**Trenton Public Schools**

**Corrective Action Plan**

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| Teacher Name: *John Trenton* | Grade/Subject: *6th/ Language Arts Literacy* | Building: *Delaware Middle School* |
| Administrator Name: *George Washington* | Plan Begin/End Dates: *9/6/2014-6/21/2015* | |

***Area(s) Identified for Improvement***

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|  | **Areas Identified for Improvement** | **Sources of Information/Evidence** | **Corresponding *Domain/Component* of Evaluation Practice Instrument** |
| *1* | *Questioning strategies and differentiation during mathematics instruction*   * *Current strategies are not effectively eliciting evidence of student understanding of the learning objective* * *Student learning data/evidence is not being used to differentiate instruction* | *Notes from classroom observations conducted on 9/24/13 and 3/14/14 by Mr. Washington [pages 1-2 and 5-6 of online observation report];*  *Results of Student Growth Objective #1 2013-14 pre- and post-assessments reviewed by Mr. Washington* | *Domain 3: Instruction in Mathematics*  *Components: Using Assessment in Instruction* |
| *2* | *Guidance to students on classroom focus and standards of conduct*   * *When interacting with peers, students are not guided to focus on the learning objective* * *Standards of conduct are not clearly communicated to students* | *Notes from classroom observations conducted on 9/24/13, 12/2/13, and 3/14/14 by Mr. Washington [pages 1-2, 3-4 and 5-6] of online observation report]* | *Domain 2: Classroom Environment*  *Components: Creating Environment of Respect and Rapport; Managing Student Behavior* |
| *3* | *Communication with families*   * *Mr. Trenton has not communicated with families regarding the instructional program* * *There is no process for two-way communication with families of students needing extra support* | *No documentation of communications that staff are required to provide to Mr. Washington;*  *Notes from conferences with Mr. Trenton on 9/24/13 and 3/14/14 conducted by Mr. Washington* | *Domain 4: Professional Responsibilities*  *Components: Communicating with Families* |

***Goals and Professional Responsibilities***

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|  | **Demonstrable Goals** | **Staff Member**  **Responsibilities** | **Administrator**  **Responsibilities** | **Completion**  **Date** |
| *1* | *Develop ability to collect and use student learning evidence to differentiate instruction in mathematics* | * *Observe two teachers who are effectively implementing this strategy for at least one full math lesson and debrief with the assistant principal on lessons learned.* * *Prior to observing the teachers, review lesson plans and learning objective(s) for the classes.* * *Reflect on these experiences in writing by describing how you will incorporate the new learning in your instruction.* * *Participate in 2 webinars, recommended by the math supervisor, on assessment strategies in mathematics, especially oral questioning.* * *Participate actively in all sessions of your professional learning team focusing on methods of mathematics instruction and assessment.* | * *Ensure opportunities are given for 2 observations of master teacher(s) prior to required completion date.* * *Meet with Mr.Trenton between November 2 and November 16 to debrief on lessons learned.* * *Ensure opportunities are given for participation in 2 webinars.* * *Review new assessment strategies in lesson plans.* * *Ensure Mr. Trenton has regular opportunities to participate in professional learning team meetings.* | *11/1/14*  *12/13/14*  *Ongoing through 6/7/15* |
|  |  |  |  |  |
| *2* | *Improve management of student behavior and peer interaction to ensure students are focused on learning* | * *Attend classroom management workshop provided by the district professional development office.* * *Review relevant teacher practice instrument components and discuss strategies for implementation with a coach or administrator.* | * *Ensure Mr. Trenton has opportunity to attend the classroom management workshop.* * *Ensure Mr. Trenton has access to the teacher practice instrument and the opportunity to meet with a coach or administrator.* | *9/13/14*  *9/21/14* |
|  |  |  |  |  |
| *3* | *Create communication channels to keep families well informed and promote their involvement in supporting students’ mastery of content* | * *Work with your professional learning team to solicit successful communications approaches.* * *Implement new strategies and discuss their effectiveness with your professional learning team.* * Develop a parent email list and send class updates on the instructional program to the parents at least bimonthly. | * *Ensure Mr. Trenton has regular opportunities to participate in professional learning team meetings.* | *12/2014;*  *Ongoing team discussions* |

***My signature below indicates that I have a received a copy of this Corrective Action Plan and that I understand and contributed to its contents.***

Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***CAP Progress Summary***

***Interim Review of CAP Progress***

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| **Area**  **No.** | **Demonstrated Progress** | **Sources of Evidence** | **CAP Revisions (if applicable)** | **Review**  **Date** |
| *1* | *Mr. Trenton has visited and observed a teacher once,* ***not twice*** *(as required) by the required deadline of 11/1/14. Evidence from observations and conferences in December and February shows he is not preparing high-quality questions based on data from prior assessments. Both Mr. Trenton’ self-reflection and the meeting with the assistant principal demonstrate no changes in instruction and assessments in mathematics aimed at meeting this improvement goal.* | * *Observations and conferences 9/27/14, 12/6/14, and 2/2/15 by Mr. Washington [pages 1-6 of online observation report]* * *Mr. Washington’s review of assistant principal’s documentation of his meeting with Mr. Trenton* * *Documentation of Mr. Trenton’ self-reflection on his learning reviewed by Mr. Washington* | * *Visit and observe a teacher(s)* ***twice*** *by March 2, 2015 (teacher to be identified by an administrator or coach). Debrief with the assistant principal or coach on lessons learned.* * *Read professional articles, books, etc. and reflect on the learning in your professional learning team. The math coach or supervisor will recommend publications.* | *2/10/15* |
| *2* | *Mr. Trenton participated in all required activities by the required deadline of 9/13/14 and 9/21/14. During two observations, he successfully used several new classroom management strategies. Additional new strategies to be incorporated into instruction between February and June are written in Mr. Trenton’ lesson plans.* | * *Workshop sign-in sheet submitted to Mr. Washington;* * *Documentation of lesson plans and Mr. Trenton’ meeting with coach reviewed by Mr. Washington;* * *Observations 9/27/14, 12/6/14, and 2/2/15 by Mr. Washington [pages 1-6 of online observation report]* | *N/A* | *2/10/15* |
| *3* | *Mr. Trenton is communicating with families through bimonthly email updates and email exchanges with families of students needing extra support. He must continue to improve communication with families for the remaining school year, including phone calls, as necessary, to support struggling students.* | * *Review of bimonthly emails sent to families (archived on district server) by Mr. Washington* * *Post-observation conference conducted by Mr. Washington 2/2/15 [pages 5-6 of online observation report]* | *N/A* | *2/10/15* |

***My signature below indicates that I have reviewed the information recorded in the Interim Review of CAP Progress and that I understand its contents:***

Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Summative Review of CAP Progress***

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| **Area**  **No.** | **Demonstrable Goals** | **Expectations**  **Met (Y) or**  **Not Met (N)** | **Sources of Evidence** | **Review**  **Date** |
| *1* | *Develop ability to collect and use student learning evidence to differentiate instruction in mathematics* | *N* | * *Classroom observations on 9/27/14, 12/6/14, 2/2/15, and 3/14/15 [pages 1-8 of online observation report]* * *Results of SGO#1 2014-15 pre- and post-assessment* * *Documentation of Mr. Trenton’ meeting with assistant principal and coach after twice observing a teacher(s)* * *Documentation of Mr. Trenton’ self-reflection on learning based on interaction with coach, administrator, peers, and readings* | *6/14/15* |
| *2* | *Improve management of student behavior and peer interaction to ensure students are focused on learning* | *Y* | * *Workshop sign-in sheet reviewed by Mr. Washington* * *Lesson plans and documentation of Mr. Trenton’ meeting with coach reviewed by Mr. Washington* * *Observations 9/27/14, 12/6/14, 2/2/15, and 3/14/15 by Mr. Washington [pages 1-8 of online observation report]* | *6/14/15* |
| *3* | *Create communication channels to keep families well informed and promote their involvement in supporting students’ mastery of content* | *Y* | * *Review of emails sent to families by Mr. Washington* * *Conference with Mr. Trenton 3/15/15* | *6/14/15* |

***My signature below indicates that I have reviewed the information recorded in the Summative Review of CAP Progress and that I understand its contents:***

Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

*If the staff member’s summative evaluation rating is calculated before the end of the school year, the supervisor must work with that staff member to develop the CAP prior to September 15th of the following school year. In this case, the CAP may be created as part of the annual summative evaluation conference. If an Ineffective or Partially Effective summative evaluation rating is received after the start of the following school year, the CAP must be developed within 15 working days of the district’s receipt of the summative rating. When created as the result of the summative evaluation rating, the CAP takes the place of the required individual Professional Development Plan (PDP) until the next annual summary conference. In this case, the activities in the CAP become the priorities for the staff member’s professional learning while the CAP is in effect.*