

## Department of Instruction: Executive Summary

### Topic: Middle School Deans

- Deans support instruction, facilitate interdisciplinary and content area teams, address minor student disciplinary infractions, provide supervision for the safety of students, and build important relationships with students and families during the middle school years. The FY15 Tiered system for middle school deans had a significant impact on the middle school structure and support provided to students and staff.
- Changing the FY15 Tier System from three tiers to two tiers will provide more consistency within the dean role across all middle schools.
- See PowerPoint presentation from November 17, 2014 C & I Committee meeting:  
<http://www.loudoun.k12.va.us/page/1641>
- The work of the eliminated library assistants, which mostly includes checking out and cataloging books, will be redistributed among the librarians. Support staff within the middle schools may provide assistance during critical times as needed

School	FY15 Current	FY16 Projected Enrollment	FY16 using the FY15 Tiered System	FY16 Proposed (Revised) Tier System
			Less than 1100 = 1 1101-1299 = 2 1300 or more = 3	Less than 1200 = 2 1200 or more = 3
Belmont Ridge MS	2	1250	2	3
Blue Ridge MS	1	979	1	2
Eagle Ridge MS	2	1412	3	3
Farmwell Station MS	2	1090	1	2
Harmony MS	1	1079	1	2
Harper Park MS	1	1064	1	2
J L Simpson MS	1	1049	1	2
J Michael Lunsford	3	1520	3	3
Mercer MS	2	1462	3	3
River Bend MS	2	1182	2	2
Seneca Ridge MS	1	1059	1	2
Smart's Mill MS	1	1085	1	2
Sterling MS	1	1076	1	2
Stone Hill MS	3	1482	3	3
Trailside MS	2	1163	2	2
Douglass	1		1	1
<b>TOTAL</b>	<b>26</b>		<b>27</b>	<b>36</b>
<b>Additional deans over FY15</b>			<b>1</b>	<b>9</b>
<b>COST:</b>			<b>\$92,400</b>	<b>\$831,600</b>

## ***Department of Instruction: Executive Summary***

### ***Topic: English Language Learners (ELL) Registration Center***

Establishing a Central Registration Center has been identified as a critical need by the ELL Advisory and ELL Improvement Team. Currently, LCPS has over 7,600 students (Levels 1-5) and has seen a 260 percent increase (2004-2014) in the number of ELL students. As a result of the increasing influx of potential ELL students, teachers and other school staff spend more instructional time assessing, placing, scheduling and assigning grade levels to this growing population. This summary outlines the benefits, planning, procedures and implementation of an ELL Central Registration Center (CRC) designed to provide ELL screening assessments support, eligibility determination, student registration, foreign transcripts analysis, and scheduling/placement recommendations.

Below is a comparison of the “Present State” versus “Future State” of ELL Registration procedures:

#### **Present State:**

- ELL teachers currently screen, identify, and place ELL students at all LCPS schools
- Screenings are completed either during a teacher’s planning time or the teacher is pulled from instruction to conduct the screening
- Screenings are frequently interrupted as a teacher needs to return to the classroom
- ELL teachers complete all paperwork pertaining to the screening and identification of ELL students
- ELL Administrative Team conducts biannual kindergarten through 12<sup>th</sup> grade W-APT training of all new ELL teachers
- Support staff (retired teachers) is trained and sent to high needs schools to assist with W-APT assessment and paperwork processing
- Support staff (retired teachers) is trained and sent to high needs elementary schools to conduct W-APT screening during kindergarten registration
- Support staff (retired teachers) is trained and deployed to all STEP, Head Start, and ESCS sites to screen identified ELL students
- The above support staff is paid for all training and when screening, at a rate of \$25.02 an hour
- Screening results, identification and registration process tends to vary from site to site
- No parent outreach is currently conducted during the time students are being screened

#### **Future State:**

- Regain lost instructional time by centralizing the screening/registration process and removing responsibility for screening from classroom teachers
- Reduced staff required to provide screening services
- Reduced labor on the part of attendance/registration staff at base schools
- Higher reliability in screening results due to inter-rater reliability of core screening staff
- Increased parent support and understanding due to bi-lingual translations/interpretations of county policies
- Paperwork completion provided by the Center will reduce workload at base schools

- Uninterrupted screenings throughout the year
- Increased speed in identifying and placing students
- Improved management information sharing due to central location and fewer contributors
- Ensures consistency in federal guidelines regarding services to possible ELLs under Title III
- Consistency in transcript evaluations and course placement
- Reduced time and cost for W-APT training of teachers

Below are additional information about need and comparisons with other school divisions.

**Number of Records Entered**

Date Range	Total # of Records Entered
Between August 2013 and October 2013	1,219
Between August 2014 and October 2014	1,900

**School Divisions in Neighboring Counties with ELL Registration or Intake Centers**

School Divisions in Neighboring Counties	ELL Population	Number of Centers
Fairfax County	35,701	3 (1 main, 2 satellite) and an additional Mobile Summer Screening Center
Prince William County	13,657	2
Loudoun County	6522 (as of Fall 2014 membership)	1 (Mobile Summer Screening Center during the summer only)
Arlington County Public Schools	4622	1
Alexandria City Public Schools	3680	1
Chesterfield County	3012	1
Harrisonburg City Public Schools	1727	1
Fauquier County	492	1

## ***Department of Instruction: Executive Summary***

### ***Topic: English Language Learners (ELL) Instructional Program***

During 2013-2014, a review of the ELL program in LCPS was done by an ELL Advisory Team. Their report may be viewed at [ELL Improvement Plan](#) . Six areas of need were identified for improvement.

During 2014-15, ELL Improvement Teams are addressing these problem areas. Below is a summary of some of their actions:

#### **ELL Need Area 1: LCPS will provide a Central Registration Center that screens, identifies, and registers ELL students**

##### *Action Steps Taken*

- Completed a feasibility study for the creation of a Central Registration Center and funding to begin this center is included in the Superintendent's FY16 Proposed Budget

#### **EL Need Area 2: LCPS will provide increased opportunities for general education teachers to acquire dual certification in ELL to enhance inclusive practices**

##### *Action Steps Taken*

- Continued partnership with George Mason University to accelerate "Fast Track" ELL course offerings currently in place to ensure endorsements for LCPS employees in an expedited manner (ie offered classes at an accelerated rate)
- Use Title III (Federal grant designated for Language Instruction for Limited English Proficient and Immigrant Students) to pay for all 7 of the required courses needed for an ELL endorsement

#### **ELL Need Area 3: LCPS will ensure all teachers receive ongoing professional development in English Language Acquisition strategies, to enable inclusion and co-teaching best practices**

##### *Action Steps Taken*

- Partnered with the [WIDA Consortium](#) to develop a series of online trainings pertaining to Second Language Acquisition and the use of English Language Development Standards in the content and specialty area classes that may be accessed 24 x 7 via VISION by all LCPS employees
- Produced a series of live teaching vignettes using exemplar LCPS teachers focusing on high yield strategies for ELL learners. These teaching vignettes will be made available to all LCPS employees via the VISION website
- Developed face-to-face professional development in Second Language Acquisition strategies that will be offered on an ongoing basis at the division level
- Developed division level and school-based replicable professional learning modules in Interpreting the ELL students' score reports that may be accessed both online and face-to-face
- Continue to partner with Student Services to provide professional development in co-teaching and inclusive education via the "Inclusive Schools Network"

- Providing professional learning in literacy intervention strategies for K-5 at-risk ELLs at elementary high-needs schools
- Providing [Imagine Learning](#) language and literacy software to K-12 ELL levels 1 and 2 students and professional learning for teachers on interpreting the data reports to inform instruction

**ELL Need Area 4: LCPS will ensure there is a dedicated program in place for middle school and high school-aged ELL students, including recent immigrants with limited English skills, with high school graduation as the primary goal**

*Action Steps Taken*

- Developed draft plans for a transitional school that serves older aged students in a non-traditional manner (evening classes or flexible scheduling to allow students to work)
- Developing plans for a newcomer program to serve recent arrivals with little English
- Proposed partnering with community members such as the Virginia Hispanic Area Chamber of Commerce to create connections between middle school and high school aged students and successful community members
- Conducted site visit to TC Williams International Academy

**ELL Need Area 5: LCPS will review current staffing practices and establish a staffing plan that promotes flexibility and inclusive services for all ELL students based on needs**

*Action Steps Taken*

- Reviewed a variety of staffing approaches from other districts across the nation
- Created staffing standards for the *LCPS Proposed Staffing Standards* that differentiates between elementary (35:1), middle (30:1), and high school (25:1)
- Via the reduction of ELL Teacher Assistants, increased the number of ELL teachers and decreased student teacher ratio

**ELL Need Area 6: LCPS will ensure the division has a comprehensive district curriculum framework in place that integrates the state required WIDA English Language Development Standards with the State standards for all content areas**

*Action Steps Taken*

- Developed sample WIDA Performance Indicators and English Language Development Standards that are embedded in the curriculum framework of all content areas
- Began the development of sample WIDA Performance Indicators and English Language Development Standards that will be embedded in the curriculum framework of all specialty areas, including the area of Career and Technology

## ***Department of Instruction: Executive Summary***

### ***Topic: K-12, Mathematics Improvements***

**Need Area 1: To provide comprehensive, interactive, electronic mathematics curriculum guides as a “one-stop shop” for curriculum resources**

#### *Action Steps Taken*

- Curriculum committees developed comprehensive, interactive, electronic curriculum guides for K-5 mathematics in the summer of 2013, for Math 6 – Algebra II in the summer of 2014, and will focus on developing these guides for courses above Algebra II in the summer of 2015. As presented to the Curriculum and Instruction Committee on October 15, 2014, <http://www.loudoun.k12.va.us/page/1641>.
- Curriculum work in the summer of 2015 will include the development of additional instructional resources for K-Algebra II
- The curriculum development funds was reallocated to address the focus of the curriculum work for the 2015-16 school year.
- The proposed curriculum development funding for FY16 has increased \$11 from the curriculum development funding for FY15. The funding for ES decreased by \$6,303, where MS increased by \$2,411 and HS increased by \$3,903

**Need Area 2: To provide an elementary mathematics software program that is relevant and supports mathematics instruction and intervention**

#### *Action Steps Taken*

- DreamBox and iReady Math programs were implemented in the 2014-15 school year. A review of usage data indicates that students are utilizing these software programs both in school and at home
- FY16 funds include the renewal of the subscriptions for DreamBox and iReady for the 2015-16 school year
- The mathematics office will be working with the research department to evaluate the impact of these programs
- The FY16 funding for software and software licenses for ES is \$390,000, a decrease of \$110,000. This cost will fund the renewal for iReady or DreamBox for our elementary schools. The decrease of \$110,000 is due to a decreased need for professional development in year 2 of the software implementation

**Need Area 3: To provide professional development focused on quality mathematics instruction**

#### *Action Steps Taken*

- In 2013-14, the mathematics office worked with school leadership teams to deliver a common message, K-12, on the mathematical process goals (problem solving, reasoning, communication, connections, and representations)
- The professional development continued in 2014-15 with resources and professional development on rich mathematical tasks engaging students in the mathematical process goals

- During the monthly Mathematics Department Meetings with MS Math Subject Area Lead Teachers (SALTs) and HS Math Department Chairs, the team will share rich mathematics tasks developed and implemented at the schools
- The next phase of professional development will focus on effective collaborative learning strategies and student engagement as teachers implement these rich tasks
- As schools implement Professional Learning Communities (PLCs), SALTs and HS Chairs will engage in a book study to develop our skills in supporting the work of school level mathematics PLCs
- Approximately half of LCPS principals have attended the Principals Partnering Institute, a statewide 3-day professional development institute, focused around identifying and supporting quality mathematics programs at the schools. Our mathematics office has facilitated four of these institutes. In FY16, the mathematics office will seek to provide this professional development to additional LCPS administrators