**2010 Title I School Improvement Grant (SIG II), section 1003(g)**

**SIG Monitoring Team’s First Onsite Visit Feedback 2010-2011**

**Year I**

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| **School:** Thomas Johnson Middle School  **LEA**: Prince George’s County Public Schools  **Principal:** Michael Robinson **LEA Turnaround Director:** Ed Ryans  **Central Support Team Lead:** Duane Arbogast **SIG Team’s School Visit**: October 19, 2011 |

**Title I School Improvement Grant (SIG):** The School Improvement Grant (SIG) Program, authorized under section 1003(g) of Title I of the Elementary and Secondary Act of 1965, provides funding through State educational agencies (SEAs) to local educational agencies (LEAs) with the lowest-achieving schools that have the greatest need for the funds and demonstrate the strongest commitment to use the funds to raise significantly the achievement of students. The United States Department of Education (USED) views the large infusion of Federal funds into the SIG program through the American Recovery and Reinvestment Act of 2009 (ARRA) as a historic opportunity to address one of the most intractable challenges for America’s education system: turning around or closing down our Nation’s persistently lowest-achieving schools. Maryland’s approved application reflects Secretary Duncan’s determination to ensure that SIG funds are used to implement one of four rigorous school intervention models—turnaround, restart, transformation, and school closure.

**Maryland State Department of Education’s (MSDE) Monitoring of LEA Approved SIG II Application:** As approved by USED, MSDE will monitor each LEA that receives a school improvement grant to ensure that it is implementing its intervention model fully and effectively in Maryland’s Tier I and Tier II schools. Both PGCPS and BCPSS must submit to MSDE a quarterly summary report of the LEA monitoring/oversight that has been completed and the progress the Tier I or Tier II schools have made towards achieving their goals. In addition, MSDE will perform onsite visits to these same schools. The primary function of the onsite visits is to review and analyze all facets of a school’s implementation of the identified approved intervention model and collaborate with leadership, staff, and other stakeholders pertinent to goal attainment. MSDE’s School Improvement Grant Monitoring Teams (SIG Teams) will conduct three onsite monitoring visits annually *(Introductory/Start Up One Day Visit; Interim Midyear Two Day Visit; and End of Year One Day Visit)* with the school leadership team and district level team composed of staff responsible for the technical assistance, administrative support, and monitoring.

**SIG II Monitoring Team’s First Onsite Visit Purpose:**

The Introductory Start-up Onsite Visit is the first opportunity for the SIG Monitoring Team to discuss PGCPS’ approved SIG Plan for Thomas Johnson Middle School with school and district staff to ensure that all school system stakeholders are familiar with and understand the approved SIG Plan. In addition, PGCPS was required to present an update on the system’s progress in the implementation of its approved plan for Thomas Johnson Middle School. During this update, LEA and School Staff shared what has been implemented; what has been partially implemented; and what has not been implemented at this time. PGCPS also discussed potential changes it needs to make in the school’s approved plan for the first year of SIG. MSDE toured the building.

PGCPS Intervention Models for SIG II Schools:

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| **School** | **Intervention Model** |
| Thomas Johnson Middle School | Restart Model |
| Oxon Hill Middle School | Restart Model |

**The following individuals participated in the SIG Team’s Visit on October 19, 2011:**

* SIG MSDE Monitoring Team Leader: Teresa Knott
* SIG MSDE Monitoring Team Members: Roberta Reasoner, Michial Gill, Kevin Jenkins,

Roann Tsakalas

* Principal: Wendall Coleman
* Restart Partners: John Porter, Mary Robbins, Stephen Gibson
* PGCPS Compliance Officer: Myra Grzeskiewicz
* PGCPS Turnaround Director: Ed Ryans
* PGCPS Title I Director: Debra Mahone
* PGCPS Central Support Team Lead: Duane Arbogast

**SIG II Monitoring Team’s First Onsite Visit Feedback for Thomas Johnson Middle School :**

* **TABLE 1:** Based on its first monitoring onsite visit, the SIG Monitoring Team determined overarching issues on PGCPS’ Approved SIG Plan. PGCPS must submit required responses to MSDE by the identified timeline.

***Special Note:******All required responses submitted to MSDE on or before January 9, 2012 must be submitted at the same time.***

* **TABLE 2:** MSDE required each SIG Monitoring Team to ask the LEA and school specific questions related to its SIG approved plan. This table reflects what PGCPS shared verbally with the SIG Monitoring Team. The SIG Monitoring Team compiled information that was shared by the LEA and school in this table. This information will be reviewed and used by the SIG Monitoring Team during its second onsite visit.
* **TABLE 3:** MSDE developed a SIG Monitoring Tool based on the LEA’s approved plan for a specific school. This tool was used by the SIG Monitoring Team to determine the school system’s implementation of the approved plan. The SIG Monitoring Team compiled information that was shared by the LEA and school in this table. This information will be reviewed and used by the SIG Monitoring Team during its second onsite visit.

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| **Thomas Johnson Middle School**  *(from the Prince George’s County Public Schools SIG Executive Summary)*  **School Vision\*:**  Thomas Johnson Middle School‘s vision is to offer all students a structured, student-centered instructional program with high expectations, enabling them to become productive members of society. The school is committed to a culture of high expectations where all students learn to become caring, involved, citizens of good character, literate, high performing scholars and technologically competent life-long learners.  **School Mission**\*  The mission of Thomas Johnson Middle School is to provide a positive learning environment that is safe and nurturing; supports intellectual, emotional, and social growth of all students; and fosters a good working relationship between home, school, and community.  *\* The school improvement template contains the PGCPS vision and mission to ensure alignment of the school planning with the system master plan. Schools may develop individualized vision and mission statement as a part of building cohesive school teams.* |

**Table 1**

| **SIG Monitoring Team First Onsite Visit’s Overarching Issues on**  **PGCPS’ Approved SIG Plan for Thomas Johnson Middle School** | | |
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| **Issues** | **Required Response from PGPS** | **Timeline** |
| Restart Partner impact on reform measures was difficult to ascertain from interviews and observations. | * Copy of documentation used to monitor Restart Partner. * Copy of Restart Partner deliverables | January 9, 2012 |

**Table 2**

| **Overarching Questions for the District Central Support Team and the School Staff** | **SIG Monitoring Team Consensus Feedback**  **On Overarching Questions from the 1st Onsite Visit at**  **Thomas Johnson Middle School** |
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| 1. How have the LEA and the school ensured that all school stakeholders have been informed about the SIG approved plan for the school?   What future activities are planned to inform all stakeholders as the plan is being implemented? | * The faculty of Thomas Johnson Middle School was introduced to turnaround mid June. The Mosaica president provided an introduction to the process and explained the work to be done. * A meeting was held subsequently with parents with approximately 75 parents in attendance. |
| 1. What future activities are planned to inform all stakeholders as the plan is being implemented? | * A series of meetings are planned to accommodate parents at various times. * Faculty is updated at staff meetings. * The students do not know what Mosaica is, nor have they been told about turnaround. This is purposeful to avoid labeling the school. * The community will learn about turnaround from information that was provided. A PTA representative participated in interviews of education management organizations. Mosaica has presented to parents and has been clear about their role at the school. * MSDE requested a copy of the deliverables established between Mosaica and PGCPS. |
| 1. Describe the plans for the LEA to provide a rapid response to address immediate needs of the school. | * There is an open line of communication. The PGCPS Turnaround Executive Team responds quickly to principal needs. |
| 1. Describe some visible improvements (quick wins) early in the school turnaround process. | * Quality staff has been selected for all positions. * Human resources have been responsive. * A fully staffed Turnaround Office supports the SIG I and II schools. * Summer professional development laid the groundwork and they are currently building on it. Thomas Johnson Middle School created a base and now they are able to build on that PD. Teachers are seeing the benefits of the training and it is impacting instruction. * The PGCPS Turnaround Executive Team meetings give the school access to central office executives who work with them in problem solving issues. |
| 1. Describe any changes as of today that address culture and climate issues that impact teaching and learning. | * Four positions have been added related to culture and climate: Parent behavior specialist, social worker and bilingual coordinator. The social worker started the second week of school. The parent engagement specialist started on October 17, 2011 and the behavior specialist began October 10, 2011. * Three coaching positions have been added in data, reading and math. The coaches will start October 31, 2011 and begin the 2nd quarter. All are full time positions located in the building. * A bilingual outreach position is being funded by PGCPS. The bilingual staff member started October 10, 2011. * Mosaica and the principal screened positions together. |
| 1. What are the LEA’s and school’s plans to ensure that there will be a consistent focus on improving instruction? | * There will be additional services provided to the school in the form of reading and math coaching positions. * There are subcommittees for each school at central office. These staff problem solve issues for the schools. * Mosaica has a plan to support the school which includes: * Evaluation data to guide instruction; * Growth data; * Address issues with online program; * Nine-month leadership module for the building; and * Collaborative planning and other staff development; * Professional development is a follow- up to summer institute. Coaches will receive training on how to use data and translate into instructional practice. Additionally they will use MSDE website tools to design training. |
| 1. Discuss the early lessons learned in implementing the Restart Intervention Model through School Improvement Grant. | * Pre-implementation was important part of planning process. * It would be great to have notice of award and budgeting completed in June so the plan could be implemented at the start of the fiscal year on July 1, 2011. With the budget not in place, it delayed the hiring of some staff. * They needed a fully staffed turnaround office at LEA as well. |
| 1. Discuss how the LEA has supported school leaders in their ability to make mission driven decisions regarding time and programs. | * The PGCPS Turnaround Executive Team is providing immediate response to principal requests for help. The principal had an opportunity to screen applicants in lieu of human resources; then he made hiring decisions. The reading coach began late due to out of state transitions. * The turnaround director has been able to expedite LEA processes. |
| 1. Describe how the LEA has monitored the Restart Partner for this school up to this date.   What documentation is available of the monitoring?  What is the process for ongoing monitoring in the future? | * The turnaround director, the EMO and the principal held several conference calls and in-house meetings. * They currently meet every other Monday to discuss the work, update and plan deliverables and mark progress. * Meeting notes and correspondence will be available for the monitoring team to review. |
| 1. Walk us through the process for ongoing monitoring in the future. | * Monitoring visits will be conducted by central office with interviews and findings shared with Mosaica. |
| 1. What documentation is being kept? | * Sign in sheets, meeting agendas, pre-implementation surveys, Title I compliance documentation, and regular program notes. |

**Table 3**

| **LEA:**Prince George’s County Public Schools | | **Name of Tier I School:** Thomas Johnson Middle School |
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| **Central Support Team Lead:** Duane Arbogast | | **Principal:** Michael Robinson |
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| **Pre- Implementation Activity** | **Description** | **SIG Monitoring Team Consensus Feedback**  (must identify all documentation reviewed  during the 1st SIG Onsite Monitoring visit) |
| 1. Leadership Team Professional Development | Not Addressed. | Not Addressed. |
| 1. Staffing | Thomas Johnson may have staff that have not accepted the renewed focus on a restart strategy. However, the district has minimal capacity to commit to wholesale changes. The district will support priority staffing.  Pre-Implementation Strategy 3: Pre-service orientation for all staff on vision, culture and climate. 10 days of in-service. | * Four days of the planned 10 days professional development was provided by Mosaica. The topics included differentiation of teaching strategies, culture and climate (PBIS). Also presented: teacher goal setting in planning and identifying teaching strengths and weaknesses. By spring, a plan for every student should be in place. It is hoped that teacher contract issues will not prevent this. |
| Most respondents to the survey indicate that Thomas Johnson is a safe school. However, much of the staff has less than 5 years experience.  Pre-implementation strategy 4: fill new positions of behaviorist, two content specialists, a community engagement specialist, a principal coach, and a data coach. | * The behaviorist position is filled. They have interviewed for a content specialist in language arts, math and a data coach will begin October 31, 2011. * Mosaica filled the principal coach role. * The parent engagement staff person has begun work as well as the social worker and a bilingual outreach person. |
| Pre-implementation Strategy 1: observation and review of the current staff and recommended staff changes. | * Mosaica observed all staff on June 7 and 8. They provided a narrative and recommendations. The majority of staff remained from last school year to this school year. They did not have to take advantage of priority staffing this year because there was little staff turnover this past summer. |
| 1. Professional Development | Develop professional development plans with teachers and administrators  Pre-implementation strategy 5: Develop personal PD plans for staff. | The complete plan for the development of professional development plans will be implemented by December 31, 2011. The principal has met with every teacher to initiate a professional development plan. He wants to meet every nine weeks to discuss strategies and goals, etc. |
| 1. Student Engagement | Not Addressed. | Not Addressed. |
| 1. Instructional Programs | Mosaica will do a comprehensive review of the school test data. | * Mosaica is trying to make sure they have full access to all the data. They have seen all the state testing results at the student level and are considering adding enrichment for strong students. * They have reviewed advanced under- performers and students that are strong in one content area but weak in another. * They have also reviewed benchmark data. * Mosaica spoke with teachers to understand the teachers’ conceptions of classroom generated tests. * Thomas Johnson used Performance Matters to make student achievement projections. This information is integrated into collaborative planning with teachers. * The school will also be using online MAP testing. |
| 1. Community Engagement | There is evidence that efforts have been made to engage parents through the PTA and through multiple parent meetings. The principal makes full use of the Global Connect system with parents. However, parent participation remains low. The district will make Parent Engagement a professional development theme for the 2011-12 SY.  Pre-implementation Strategy 2: Four community meetings held between April 2011 and August 2011 to garner community input into the Restart Model. | * Seventy-five parents attended a meeting with Mosaica where the president presented. More parent meetings are scheduled. The goal is to schedule them at various times to reach a wide variety of parents. * There is a parent advisory council with approximately 8 parents. Mosaica will filter information through them. They are developing a brochure on SIG for parents which will be posted on the school website. * A parent engagement specialist started October 17, 2011. She is an experienced school counselor in this position. The principal met with this her to plan next steps for parent engagement. |

| **LEA:** Prince George’s Public Schools | | **Name of Tier I School:** Thomas Johnson Middle School | | |
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| **Central Support Team Lead:** Duane Arbogast | | **Principal:** Michael Robinson | | |
| **Schools Needs Assessment** | **Strategy to Address**  (Note: See the school plan document for the “Persons Responsible” and “Estimated Time of Completion” for each strategy.) | | **Documentation that can be used as evidence of Successful Competition** | **SIG Monitoring /Individual Comments and Team Consensus Feedback**  (must identify all documentation reviewed during the 1st SIG I, Year 2 Onsite Monitoring visit) |
| **CULTURE AND CLIMATE** | | | | |
| Staff Survey   1. Large staff turnover and five principals in 8 years. America’s Choice strategies are implemented episodically. | Strategy 1: Create and implement a vision of academic rigor and an intellectual climate. The expectation is that the vision will be pervasive throughout the school. | | Agendas, Minutes | * The principal stated the school vision. School activities are centered in character building. Students are reminded of school principles. * Teachers and students inherently know the principles; they are posted in the building in various locations. |
| School Culture and Climate   1. The Needs Assessment indicates a need to have a functioning climate committee. In addition, organizational skills are cited as an area of concern. Absenteeism is a continued concern. The district will continue to support these schools with AVID and PBIS. | Strategy 3: Adopt a classroom management system that ensures student respect and engagement. This plan must address student absenteeism. | | Agendas, minutes, evidence of professional development  Suspension rates. | * PBIS is new this year, although the school has been using a similar protocol for the past 2 years. * The principal presents his expectations to parents at a meeting and daily to students. * A *Jaguar Store* with reward bucks can be accessed every 9 weeks. The principal story hour is another reward activity. |
| School Profile   1. Needs Assessment indicate that there are inconsistent time allotments for content areas. | Strategy 15: Create a schedule that maximizes learning time. The schedule should reflect the move towards rigor, engagement and student exploration. | | Master Schedule Plan | * The schedule is the same as last year except collaborative planning time was doubled. * Collaborative planning is two times a week and 140 minutes per week. * All other parts of schedule remain the same. |
| **STAFFING** | | | | |
| Staff Profile   1. Thomas Johnson may have staff that has not accepted the renewed focus on a restart strategy. However, the district has minimal capacity to commit to wholesale changes. The district will support priority staffing. | Strategy 12: Deliberate staffing: The school will proceed slowly in the displacement of staff. The staff will be assessed as to their commitment to change. Through the use of the evaluation process and some limited involuntary transfers some staff changes will occur. | | Fully staffed. | * Mosaica assessed all staff in June and provided recommendations. They had many of the same staff returning. |
| **INSTRUCTION** | | | | |
| Needs Assessment: Student Achievement Staff Survey, Staff Profile   1. Most respondents to the survey indicate that Thomas Johnson is a safe school. However, there is an 11% suspension rate and tardiness and attendance were noted as issues that need to be addressed. | Strategy 2: Adopt a system of classroom protocols and routines to ensure instructional focus. Procedures and protocols for lesson delivery need to be explicit. | | Agendas, minutes, evidence of professional development | * Thomas Johnson reviewed common assessment data, unit assessments and looked back at trend data to see common areas where students were not mastering. The first five minutes of class begins with a content focused activity to increase mastery. * Writers Workshop, standards based bulletin boards, teacher commentary on rubrics with color coding for advanced, proficient and basic are in place. * Teachers are using essential questions as a result of professional development provided for implementation. Professional development will be continuing. * “HOTs” questions are also being used to implement critical questions. Teachers use collaborative planning to plan HOTs questions during lessons. * Principal implemented a teacher lesson plan structure to improve instruction. Principal has reviewed lesson plans in the past. Now new AP has taken the role of monitoring the lesson plan format. * Department chairs are evolving as instructional leaders to help other teachers improve plans and instruction. There are eight teams. * The duties and responsibilities for professional development are divided by subject areas. |
| Assessment   1. There is some evidence that the discussions result in a change in teaching practice or the creation of common assessments. The needs assessment indicates that weekly data discussions are not the norm. A Data inquiry protocol is utilized. The district will support the school with the use of the Edusoft platform, storing school-developed tests. In addition, the district will pilot rigorous assessments in the school. | Strategy 4: Create a functioning system for the review of student data through collaborative planning. The expectation is that data discussions will result in changes in instructional practice. | | Protocols, minutes of collaborative planning meetings. | * Central office conducted professional development in instructional differentiation for special education for the past two years. * This year there is a focus on instructional differentiation. The Turnaround Office is working on bringing the professional development to Thomas Johnson for teachers. * Regular education teachers are requesting this professional development to help plan with special education teachers. * Mosaica will conduct the professional development in this area. |
| Assessment, Instructional Practice:   1. There is no evidence that the discussions result in a change in teaching practice. The school is eligible for participation in the district initiative around DataWise through the RTTT funds. | Strategy 5: Create an accountability system that links professional development, collaborative planning, structured walk-throughs and teacher evaluation using Professional Development Goals. | | Notes on walk-throughs | * Principal conducts classroom walk throughs between 5 to 7 minutes daily. The documentation has been difficult to complete. Principal leaves notes for the teacher. * The Instructional Coaches will arrive October 31, 2011 at which time the formal walk through forms will be completed and given to teachers in a timely manner. * Principals and APs will be receiving I-Pads to use during walk throughs which will facilitate the quick delivery of feedback to the teacher. |
| Needs Assessment: Assessments, Instructional Program   1. Multiple interventions are cited in the Needs Assessment (Study Island, individual tutoring). However, there does not seem to be a continuum of services to support students or a deliberate process for placement. The district has developed an intervention tracking system that will support this initiative. | Strategy 8: Create a coherent model to deliver interventions. Assessment, placement and RtI must be part of the plan. This will involve the SIT Team and the use of research-based interventions, including Compass Learning. | | Intervention plan. Minutes from SIT meetings. | * The ELO program will start next week. Teachers are doing tutorials daily and weekly based on their student data. Last year a MSA prep class was held as well. * With Mosaica and Mercury Online (which includes reading, math, science and foreign language), students will receive enrichment and remediation. * Teachers will be able to take classes to the lab to work on either program. Mercury has online teachers that interact (talk) with students. * Students will receive intervention during the school day and after school. They can use Study Island on the web at school and at home. * The school estimates approximately 75% of students have access to internet outside of school but not in the homes necessarily. * Parents can use computers after school to check student grades. Students can stay after school to use computers for class work. * A formalized survey to see if students have access to the internet outside of schools was discussed. * Additionally, there are Learning Centers in classrooms. |
| Instructional Practice   1. Most of the instructional practices reflect attention to remediation and foundation skills. Only 30% of students are enrolled in advanced classes. The district is developing rigorous assessments linked to the Common Core that will support this effort. | Strategy 10: Adopt an instructional model based on rigor. Consider project-based instruction or Universal Design for Learning as the instructional model for the school. While the district curriculum has rigorous references, the school needs to adopt their own model for rigor and accountability. | | Implementation of a rigorous curriculum as evidenced by student schedules, student work, performance on formative assessments. | * There is one geometry class with 28 students. * Each grade has a team of students that receive advanced classes; about half of the students are in honors. * Advanced students populate the Algebra, Geometry and foreign language classes. * Learning walks will be completed by subject area; they will be looking for rigorous curriculum. * Lesson plans receive feedback during collaborative planning sessions to ensure instruction is challenging. |
| Instructional Practice   1. Thomas Johnson has access to the use of technology, but it is unclear how technology interfaces with the instructional program. It appears that technology is not leveraged to increase student achievement. As a Restart, the district will support wireless generation. | Strategy 11: Integrate technology in the instructional plan. Technology is evident, but it needs to be an integral part of the instructional program, particularly around engagement and rigor. | | Technology plan | * Technology is a part of every lesson. There is a technology team of teachers. They conduct in-service training for the school staff. * Documentation will be agendas, sign-in sheets, and lesson plans which include technology. * Central office has a dedicated technology coordinator for turnaround schools. They will be conducting professional development. * There is no technology plan at this time; there are future plans to develop a plan. * There are no smart boards. They have ordered white board emulators. * Thomas Johnson will receive 37 personal computers for a new lab. |
| **STUDENT ACHIEVEMENT** | | | | |
| Assessment and Instructional Program   1. Multiple interventions are cited in the Needs Assessment (Study Island, individual tutoring). However, there does not seem to be a continuum of services to support students or a deliberate process for placement. The district has developed an intervention tracking system that will support this initiative. | Strategy 18: Implement Mercury On-line for struggling and advanced learners. | | Data charts from Compass Learning (now are using Mercury Online) | * Extended learning program will start next week. * Mercury Online will include reading, math, science and foreign language. * Students will receive enrichment and remediation with this program. * Mercury Online has online teacher that interact and talk with students. |
| Instructional Practice   1. Most of the instructional practices reflect attention to remediation and foundation skills. The district is developing rigorous assessments linked to the Common Core that will support this effort. | Strategy 19: Begin the implementation of STEM modules within the curriculum. | | Evidence of unit plans | * The school is working with MSDE to be a Project Lead the Way school. They will need to increase the levels of school technology to support this program. |
| **ASSESSMENT** | | | | |
| Assessment   1. Mosaica will perform a comprehensive review of the school test data. | Review of the data | | Report on the analysis. | * Mosaica is trying to make sure they have full access to all of the data. They have reviewed all the state testing results at the student level; as a result they are looking at adding enrichment for advanced students. Additionally they have reviewed the benchmark data. * They are using online MAP testing as well. Mosaica surveyed teachers to establish how assessments created by teachers were developed and assessed the levels of rigor. * They used Performance Matters to make student achievement projections. The results were presented in collaborative planning with teachers. * Mosaica will be adding online opportunities for students during school and after school. |
| Assessment   1. There is no evidence to suggest that the school has moved beyond the assessment limits in the Voluntary State Curriculum. The district is developing rigorous writing prompts to support this effort. | Strategy 9: Create more rigorous assessments beyond the current use of FAS data. The district will provide support, but common assessments must move beyond the assessment limits. | | Evidence of rigorous items and tasks. Performance utilizing rubrics. | * No advanced courses in the county. * The honors courses are in algebra, geometry and foreign language. See below. |
| **PROFESSIONAL DEVELOPMENT** | | | | |
| School Profile, Instructional Practice, Staff Profile   1. The overall inexperience of the teaching staff would suggest minimal exposure to sophisticated instructional delivery models. However, even though student group performance lags behind the total population, reading performance has increased steadily. The ELL and special education populations have grown dramatically in the past year. FARMS continue to be an under-performing student group. There is some evidence to suggest Universal Designs for Learning are incorporated. The school will receive priority staffing as a Restart School. | Strategy 6: Provide professional development on differentiated instructions, specifically for special education, FARMS and ELL populations. The plan should include grouping strategies as well as pedagogical knowledge. | | Agendas, minutes of professional development. | * Central office staff conducted professional development in instructional differentiation for special education for the past two years. * This year there is a focus on instructional differentiation. The Turnaround Office is working on bringing the professional development to Thomas Johnson for teachers. * Regular education teachers are requesting this professional development to help plan with special education teachers. Mosaica will conduct the professional development in this area. * There are three Teach For America teachers and five resident teachers. |
| Student Achievement   1. Math performance significantly trails reading performance, both in state and formative assessments. Growth has been minimal. The district is developing professional learning communities around middle school math that will support this initiative, funded through RTTT. | Strategy 7: Provide professional development in the delivery and assessment of math. Mathematics instruction must consider broad themes, the application of skills to real world problems and the connection of standards within the content area. | | Minutes from professional development, math scores on formative assessments. | * Last year there was a professional learning community for math. * The new math coach will focus on creating specialized professional development in math. * Two book studies are part of teacher professional development. * Collaborative planning sessions focus on math and other subject areas; these build on improving instruction. * Teachers are using data in lesson planning; presently professional development is focusing on other topics. |
| Staff Profile   1. The principal has been at the school less than two years. There is evidence of teacher leadership in language arts. The district, using RTTT funding, is supporting leadership development. | Strategy 13: Develop a plan to promote leadership capacity with administrators and key teachers. Teachers should be able to attain significant leadership roles within the school. | | Evidence of professional development and coaching minutes. | * Developing a schedule with Mosaica for training the leadership team. * The leadership team includes administrative staff, instructional leaders from each department, guidance and the data coach. |
| **PARENT ENGAGEMENT** | | | | |
| Parent Engagement   1. There is evidence that efforts have been made to engage parents through the PTA and through multiple parent meetings. The principal makes full use of the Global Connect system with parents. However, parent participation remains low. The district will make Parent Engagement a professional development theme for the 2011-12 SY. | Strategy 14: Develop a plan to increase parent engagement in the instructional program at the school. School efforts have been significant, but parent engagement in the day to day activities at the school need to be bolstered. | | Agendas, minutes of meetings, logs of parent attendance at functions. Volunteer hours. | * Parent engagement specialist will implement the plan and facilitate the work. |
| School Profile   1. The school expanded to include a sixth grade, representing 11 feeder elementary schools. A coherent vision must be shared with the communities of the 11 schools. | Strategy 16: Develop a communication plan for the community in regards to accepting incoming sixth grade students. | | Evidence of the plan to interact with feeder schools. | * Nine schools feed into this middle school. * Commencing in December the principal will visit the elementary schools to meet incoming 5th graders. * In January, the principal meets with counselors of feeder elementary schools. * In February the school will send correspondence to parents and parents received schedules by mail. * Meetings are held in the spring with parents to complete schedules. * Orientation is provided during the summer. * The principal is working to facilitate transition of student information from elementary school to the middle school. |
| School Profile   1. The needs assessment indicates that there is little coordination of family support systems in the community. The district will continue to align Student Service supports to the school, including the deployment of a social worker to address family issues. | Strategy 17: Work with external partners to coordinate services for families. This would involve the Departments of Health, Juvenile Services, Mental Health and community agencies. | | Agendas and minutes of professional development. Referrals to local agencies. | * The social worker and behaviorist are on staff. * The Mid Atlantic Equity Center Partnership may be added through a grant amendment. |