2015
		Target Completion Date:	06/12/2015
		Comments:	Admin will perform regular classroom walk-throughs and observations. Admin will check lesson plans using VDOE lesson plan rubrics. Admin will use checklists. Oct-June 2015 Teachers will use VDOE lesson plan rubrics to check for alignment with SOLs - written, taught & tested curriculum - for their own lesson plans as well as other grade levels.
		Task Completed:	6/12/2015 12:00:00 AM
		10. Provide feedback to teachers on implementing the written, taught, and tested curriculum. The administration should provide feedback to lesson plans prior to the lessons being taught for both alignment and pacing. (EA4-D)	
		Assigned to:	Gwendolyn Williams
		Added date:	02/12/2015
		Target Completion Date:	06/12/2015
		Comments:	Ms. Williams collects guided reading lesson plans prior to week's instruction to review them and shares with the Title 1 teachers to check for alignment. Oct to June 2015 Assessment Development and Alignment Teachers will be directed to add more rigor; to align assessments with Bloom's level and incorporate TEI questions.
		Task Completed:	6/12/2015 12:00:00 AM
		11. Include Title 1 and Special Education lesson plans during weekly lesson plan checks. (EA4-E)	
		Assigned to:	Gwendolyn Williams
		Added date:	02/12/2015

		Target Completion Date:	06/12/2015
		Comments:	Title 1 teachers & SPED teachers will turn in lesson plans to Assistant Principal on a weekly basis. Teachers will turn in Guided Reading plans to Assistant Principal on a weekly basis.
		Task Completed:	6/12/2015 12:00:00 AM
Implement	Percent Task Complete:		64%