

# **APPENDIX IV-33**

IV.K.1.o TSP (Teacher Support Plan)

First Name	Last Name	Race	Ethnicity	Gender	Building	Evaluation Type	Eval End Date	Form Name	Start Date	End Date	Teacher is identified as needing support in one or more of the following areas (but is not identified as having inadequate classroom performance).	Component(s)/Areas to be Targeted	Goals	Notes and Evidence:	Goals	*If a teacher is identified as needing support due to evidence of excessive or disproportionate discipline referrals, the support provided must also include a data monitoring component to ensure that (a) the teacher is inputting referrals into the student information system, and (b) data for a comparable time frame is compared with the data that was used to initiate the referral to ensure that progress is being made.	Coach Name:	Evaluator Name:
Sandy	Calista	White	Non Hispanic	Female	Dunham Elementary School	Teacher	6/30/2020	Targeted Support Plan	Nov 25 2019 12:00AM	Jan 31 2020 12:00AM	Teaching Performance, Classroom Management*	1a- Demonstrating Knowledge of Students- Ms. Calista will use data to understand individual student achievement levels and use this data to plan lessons that meet student needs. 2a- Creating an Environment of Respect and Rapport- Ms. Calista will model respect and positive rapport when addressing students who are off task or misbehaving. 2c- Managing Classroom Procedures- Ms. Calista will implement and consistently utilize routines and procedures that will result in maximized instructional time. 4f- Showing Professionalism- Ms. Calista will demonstrate understanding and compliance with school and district policies. She will also address student needs, particularly in the areas of best practices for instruction and classroom management, and follow through on the implementation of such suggestions. 4f- Showing Professionalism	Part of bi-weekly meetings with Mrs. Chandler 1.14.19 • Will read lessons ahead of time to make sure that all materials are ready. Will stay at least a few days ahead. Will find a system to organize materials... Will begin to clean out classroom and files and throw away outdated and unneeded materials. • Will include assessment for each lesson in ELA or math. After next week will complete for both. 2.12.19 • Lesson plans • Need explicit assessment data collection type (ie. Completed work, checklists, etc.) • Will include standard, objective, lesson, and assessment in writing plans. • Ensure that highly leveraged and content standards are taught every quarter. • Use the organized weekly materials. 2.8.2020 • Review of expectations and progress of implementation of expectations. • Line item analysis of ELA, math, and writing benchmarks 2.27.2020 • Spoke to Ms. Calista about appropriate Objectives in lesson plans. • Objectives need to be written on the board ahead of time rather than using class time. • Ms. Calista will read the assigned article and watch the video that was... 3.3.2020 • Revised article and video assigned on 12/17/2020 regarding how to write objectives. Objectives in this week's lesson plans incorrect/not related to the standard. • Revised Collective Comments. • Spoke about teaching with integrity and what it means to Ms. Calista. • Reviewed benchmark scores. • Spoke about expectations of Dunham teachers and how those pertained to Ms. Calista for the rest of the 2019-2020 school year, as well as going forward.	Minimum of one time per week by Mrs. ChandlerOne time per month by peer. 2a- Demonstrating Knowledge of Students 2a- Creating an Environment of Respect and Rapport 2c- Managing Classroom Procedures 4f- Showing Professionalism	N/A	Chandler, Kathleen	Chandler, Kathleen	
Judith	Carriazo	White	Non Hispanic	Female	Ford Elementary School	Teacher	6/30/2020	Targeted Support Plan	Dec 2 2019 12:00AM	Mar 13 2020 12:00AM	Classroom Management*	2c- Managing Classroom Procedures (transitions, pacing). Establish effective functioning of all routines and procedures with little or no loss of instructional time. Students playing an important role in carrying out the routines and students knowing what to do, where to move. Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection.	Teacher will visit a colleague's classroom to observe successful transitions and to collect strategies that would be useful in her classroom that she will utilize.	3-7-2020: Observed teacher using a timer to keep students and class on task... writing and small group 3-21-2020: Teacher transition from snack to getting on task... spent a lot of time transitioning... set 30 seconds to clean up 3-30-2020: Students engaged and utilizing the portable cubicles. 3-4-2020: Student backpacks strewn on floor in classroom and placed in cubbies, given one minute for something that could take seconds in whole group finding out about the Mississippi River... looking for main idea... students on floor not listening, group of girls talking playing around, transition to groups - students not listening when to move, small group reading - students engaged - nicely done.	Principal to observe teacher on a weekly basis to ensure strategies are being implemented.	The teacher did not have any discipline referrals. She needed support in transitions and pacing in her classroom to establish effective functioning of all routines and procedures with little or no loss of instructional time.	N/A	Diana Johnston
Julie	Elwick	White	Non Hispanic	Female	Manay Elementary School	Teacher	6/30/2020	Targeted Support Plan	Dec 19 2019 12:00AM	Mar 20 2020 12:00AM	Teaching Performance, Classroom Management*	Ms. Rebecca Coulter, Ms. Jeannette Gabaldon and Mr. La Turco shared these questions with Ms. Elwick in November in order to get her input: On December 12 Ms. Elwick gave her input which is included below:Teacher Performance: Lesson plans that are written to address the learning needs and cognitive development of First Graders. Planning lessons that utilize district mandated materials for ELA (all Benchmark components including on line resources)Planning lessons that utilize Eureka Math materials including student workbooks and assessments. Planning lessons that demonstrate the "gradual release of responsibility", I do, we do, you do, for math and ELA instruction. Planning and collecting assessment data and student work that reflects student growth and allows for teacher reflection in how to address lack of growth. Classroom Management: Classroom Safety (ie. at the utmost importance, students will not be left unattended in the class nor allowed to walk to and from the playground/canteen on their own). The development of a classroom management system that has clear expectations and consequences. This system must be created to address management of the learning environment of seven year old students. Employ techniques that allow for the direction and redirection of student behaviors and engagement in order to maintain teaching momentum. Posted class room schedule that is accurate and up to date including: objectives for every lesson and every center, using student language with age appropriate instructions, Clear procedures for transitions, from center to center, from different learning environments (Classroom to P.E. and to library).	Per the goals Ms. Elwick has set forth and with the support of the team we hope to observe the following in terms of themanagement of challenging behavior, all I will continue to use our "level up" as a visual and auditory incentive for the class. I will continue my daily and weekly checks with families regarding both strategizing around unsuccessful behaviors and celebrating personal and academic growth. Observe gains in Math as per the CEM math assessments. Observe gains in ELA progress monitoring. Observe gains in Civics December monitoring. Observe gains in NSGRA January assessments.	Through meetings with the Support Team Ms. Elwick, Ms. Coulter, and Ms. Gabaldon, they have discussed and made adjustments to Ms. Elwick's plans, classroom procedures, and classroom furniture to support the goals listed above. Through various meetings with Ms. Elwick and Mr. Mendez (SEA representative) Ms. Elwick has given her input into the development of this support plan.	Per the goals Ms. Elwick has set forth and with the support of the team we hope to observe the following: will continue to be cognizant about the amount of teacher talk with regard to younger children. I will monitor the amount of written and spoken instructions, remembering to keep it simple and clear and fewer steps work best. I will demonstrate each step and then have the children show that they have understood. I will remember not to move growth instruction until I have all of the students "with me".	In order to support Teacher development of classroom management skills and to address inappropriate off task behaviors the Teacher will collect data on student referrals, and disengaged behaviors as well as document how she is addressing these behaviors with consequences, student interventions, and parent contacts. Please note that all phone request for help should be documented along with the follow up plan put into action.	Rebecca Coulter Jeannette Gabaldon	Steve LaTurco
Martha	Mooney	006798	Female	Secret Middle School	Teacher	6/30/2020	Targeted Support Plan	Sep 3 2019 12:00AM	May 21 2020 12:00AM	Teaching Performance, Classroom Management*	All students in Mrs. Mooney's reading and writing classes will make one year's growth by May 21, 2020 as measured by Scholastic Reading Inventory. Mrs. Mooney's students have made little to no growth over the past year in reading and in writing.	The targeted learning plan will be written so that all ELD students will make progress in Mrs. Mooney's reading and writing classes. Mrs. Mooney will be incorporating small group leveled centers that will include: Daily guided reading practices and weekly assignments. Appropriate groupings by ability level, and enrichment through leveled ELA skills (reading center activities)	The Scholastic Reading Manual was given to Mrs. Mooney on Mrs. Suesse and Mrs. Mooney will cover specific chapters/content area weekly.	The Principal will make weekly observations and will leave documentation on a walkthrough form.	Although, Mrs. Mooney was provided with many supports and mentors to assist her with great instructional concerns, she did not make the adequate progress needed for a supportive and conducive learning environment for ELD students. Therefore, there was an official Teacher Plan of Improvement that was created in January of 2020. The Teacher Plan of Improvement was created to assist Mrs. Mooney with the many identified areas of concern that had been identified by her evaluator, Debbie Garcia. There were many deficiencies that continued to remain as the plan was incorporated. Consequently, Mrs. Mooney chose not to complete the plan but chose to retire instead in May of 2020.	Emily Suesse Garcia Christina Nickerson	Deborah Garcia	