



# Chasing Excellence: System of Accountability

Dr. Angela Byrd-Wright, Senior Director of Teaching and Learning

Dr. Cyndee Blount, Chief Academic Officer

Principal Leadership Conference (2C: 11:00 am - 12:25 pm)

*Charting the Course: The Continuous School Improvement Journey*

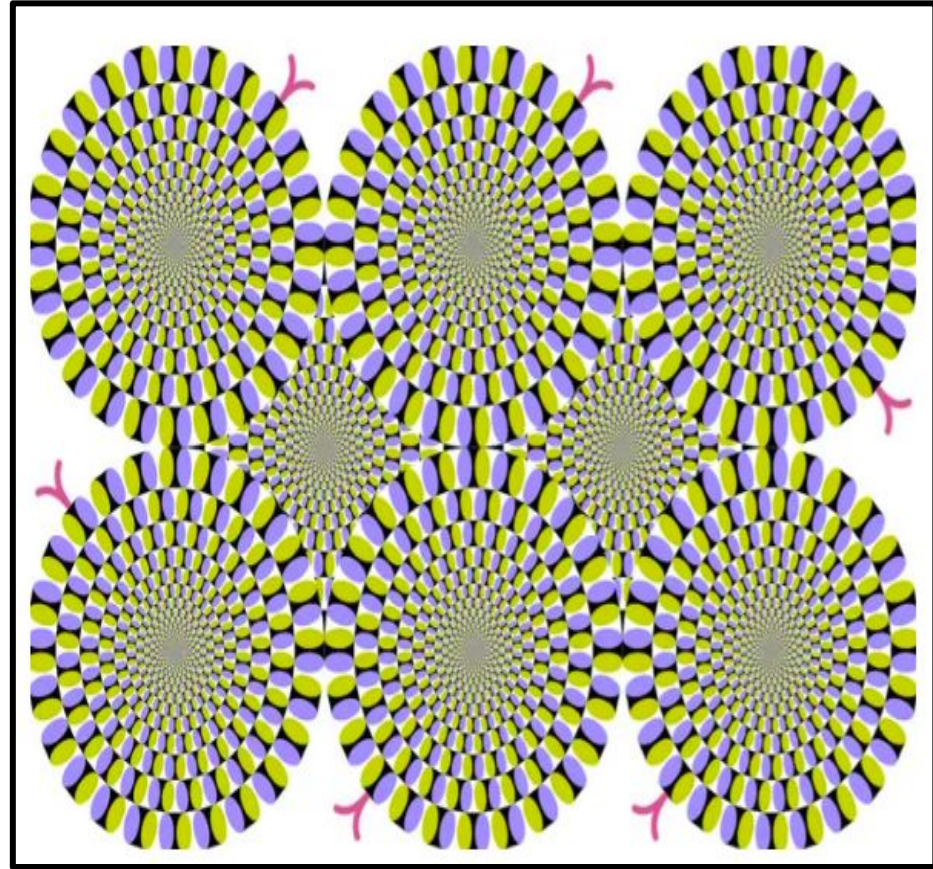
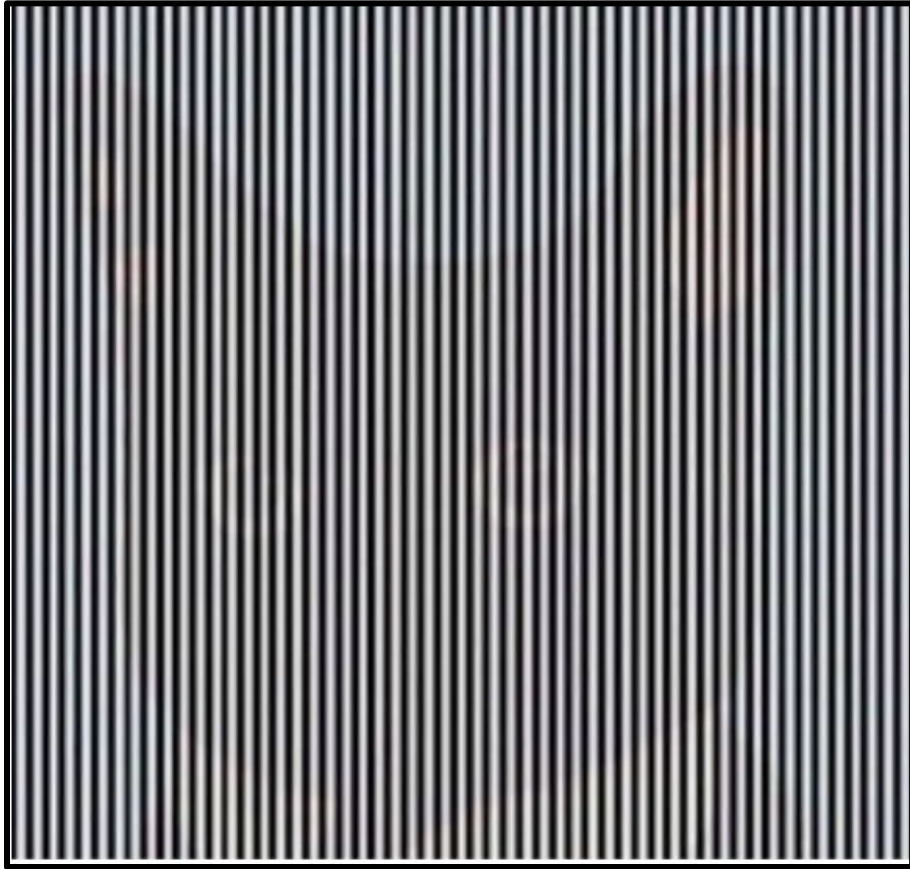
# Learning Intentions

1. **Illustrate** and **synthesize** the *tight alignment* of our division's *System of Accountability* with the *standards of best practice criteria* as established and expressed by the Virginia Department of Education and the Office of School Quality

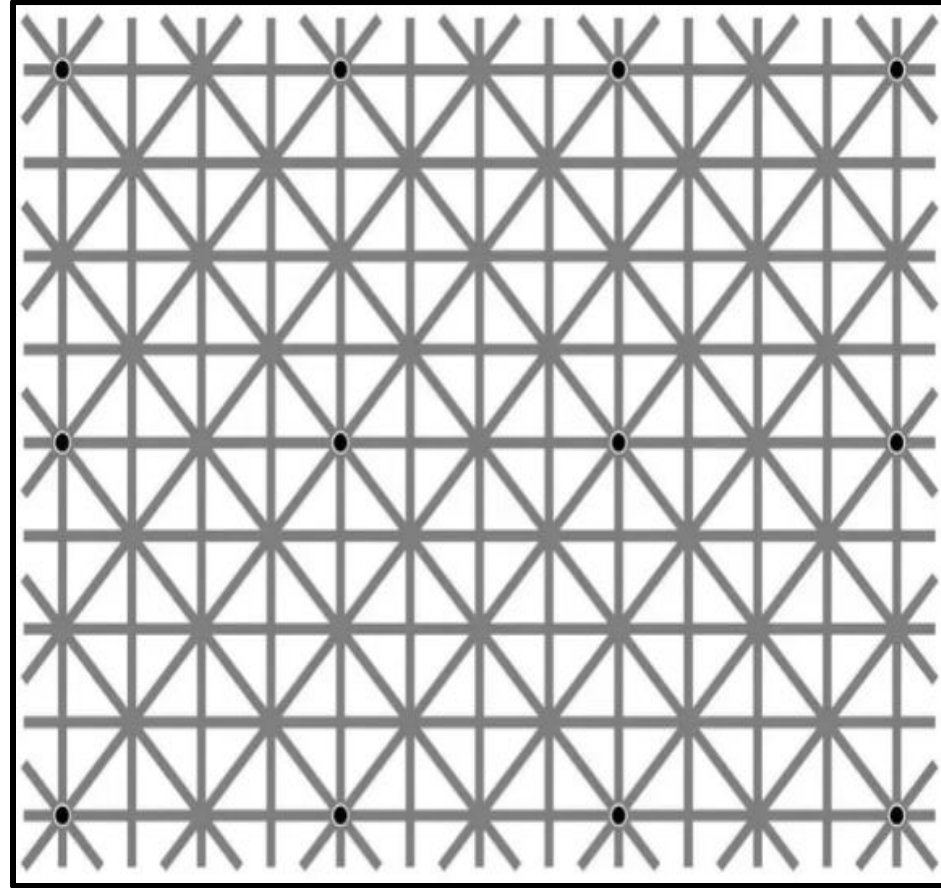
2. **Check** and **connect** with colleagues about one's own division's System of Accountability through strategy sharing.



# Reflect and Connect: What do you see?

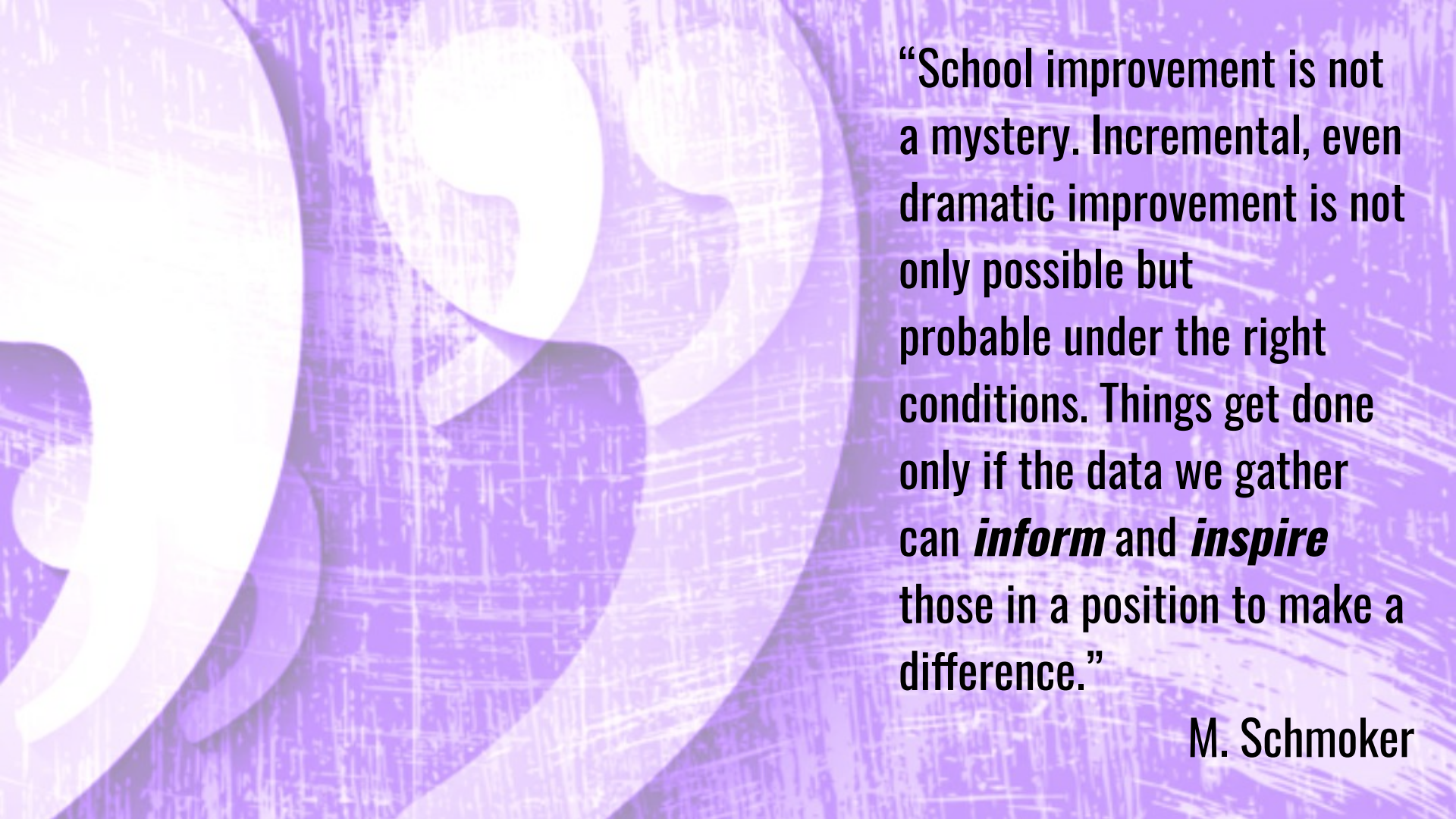


# Reflect and Connect: What do you see?









“School improvement is not a mystery. Incremental, even dramatic improvement is not only possible but probable under the right conditions. Things get done only if the data we gather can *inform* and *inspire* those in a position to make a difference.”

M. Schmoker

# Our Story, Our Gains, and Our Growth

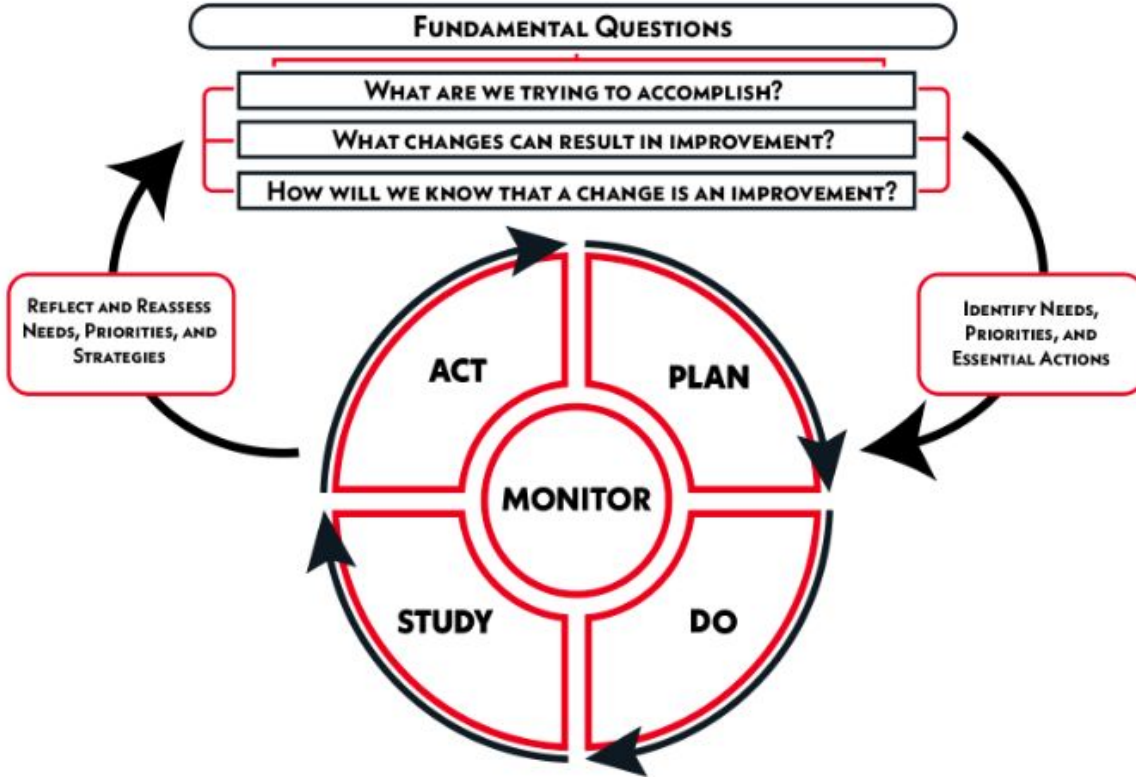
**Essex County has the highest percentile rank since CIP started collecting the data in 2006!**

**Essex County is ranked 14th in the state when looking at rank improvement this year!**

**Essex High School ranked 14th in gains out of all 301 schools in the CIP Consortium!**

| ALL SOL Tests |              |           |       |
|---------------|--------------|-----------|-------|
| Year          | Division     | Pass Rate | Rank  |
| 2022          | Essex County | 54.57%    | 111th |
| 2021          | Essex County | 35.39%    | 128th |
| 2019          | Essex County | 63.96%    | 126th |
| 2018          | Essex County | 61.10%    | 129th |
| 2017          | Essex County | 68.42%    | 125th |
| 2016          | Essex County | 68.53%    | 125th |
| 2015          | Essex County | 64.67%    | 121st |
| 2014          | Essex County | 64.00%    | 123rd |
| 2013          | Essex County | 68.03%    | 114th |
| 2012          | Essex County | 75.74%    | 113th |
| 2011          | Essex County | 80.02%    | 121st |
| 2010          | Essex County | 82.79%    | 118th |
| 2009          | Essex County | 83.11%    | 115th |
| 2008          | Essex County | 78.89%    | 124th |
| 2007          | Essex County | 76.40%    | 120th |
| 2006          | Essex County | 70.97%    | 128th |

# Linking the System of Accountability to the Components of the Academic Review



- ★ Identify and implement systems, processes, and practices at the school level that directly impact **student outcomes**
- ★ Examine **artifacts** to determine if they show **evidence** of criteria listed in the academic review tools
- ★ Reveal **targeted** areas for improvement to include in the school's Comprehensive School Improvement Plan (CSIP)



# ECPS Strategic Plan Goals



## ECPS Goal #1: Student Achievement

Essex County Public Schools will engage students in learning opportunities to meet the individual educational needs of each student emphasizing student achievement, personal aspirations, and college and career readiness that prepares students for the local, national, and global economy.

## ECPS Goal #2: Highly Qualified Staff

Essex County Public Schools will recruit high-quality staff and retain the division's exemplary workforce by creating an environment where transparency and trust are the norm that reflect the community.

## ECPS Goal #3: School Environment

Essex County Public Schools will ensure a fully-integrated approach to safety and security that encompasses both the physical environment and the social/emotional needs of students in promoting a positive educational culture with community support.

## ECPS Goal #4: Community and School Relations

Essex County Public Schools will promote, facilitate, and enhance partnerships and communications between the schools, students, and the community.

# Learning Intention #1a: Instructional Leadership

**Illustrate** and **synthesize** the *tight alignment* of our division's *System of Accountability* with the *standards of best practice criteria* as established and expressed by the Virginia Department of Education and the Office of School Quality

## Instructional Leadership

Examples of documents that may provide evidence for *Instructional Leadership*:

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Summative Evaluations and Teacher Observation Schedules</li> <li>Handbooks</li> <li>Faculty Meetings</li> <li>Data Analysis of Assessments</li> <li>Staff Survey</li> <li>Feedback to Teachers</li> <li>Lesson Observations</li> </ul> | <ul style="list-style-type: none"> <li>Feedback on Lesson Plan Alignment</li> <li>Feedback on Lesson Observations</li> <li>Assessment/Intervention Schedule</li> <li>Virginia Standards of Learning Using the Curriculum Framework</li> <li>Meeting Agendas/Notes</li> <li>Analysis of School Climate Survey</li> <li>Communications to Staff</li> </ul> | <ul style="list-style-type: none"> <li>Teacher Mentoring Program</li> <li>Professional Learning Community Agendas/Notes</li> <li>Planning Team Meetings/Notes</li> </ul> |
|---|--|--|

| None<br>(No Artifacts Presented)               | Initial Implementation<br>(Process Planned)              | Partial Implementation<br>(Process Started)                     | Full Implementation<br>(Process Operational)                           |
|--|--|---|--|
| No evidence presented to address the criteria. | Evidence shows initial progress to address the criteria. | Evidence demonstrates progress towards addressing the criteria. | Evidence consistently and accurately addresses and meets the criteria. |

| Category                 | Criteria   | Evidence | Implementation Status  | Comments |
|--------------------------|--|----------|--|----------|
| Instructional Leadership | Provides clear expectations to teachers on implementing the Virginia Standards of Learning and Curriculum Framework in developing lesson plans.  |          | <input type="checkbox"/> None<br><input type="checkbox"/> Initial<br><input type="checkbox"/> Partial<br><input type="checkbox"/> Full |          |
|                          | Monitors and provides feedback to teachers to ensure implementation and alignment of the written and taught curriculum to the Virginia Standards of Learning using the Curriculum Framework. |          | <input type="checkbox"/> None<br><input type="checkbox"/> Initial<br><input type="checkbox"/> Partial<br><input type="checkbox"/> Full |          |
|                          | Monitors the creation and results of assessments to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning using the Curriculum Framework.                      |          | <input type="checkbox"/> None<br><input type="checkbox"/> Initial<br><input type="checkbox"/> Partial<br><input type="checkbox"/> Full |          |

# STRATEGY DEFINED

strat·e·gy

/'stradəjē/

A general direction set for the organization and its various components to achieve a desired state in the future. *Strategy results from the detailed strategic planning process.*



KING • K



QUEEN • Q



BISHOP • B



KNIGHT • N



ROOK • R



PAWN • P

## Components of Division Level System of Accountability - Essex County Public Schools

| Event/Topic   | Accountability  | What data are we looking to review?  | Template/Tool for Meeting  | Who completes the Template/Tool?  |
|---|---|--|--|---|
| Chief Academic Office Review of Instructional Data - Thomas, Blount, and Byrd-Wright review of data | 2 Week Check - Instructional Review   | <ul style="list-style-type: none"> <li>Observation                             <ul style="list-style-type: none"> <li>Review Count</li> <li>Analyze Data for PD</li> </ul> </li> <li>Lesson Plan                             <ul style="list-style-type: none"> <li>Review Count</li> <li>Analyze Data for PD</li> </ul> </li> </ul> | <a href="#">CAO Instructional Review Template</a><br><br><a href="#">Instructional Walks - Feedback and Next Steps Template</a>  | Blount/Thomas/Byrd-Wright review of data<br><br>Shared with Principals and Assistant Principals           |
| Principals Meeting - Principal and Assistant Principal Instructional Review                         | Monthly Instructional Review led by Principal and Assistant Principal at Principals Meeting | <ul style="list-style-type: none"> <li>Observation                             <ul style="list-style-type: none"> <li>Review Count</li> <li>Analyze Data for PD</li> </ul> </li> <li>Lesson Plan                             <ul style="list-style-type: none"> <li>Review Count</li> <li>Analyze Data for PD</li> </ul> </li> </ul> | <a href="#">Principal and Assistant Principal Instructional Review Template</a>  | Principal<br><br>Submits 2 days prior to meeting to Thomas, Blount, and Byrd-Wright                       |
| School Data Team Meeting - PLC  | School Data Team Meetings - Quarterly Benchmarks  | <ul style="list-style-type: none"> <li>Individual teacher performance on Benchmarks as related to Accreditation Report</li> <li>Individual teacher Corrective Action Plan based on SPBQ</li> </ul>   | <a href="#">School Data Team Meeting - PLC Protocol</a><br><br><a href="#">ECPS Pass Rate/Cut Score</a><br><br><a href="#">Teacher Corrective Action Plan</a> (complete columns 1, 2, 3, 4 and 5 only) | Teachers<br><br>Submit to Principal 2 days prior to school level meetings                                 |
| Principal and Central Office Level Data Meetings  | Principal Data Team Meetings - Quarterly Benchmarks   | <ul style="list-style-type: none"> <li>School Summary of performance on Benchmarks as related to Accreditation Report</li> <li>School Action steps based on teacher data analysis</li> </ul>   | <a href="#">Principal Level Data Team Meeting - Protocol</a><br><br><a href="#">Principal Corrective Action Plan</a>   | Principals<br><br>Submits 2 days prior to meeting to Blount, Byrd-Wright, & Thomas                        |
| <b>Remediation Cycle</b>  | Reteach, Retest   | <ul style="list-style-type: none"> <li>2 Days of Remediation based on Benchmark data and Corrective Plan of Action</li> <li>Reassessment of skills at the end of day 2</li> </ul>  | <a href="#">Teacher Corrective Action Plan</a> (complete column 6 from plan)   | Individual Teachers complete teacher plan - Column 6 and notify Blount, Thomas, Byrd-Wright when complete |
| 3rd Quarter Data Reviews 14+ Day Plan and 5+ Day Plan   | School Data Team Meetings - Quarterly Benchmarks  | <ul style="list-style-type: none"> <li>Individual teacher performance on Benchmarks as related to Accreditation Report</li> <li>Individual teacher Corrective Action Plan based on SPBQ</li> <li>Development of 13 day plan</li> </ul>   | <a href="#">14+ Day Plan/5+ Day Plan</a> (EHS Sem 1 = 5 days)<br><br>(replaces corrective action plan)   | Teachers<br><br>Submit to Principal 2 days prior to school level meetings                                 |

Provides clear expectations to teachers on implementing the Virginia Standards of Learning and Curriculum Framework in developing lesson plans.

Provides opportunities for teachers to engage in self or peer observation to promote collaboration and professional growth.

Monitors and provides feedback to teachers to ensure implementation and alignment of the written and taught curriculum to the Virginia Standards of Learning using the Curriculum Framework.

Monitors and provides feedback to teachers on their use of professional development learning through a measurable and explicit focus on student learning outcomes.

Monitors the creation and results of assessments to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning using the Curriculum Framework.

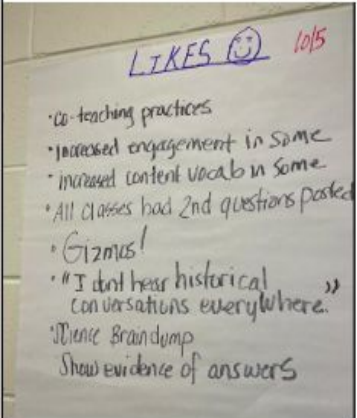
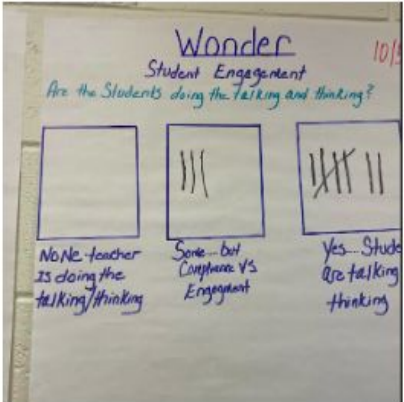
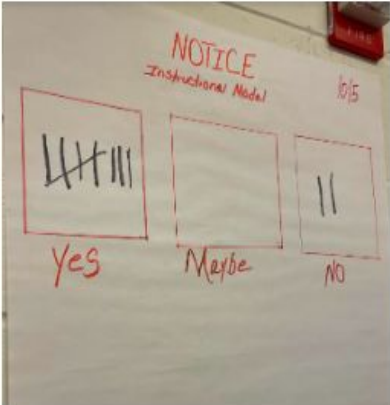
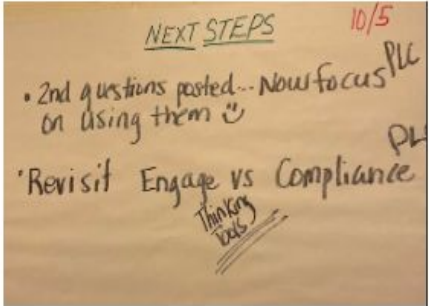
**Our System of Accountability** establishes the processes for *monitoring, analyzing, and improving the performance of individuals and schools*, and as such, it is key to ensuring *full accreditation without conditions for ALL of our schools*.



# Provides clear expectations to teachers on implementing the Virginia Standards of Learning and Curriculum Framework in developing lesson plans.

| Bi-Weekly Instructional Review Tool - EHS  |             |         |                     |         |                  |           |         |       |                       |  |          |      |                       |   |             |   |            |   |              |             |
|--|-------------|---------|---------------------|---------|------------------|-----------|---------|-------|-----------------------|--|----------|------|-----------------------|---|-------------|---|------------|---|--------------|-------------|
| Informal Walk Dates  |             |         | Lesson Plans        |         |                  |           |         |       |                       |  |          |      |                       |   |             |   |            |   |              |             |
| Dates = Sept 5 to 16   |             |         | Weeks of ___ to ___ |         |                  |           |         |       |                       |  |          |      |                       |   |             |   |            |   |              |             |
| Total of 10 days = 50 walks  |             |         | 2 weeks             |         |                  |           |         |       |                       |  |          |      |                       |   |             |   |            |   |              |             |
| Observations   | Math        | English | Writing             | Science | History          | Electives | Formals | Total |                       |  |          |      |                       |   |             |   |            |   |              |             |
| Barfield   |             |         |                     |         |                  |           |         | 0     |                       |  |          |      |                       |   |             |   |            |   |              |             |
| Larson   |             |         |                     |         |                  |           |         | 0     |                       |  |          |      |                       |   |             |   |            |   |              |             |
|  |             |         |                     |         |                  |           |         |       |                       |  |          |      |                       |   |             |   |            |   |              |             |
| Lesson Plan Reviews  | Math        | English | Science             | History | Electives/SE/ESL | Total     |         |       |                       |  |          |      |                       |   |             |   |            |   |              |             |
| Barfield   |             |         |                     |         |                  | 0         |         |       |                       |  |          |      |                       |   |             |   |            |   |              |             |
| Larson   |             |         |                     |         |                  | 0         |         |       |                       |  |          |      |                       |   |             |   |            |   |              |             |
|  |             |         |                     |         |                  |           |         |       |                       |  |          |      |                       |   |             |   |            |   |              |             |
| Celebrations:  |             |         |                     |         |                  |           |         |       |                       |  |          |      |                       |   |             |   |            |   |              |             |
|  |             |         |                     |         |                  |           |         |       |                       |  |          |      |                       |   |             |   |            |   |              |             |
| Areas of Focus between now and next principal meeting:   |             |         |                     |         |                  |           |         |       |                       |  |          |      |                       |   |             |   |            |   |              |             |
|  |             |         |                     |         |                  |           |         |       |                       |  |          |      |                       |   |             |   |            |   |              |             |
| <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Observation #1 - Data</th> </tr> </thead> <tbody> <tr> <td>Complete</td> <td style="text-align: right;">100%</td> </tr> <tr> <td>Awaiting Finalization</td> <td style="text-align: right;">0</td> </tr> <tr> <td>In Progress</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Incomplete</td> <td style="text-align: right;">0</td> </tr> <tr> <td><b>TOTAL</b></td> <td style="text-align: right;"><b>100%</b></td> </tr> </tbody> </table> |             |         |                     |         |                  |           |         |       | Observation #1 - Data |  | Complete | 100% | Awaiting Finalization | 0 | In Progress | 0 | Incomplete | 0 | <b>TOTAL</b> | <b>100%</b> |
| Observation #1 - Data  |             |         |                     |         |                  |           |         |       |                       |  |          |      |                       |   |             |   |            |   |              |             |
| Complete   | 100%        |         |                     |         |                  |           |         |       |                       |  |          |      |                       |   |             |   |            |   |              |             |
| Awaiting Finalization  | 0           |         |                     |         |                  |           |         |       |                       |  |          |      |                       |   |             |   |            |   |              |             |
| In Progress  | 0           |         |                     |         |                  |           |         |       |                       |  |          |      |                       |   |             |   |            |   |              |             |
| Incomplete   | 0           |         |                     |         |                  |           |         |       |                       |  |          |      |                       |   |             |   |            |   |              |             |
| <b>TOTAL</b>   | <b>100%</b> |         |                     |         |                  |           |         |       |                       |  |          |      |                       |   |             |   |            |   |              |             |

# Provides clear expectations to teachers on implementing the Virginia Standards of Learning and Curriculum Framework in developing lesson plans.

| LIKE   | WONDER  | NOTICE   | NEXT  |
|--|---|--|---|
| INSTRUCTION  | STUDENT ENGAGEMENT  | INSTRUCTIONAL MODEL  | NEXT STEPS  |
| What I liked about today's instruction...  | What I noticed about student engagement...<br>•Who was doing the talking?<br>•Who was doing the thinking? | I wondered about the instructional model...  | Here are some possible next steps for either the teacher or leaders...              |
|  | YES = 7    SOME = 3    NO =   | YES = 8    MAYBE =    NO = 2   |   |
|  |                          |  |  |

# Provides opportunities for teachers to engage in self or peer observation to promote collaboration and professional growth.

## Principal and Assistant Principal Instructional Review

### Unpacking My School Data

|   |  |
|---|--|
| School Name:  | Dates of Data Collection:<br>Date Due to Blount, Byrd-Wright, Thomas                                     |
| Number of Instructional Days for Walkthroughs: <ul style="list-style-type: none"> <li>10 Days</li> <li>10 X 5 walks per day = 50 Possible Walks per person</li> </ul> | Number of Instructional Weeks for Lesson Plan Review: <ul style="list-style-type: none"> <li></li> </ul> |
| Total count of walkthroughs per administrator during the dates of data collection <i>(must be entered into tools to count):</i>                                       | Principal: Walkthroughs =    Formals=<br>Assist. Prin: Walkthroughs =    Formals =                       |
| Number of lessons reviewed and entered into the alignment tool per administrator during dates of data collection  | Principal =<br>Assistant Principal =   |

### INSTRUCTIONAL WALKS

| Person Completing Walkthroughs   | ENGLISH<br>% of walks conducted within timelines above                       | MATH<br>% of walks conducted within timelines above | HISTORY<br>% of walks conducted within timelines above | SCIENCE<br>% of walks conducted within timelines above | ELECTIVES<br>% of walks conducted within timelines above |
|--|--|---|--|--|--|
| Principal  | %  | %   | %  | %  | %  |
| Assistant Principal  | %  | %   | %  | %  | %  |
| Analysis and Response to the Data  | ENGLISH  | MATH  | HISTORY  | SCIENCE  | ELECTIVES  |
| Overall observational trends concerning instructional technique (example: teacher stands in front of class and lectures) | Your Opinion....<br>Data not needed...<br>What do you ALWAYS see in classes? |   |  |  |  |

2022-2023

## SCHOOL DATA TEAM MEETING - PLC PROTOCOL

Week after each Benchmark

### PURPOSE:

- To analyze the most recent data from multiple sources
- To review and respond to the data in a TIMELY manner
- To provide resources, recommendations, supports and or professional development based on the data
- To remain aware of student performance as related to state accreditation performance

### FREQUENCY/ATTENDANCE:

- The week immediately following benchmark assessments from CIP you will host data meetings with your teachers
- For High School it will also occur after Mid-year SOL testing
- Principal and Assistant Principal MUST attend each data meeting at the school level - non-negotiable
- Data meetings will be hosted on your assigned PLC day
  - Tuesdays - JCIS
  - Wednesdays - EHS
  - Thursdays - TES

### FORMAT:

- Each teacher must complete the [Corrective Action Protocol](#)
- Each teacher must also update their classroom "Progress Monitoring" chart which can be located by clicking the Data Warehouse tab on the ECPS Instructional Website

### EACH TEACHER SHOULD DISCUSS THE FOLLOWING DATA AT THE MEETING:

- Benchmark Data
  - Overall Class Pass Rates for each CIP Benchmark
  - Overall Class Gap Group Pass Rate for each CIP Benchmark
  - Analysis of Class Pass Rate AND Gap Group Pass Rate on benchmarks as compared to the needed Pass Rates from the Accreditation Detail Report .
    - Help teachers make the constant connection between their class score and the needed SOL pass rate from the Accreditation Detail Report
    - Ask your teachers, "Did your class meet Accreditation?"
    - If the teacher did not meet accreditation, he/she must share the number of students needed coupled with names students they have identified as target student to meet accreditation

# Monitors and provides feedback to teachers to ensure implementation and alignment of the written and taught curriculum to the Virginia Standards of Learning using the Curriculum Framework.

## Principal and Assistant Principal Instructional Review

### Unpacking My School Data

|   |  |
|---|--|
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### INSTRUCTIONAL WALKS

| Person Completing Walkthroughs   | ENGLISH<br>% of walks conducted within timelines above                       | MATH<br>% of walks conducted within timelines above | HISTORY<br>% of walks conducted within timelines above | SCIENCE<br>% of walks conducted within timelines above | ELECTIVES<br>% of walks conducted within timelines above |
|--|--|---|--|--|--|
| Principal  | %  | %   | %  | %  | %  |
| Assistant Principal  | %  | %   | %  | %  | %  |
| Analysis and Response to the Data  | ENGLISH  | MATH  | HISTORY  | SCIENCE  | ELECTIVES  |
| Overall observational trends concerning instructional technique (example: teacher stands in front of class and lectures) | Your Opinion....<br>Data not needed...<br>What do you ALWAYS see in classes? |   |  |  |  |

2022-2023

### PRINCIPAL DATA MEETING - PROTOCOL

With Dr. Thomas, Dr. Blount, and Dr. Byrd-Wright

2 weeks after each Benchmark

#### PURPOSE:

- To analyze the most recent data from multiple sources
- To review and respond to the data in a TIMELY manner
- To provide resources, recommendations, supports and/or professional development based on the data
- To remain aware of student performance as related to state accreditation performance

#### FREQUENCY:

- The week immediately following benchmark assessments from CIP you will host data meetings with your teachers
- The Principal Data Meeting then occurs 2 weeks after each benchmark from CIP. You will have already met with your staff to analyze the data you will share with us
- For High School it will also occur after Mid-year SOL testing

#### FORMAT:

- Each teacher completes the [Corrective Action Protocol](#). The Principal and Assistant Principal must analyze each content area and give teachers feedback.
- The Principal and Assistant Principal also analyze the data for school level trends and school accreditation scenarios by completing the [Principal Corrective Action Plan](#). When completing this form, you should have a deep analysis of specific content and explicit action steps that you will take to correct the issues.
- Email Dr. Thomas, Dr. Temple, Dr. Blount, and Dr. Byrd-Wright 2 days prior to the meeting indicating that you have reviewed your teacher data and offered feedback to teachers. Also share your Principal Corrective Action Plan.
  - All documents are stored in your school's folder located by clicking the Data Warehouse tab on the ECPS Instructional Website

#### DATA TO DISCUSS AT EACH PRINCIPAL MEETING:

- PLEASE only review the [Principal Corrective Action Plan](#) at this meeting.
- Please follow the conversation outline below in the exact order.
- Benchmark Data



Monitors and provides feedback to teachers on their use of professional development learning through a measurable and explicit focus on student learning outcomes.

**(REMEDIATION CYCLE)**

**TEACHER CORRECTIVE ACTION PLAN FOR BENCHMARK ASSESSMENTS**

|                        |   |                 |                                       |   |  |                   |          |
|------------------------|---|-----------------|---------------------------------------|---|--|-------------------|----------|
| <b>TEACHER:</b>        |   | <b>CONTENT:</b> |                                       | <b>GRADE/SECTION:</b>   |  | <b>BENCHMARK:</b> | Q1 Q2 Q3 |
| Pass Rates:<br>Reading | 75% + = Mastery (Pass)<br>74% - 65% = Near Mastery<br>64% and below = Remediation |                 | Pass Rates:<br>Math, Science, History | 70% + = Mastery (Pass)<br>69% - 60% = Near Mastery<br>59% and below = Remediation |  |                   |          |

**Teacher Accreditation Detail Report**

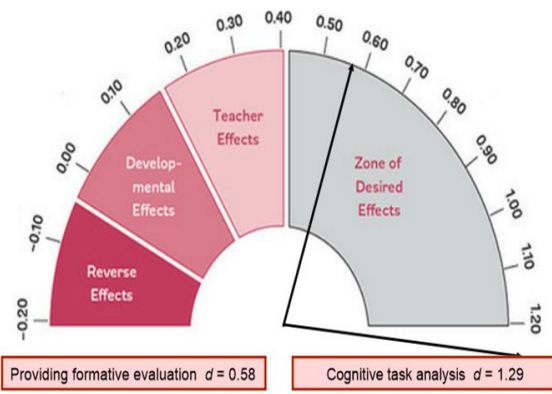
| <b>CLASS ACCREDITATION</b>  | <b>OVERALL</b>                               | <b>SPECIAL ED.</b>                           | <b>BLACK</b>                                 | <b>HISPANIC</b>                              | <b>ESL</b>                                   |
|---|--|--|--|--|--|
| <b>A. PASS RATE NEEDED FOR ACCREDITATION</b><br><i>(PERCENT OF STUDENTS THAT NEED TO PASS THE TEST AT 70% OR HIGHER TO BE CONSIDERED ACCREDITED)</i>          | %  | %  | %  | %  | %  |
| <b>B. MY CLASS PASS RATE</b> <i>(PERCENT OF STUDENTS THAT PASSED AT 70% OR HIGHER)</i>  | %  | %  | %  | %  | %  |
| <b>C. DID I MEET ACCREDITATION IN MY CLASS?</b><br><i>(IS YOUR PASS RATE IN LINE B GREATER THAN OR EQUAL TO LINE A?)</i>                                      | Yes<br>No                                    | Yes<br>No                                    | Yes<br>No                                    | Yes<br>No                                    | Yes<br>No                                    |
| <b>D. HOW MANY STUDENTS PASSED AT 70% OR HIGHER?</b> <i>(NUMBER OF STUDENTS)</i>  |  |  |  |  |  |
| <b>E. HOW MANY MORE STUDENTS NEED TO PASS TO MEET THE ACCREDITATION RATE NEEDED?</b> <i>(NUMBER OF STUDENTS)</i>  |  |  |  |  |  |
| <b>F. LIST THE INITIALS OF THE STUDENTS BELOW THAT YOU WILL TARGET. (IF YOUR NUMBER IN LINE E ABOVE IS 5, YOU NEED 5 INITIALS LISTED IN THE BOX BELOW IT)</b> | 1.<br>2.<br>3.<br>4.<br>5.<br>6.<br>7.<br>8. | 1.<br>2.<br>3.<br>4.<br>5.<br>6.<br>7.<br>8. | 1.<br>2.<br>3.<br>4.<br>5.<br>6.<br>7.<br>8. | 1.<br>2.<br>3.<br>4.<br>5.<br>6.<br>7.<br>8. | 1.<br>2.<br>3.<br>4.<br>5.<br>6.<br>7.<br>8. |





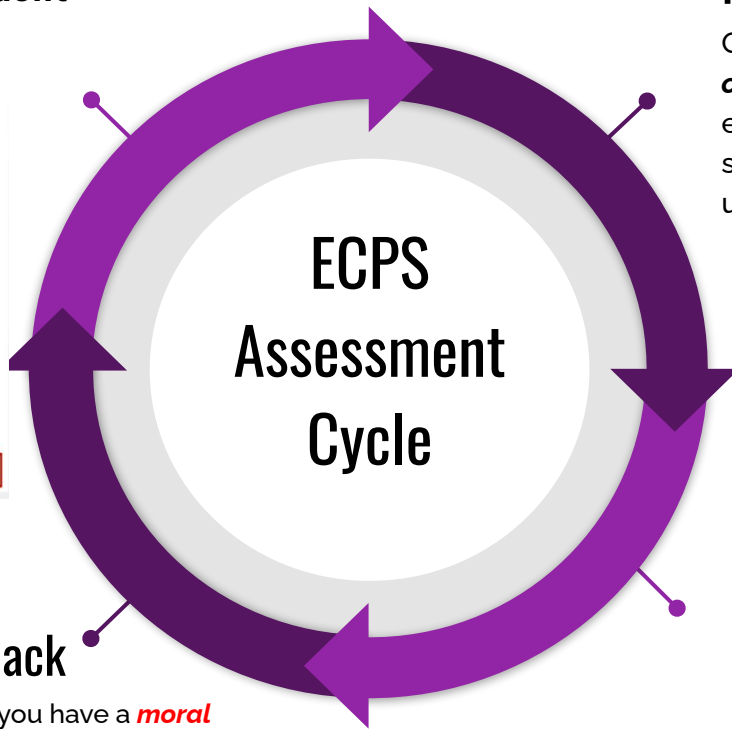
# The way we PRACTICE is how we will PLAY!

## Elicit and Use Evidence of Student Thinking (Active Engagement)



## Data Analysis & Feedback

If you solicit data from students, you have a **moral obligation** to use that data to benefit the students from whom you solicited it. It's not enough to get the data – we must apply it to inform our practice (TARP)!



## Formative Assessment

Ongoing assessments aligned to the **cognitive demand** of the standards (e.g., exit tickets, common assessments, student discourse, questioning, checks for understanding).

## Exposure and Analyzing Test Construction

Students need ongoing exposure **tools** (e.g., Desmos Calculator, Brain Dumps, scratch paper, formula sheets, etc.) and to **question types**: **Using Statewide Test Results to Guide Instruction** (Most-Missed Questions PPTs), **Guided Practice Questions**, **Just In Time Quick Checks**, and **TestNav8 Practice Problems\***.



# While we PRACTICE, we must MONITOR our PLAYS!

Essex Instruction Home Assessment Calendar Data Warehouse Curriculum & Pacing Reading & Writing Mathematics Science History Electives & Non-Tested Con...

TES: Data Warehouse

\*JCIS Progress Monitoring Tool\*

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|                  |        | Quarter 1                      |                   |   |                                |                     |                         |  |                                  |   |                   |                      |
|------------------|--------|--------------------------------|-------------------|---|--------------------------------|---------------------|-------------------------|--|----------------------------------|---|-------------------|----------------------|
|                  |        | Reporting Group                | Needed Pass Rates | Number of student (s) in Reporting Category | Number of students that passed | Pass rate per class | Difference in pass rate | Number of additional students needed to meet the pass rate | Which possible students? (Names) |   |                   |                      |
| Core 1:          | Total: | All Students                   | 68%               | 36  |                                | 0.00%               | -68%                    |  |                                  |   |                   |                      |
|                  |        | 1 - Asian                      | 58%               | 8   |                                | #DIV/0!             | NA                      |  |                                  |   |                   |                      |
|                  |        | 2 - Black                      | 63%               | 26  |                                | 0.00%               | -63%                    |  |                                  |   |                   |                      |
|                  |        | 3 - Hispanic                   | 73%               | 8   |                                | #DIV/0!             | #DIV/0!                 |  |                                  |   |                   |                      |
|                  |        | 4 - White                      | 75%               | 11  |                                | 0.00%               | -75%                    |  |                                  |   |                   |                      |
|                  |        | 6 - English Learners           | 65%               | 4   |                                | 0.00%               | -65%                    |  |                                  |   |                   |                      |
|                  |        | 7 - Students with Disabilities | 75%               | 7   |                                | 0.00%               | -75%                    |  |                                  |   |                   |                      |
|                  |        | 8 - Multiple Races             | 53%               | 8   |                                | #DIV/0!             | #DIV/0!                 |  |                                  |   |                   |                      |
| Total for Core 1 | 20     | 7                              | 13                | 14  | 1                              | 7                   | 1                       | 0  | 0                                | 4 | 437<br>419<br>401 | 1513<br>1509<br>1499 |

student scores too low, they will neither see all of the content, nor will it be at a *medium or high cognitive level*.

The CAO Team created a [Data Warehouse](#) for each school so that administrative teams and teachers can monitor student performance data through ongoing self reflection, PLC protocols, and progress monitoring.

# Planning for Instruction and Best Practices

Home Assessment Calendar Data Warehouse Curriculum & Pacing Reading & Writing Mathematics Science History

## PLANNING

This page is designed to help out

#WeAreECPS – *Align*

### PLANNING FOR INSTRUCTION

In order to ensure we have a viable curriculum, we must make plans that are **aligned** with the Virginia Standards of Learning. We must ensure that the curriculum we write, teach, and test must be **aligned** to achieve **excellence** in academic performance for our students and their future. Reference the resources below designed to unpack what it means to plan for instruction.

- Unpacking the Standards
- Planning for Alignment – Tips
- Lesson Plan Alignment Check
- Dan Mulligan – Supports and Resources (Search)
- Dan Mulligan – Student Mastery Level Specialized

Home Assessment Calendar Data Warehouse Curriculum & Pacing Reading & Writing Mathematics Science History Electives & Non-Tested Con...

## BEST PRACTICES

This page is designed to help out

Essex classrooms each day

Each lesson **begins** and **ends** with the teacher **sharing, posting, and unpacking** the learning objective for that day with the students.

Select the dropdown menu below to learn more about how we do this in ECPS.

Infuses the five Cs (critical thinking, creative thinking, collaboration, communication, and citizenship).

## 5Cs THINKING ROUTINES

Our team is expected to embed high-yield thinking routines through the lens of the 5Cs – **critical thinking, creative thinking, collaboration, communication, and citizenship**.

Select the dropdown menu below to learn more about how we do this in ECPS.

**5Cs Thinking Routines** (Use along with the tools below.)

- [Lesson Planning Support – Math](#)
- [Lesson Planning Support – English](#)
- [Lesson Planning Support – Science](#)
- [Lesson Planning Support – History](#)
- [Lesson Planning Support – Electives/CTE](#)

# Instructional Model: Fidelity is Key!



Major key alert--

In order to be successful and ensure all content is aligned consistently our teachers are **expected** to follow the designated **instructional model with fidelity**.

Our **instructional models**, when implemented with fidelity ensure that our students experience both a horizontal and vertically aligned learning experience from school-to-school and from class-to-class.

## Intermediate School Math Instructional Model - Tier 1

|  |  |  |  |
|--|--|--|--|
| <p><b>Daily Spiral Review</b></p>  | <p><b>Number Sense</b><br/>using Number Talks</p>  | <p><b>Direct Instruction and Small Groups</b><br/>Instruction Using CRA and Word Problems<br/>Small groups for Differentiation</p>   | <p><b>Fact Fluency</b></p>   |
| <p>10 to 15 Minutes<br/>Practice Daily</p>   | <p>5 Minutes<br/>Taught Daily</p>  | <p>40 to 60 Minutes<br/><small>Direct Instruction = 30 min direct instruction (I DO teacher modeling - 20 min, WE DO collaborative partner practice - 8 min, YOU DO independent practice - 5 min and carries over to center work)<br/>Small group = 30 min (three ten minute groups daily)</small><br/><small>*NOTE: students are NEVER pulled out during this time for any reason</small></p>   | <p>5 to 10 Minutes<br/>Practice Daily</p>  |
| <ul style="list-style-type: none"> <li>Spiral Review serves as a daily review of skills at the start of each math class</li> <li>Students solve and process a set of five problems. – one problem for each strand (number sense, computation/estimation, measurement/geometry, probability/statistics, and algebra and functions (or one from each strand within your content area)</li> <li>The purpose is not to introduce new material but to review previously taught concepts skills</li> <li>Because the time is very short, teachers monitor students while they work and only selects problems to review in which students are struggling to correctly answer</li> </ul> | <ul style="list-style-type: none"> <li>Number talks are short discussions among a teacher and students about how to solve a particular mental math problem as a tool to build computational fluency</li> <li>The focus is not on the correct answer, but on all the possible methods of finding the answer</li> <li>Teacher reads a number problem aloud for students</li> <li>Students solve mentally <u>without pencil or paper</u></li> <li>Students explain their thinking and discuss the correct answer – students do 90% of the talking</li> <li>Students demonstrate number talks hand signals so that the teacher can monitor progress</li> </ul> | <ul style="list-style-type: none"> <li>Begins by unpacking the learning target</li> <li>Identifies Tier 2 vocabulary - uses vocabulary cards</li> <li>Each math skill is introduced through the use of a word problem to help students understand why they are learning the concept</li> <li>Teacher then models the concept with concrete materials (unifix cubes, base ten blocks, pattern blocks, other)</li> <li>Students are provided many opportunities to practice and demonstrate mastery using concrete materials</li> <li>The math skill is next modeled at the representational (semi-concrete) level which involves drawing pictures that represent the concrete objects previously used (e.g. tallies, dots, circles, stamps that create pictures for counting)</li> <li>Students are provided many opportunities to practice and demonstrate mastery by drawing pictures</li> <li>The math skill is finally modeled at the abstract level (using only numbers and mathematical symbols)</li> <li>Students are provided many opportunities to practice and demonstrate mastery at the abstract level before moving to a new math skill</li> </ul> | <ul style="list-style-type: none"> <li>Teacher is following a sequential progression of math fact fluency based on research</li> <li>Teacher engages students in strategy learning instead of basic memorization of math facts (doubles plus 1, making 10, partial products)</li> <li>Students are drawing models while they practice and showing their thinking</li> <li>Students DO NOT participate in timed speed drills</li> <li>Teacher monitors student responses through the practice time</li> </ul> |

# Learning Intention #1b: Classroom Lesson Evaluation

**Illustrate** and **synthesize** the *tight alignment* of our division's *System of Accountability* with the *standards of best practice criteria* as established and expressed by the Virginia Department of Education and the Office of School Quality

| <b>Classroom Lesson Evaluation</b>  |   |   |  |  |          |
|---|---|---|--|--|----------|
| <i>Examples of documents that may provide evidence for Classroom Lesson Evaluation:</i>   |   |   |  |  |          |
| Lesson plans and lesson observations (two lesson plans and two lesson observations per grade level) recommended for Academic Achievement/Academic Achievement Gap and/or Student Engagement and Outcome school quality indicator(s) Levels Two and/or Three. The tool can be used for real-time observations. |   |   |  |  |          |
| <ul style="list-style-type: none"> <li>• Lesson Plan(s)</li> <li>• Lesson Observation(s)</li> </ul>   |   |   | <ul style="list-style-type: none"> <li>• Assessments</li> <li>• Supporting Resources and Ancillary Materials</li> </ul>                |  |          |
| <b>None</b><br>(No Artifacts Presented)   | <b>Initial Implementation</b><br>(Process Planned)  | <b>Partial Implementation</b><br>(Process Started)              | <b>Full Implementation</b><br>(Process Operational)  |  |          |
| No evidence presented to address the criteria.  | Evidence shows initial progress to address the criteria.  | Evidence demonstrates progress towards addressing the criteria. | Evidence consistently and accurately addresses and meets the criteria.   |  |          |
| Category  | Criteria  | Evidence  | Written<br>(Lesson Plan)   | Taught<br>(Lesson Observation)   | Comments |
| <b>Alignment with Standards</b>   | Identifies the explicit focus of the lesson aligned to the Virginia Standards of Learning and Curriculum Framework Essential Knowledge and Skills for both content <b>and</b> cognitive level.  |   | <input type="checkbox"/> None<br><input type="checkbox"/> Initial<br><input type="checkbox"/> Partial<br><input type="checkbox"/> Full | <input type="checkbox"/> None<br><input type="checkbox"/> Initial<br><input type="checkbox"/> Partial<br><input type="checkbox"/> Full |          |
|   | Outlines and communicates objectives to include the behaviors students will exhibit to show learning, the conditions under which the students will exhibit those behaviors, and the criteria used to determine whether learners have met the objective. |   | <input type="checkbox"/> None<br><input type="checkbox"/> Initial<br><input type="checkbox"/> Partial<br><input type="checkbox"/> Full | <input type="checkbox"/> None<br><input type="checkbox"/> Initial<br><input type="checkbox"/> Partial<br><input type="checkbox"/> Full |          |
|   | Provides ongoing and intentional opportunities for vocabulary development within the context of the Standards of Learning.  |   | <input type="checkbox"/> None<br><input type="checkbox"/> Initial<br><input type="checkbox"/> Partial<br><input type="checkbox"/> Full | <input type="checkbox"/> None<br><input type="checkbox"/> Initial<br><input type="checkbox"/> Partial<br><input type="checkbox"/> Full |          |
| <b>Office of School Quality</b>   |   |   |  |  |          |



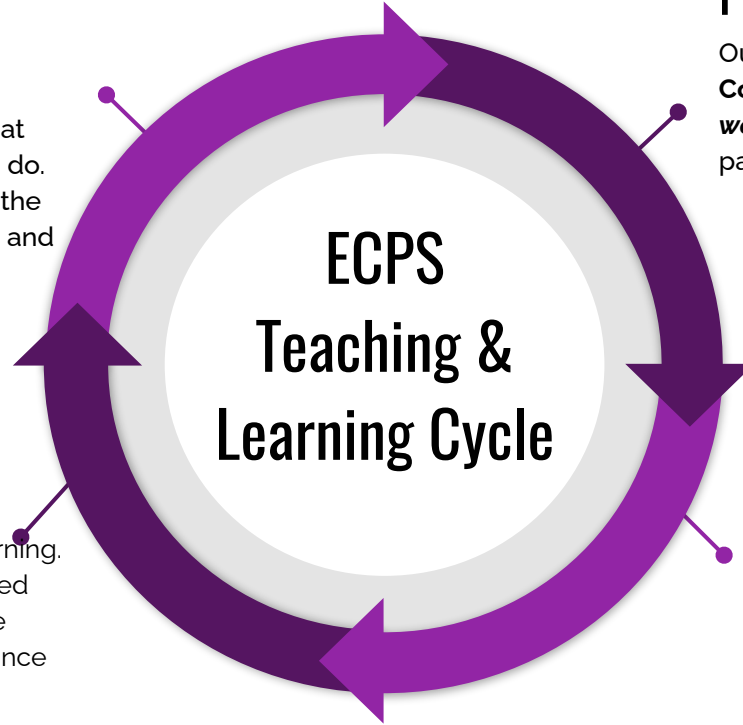
# The way we **TEACH** will determine who we will **REACH!**

## Standards of Learning & Curriculum Framework

The Standards of Learning tell you what **STUDENTS** must know and be able to do. The Curriculum Framework tells **YOU** the essential understandings, knowledge, and skills, that you are expected to teach.

## Lesson Planning & Best Practices

We must make sure our lesson plans are **aligned** with the Virginia Standards of Learning. We know that the written, taught, and tested curriculum must be **aligned** to achieve the **result** of **excellence** in academic performance for our students and the ECPS Team.



## Pacing

Our pacing and curriculum come from the **Comprehensive Instructional Program (CIP)**. Our **weekly pacing guides** are derived from the CIP pacing overview.

## Instructional Model

Our instructional model, when **implemented with fidelity** ensures that our students experience both a **horizontal and vertically aligned learning experience** from school-to-school and from class-to-class.

**#WeAreECPS** – *Alignment, Results, Excellence*

# Sample Lesson Plan Template Analysis

Identifies the explicit focus of the lesson aligned to the Virginia Standards of Learning and Curriculum Framework Essential Knowledge and Skills for both content and cognitive level.

## James H. Cary Intermediate School Lesson Plan

Outlines and communicates objectives to include the behaviors students will exhibit to show learning, the conditions under which the students will exhibit those behaviors, and the criteria used to determine whether learners have met the objective.

### Science - Daily Lesson Plan

|   |  |  |
|---|--|--|
| Teacher:<br>Grade:<br>Class:  | Standard:  | Essential Knowledge:   |
| Lesson Date:  | <b>Learning Intention:</b> <ul style="list-style-type: none"> <li>Today I am learning about</li> </ul> <b>Success Criteria:</b> <ul style="list-style-type: none"> <li>I know I will have it when</li> </ul> | <b>Verb and Cognitive Level of SOL:</b><br><br>Verb =<br><br>Cognitive Level =   |
| Resources for Lesson:   | <ul style="list-style-type: none"> <li><a href="#">Dan Mulligan Thinking Routines</a></li> <li><a href="#">The Best Thinking Routines for Science</a></li> </ul>   |  |
| <b>Lesson Steps</b>   | <b>Approx Time</b>   |  |
| <b>Learning Intention</b> <ul style="list-style-type: none"> <li>Unpack the learning intention with the students</li> </ul> <b>Tiered Vocabulary</b> <ul style="list-style-type: none"> <li>Unpack the key content vocabulary using visual models</li> </ul>  | 5 min  | <b>Today's Content Vocabulary:</b> <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul> <b>Explain how you will unpack the vocabulary below:</b> |
| <b>Daily Spiral Review</b> <ul style="list-style-type: none"> <li>Spiral Review serves as a daily review of skills at the start of each class - format review based on VDOE SOL released question stems</li> </ul>  | 10 min   |  |
| <b>Direct Instruction</b> <ul style="list-style-type: none"> <li>The teacher begins the process of teaching the grade level SOL material</li> <li>The teacher engages students in learning new content through the use of active engagement strategies such as:                             <ul style="list-style-type: none"> <li>Interactive note taking</li> <li>Demonstrations</li> <li>Simulations</li> <li>Anchor charts</li> <li>Graphic organizers</li> <li>Cooperative learning</li> <li>Media Presentations</li> <li>Historical Documents</li> </ul> </li> <li>Teacher connects students to learning through</li> </ul> | 20 min   | Make sure you show in your plans below how you, as the teacher, will direct instruct at the level and rigor of the verb in your SOL.                               |

Draws clear connections by activating prior knowledge in an experience that engages students.

Includes a variety of effective instructional strategies and resources addressing multiple cognitive levels to meet students' individual needs.

Provides ongoing and intentional opportunities for vocabulary development within the context of the Standards of Learning.

Addresses possible misconceptions, potential gaps, and cultural assumptions in prior learning by differentiating instruction using specific resources to meet students' needs.

# Sample Lesson Plan Template Analysis (cont'd)

| James H. Cary Intermediate School Lesson Plan  |        |   |
|--|--------|---|
| <p>relevant/real world examples</p> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>Guided and independent practice of the SOLs</li> <li>Practice incorporates learning experiences directly connected to the .1 SCIENCE SOL - understanding scientific and engineering practices</li> <li>Students should be engaged in such activities as:               <ul style="list-style-type: none"> <li>Planning/carrying out investigations</li> <li>Developing and testing hypothesis</li> <li>Interpreting and analyzing data</li> <li>Constructing and critiquing conclusions and explanations</li> <li>Developing and using models</li> <li>Obtaining, evaluating, and communicating information</li> <li>Implementing the engineering design process: define, imagine, research, plan, build, test, improve, share</li> </ul> </li> </ul> | 30 min | <p>Make sure you show in your plans below how students will practice at the level and rigor of the verb in your SOL.</p> <p>Includes a variety of effective instructional strategies and resources addressing multiple cognitive levels to meet students' individual needs.</p> |
| <p><b>Formative or Summative Assessment</b></p> <ul style="list-style-type: none"> <li>Teacher engages students in an INDEPENDENT activity that allows the teacher to understand the level of learning for each student</li> <li>Examples include exit tickets, short written responses, other</li> <li>CLUSTER ITEM PRACTICE - Teacher uses this type of assessment to prepare students for new SOL test</li> </ul>   | 7 min  | <p>Make sure you show in your plans below how the assessment is at the level and rigor of the verb in your SOL.</p> <p>Incorporates a systematic and fluid instructional tiered system of supports.</p>   |
| <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Revisit the Learning Intention with the Students</li> </ul>   | 3 min  |   |
| <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Differentiation</li> </ul>   | NA     |   |

Checks for understanding to inform, guide, and summarize learning experiences to adjust instruction for students throughout the lesson.

# Learning Intention #2:

**Check** and **connect** with colleagues about one's own division's System of Accountability through strategy sharing.

As you reflect upon your division's System of Accountability, what are the approaches or strategies that are having the most positive impact on student performance outcomes?

As you reflect upon your division's System of Accountability, what are the approaches that are advancing the work of teaching and learning?

Select the Jamboard Icon to participate in our strategy sharing session→



# Complete the Conference Survey

## Contact Information

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