

November 25, 2013

Stephen Hanlon, Esq.  
Co-Counsel for the Plaintiff

Carol Kolinchak, Esq.  
Local Counsel for the Plaintiff

Trevor Bryan, Esq.  
Counsel for the Orleans Parish School Board

**Morgan v. Nagin 07-9755: Good Faith Stipulations**

**Good Afternoon All,**

Attached please find the revised format of the Final Report regarding “Steps to Achieve Good Faith Compliance with the Education Consent Decree as requested by the Defendant’s Attorney. The Original Report was sent on November 22 , 2013. This report is organized in two sections. The first section contains the report. The second section contains the following Exhibits: a one-pager outlining my involvement as Education Monitor during the 45-Day period and documentation about Ms. Decuir’s performance from the Defendant’s Supervisor of Language Arts for the District and the Education Monitor’s Observations. This documentation was requested in STEP One of the “Good Faith” document.

I have additional documentation and will render as requested. Thank You

Thandiwe Peebles

## Steps to Achieve Good Faith Compliance with the Education Consent Decree Report

### Step #1.

Steps to Achieve "Good Faith" Compliance	Education Monitor's Findings	Date	Evidence of Compliance
Defendants shall conduct a 45-day review of Ms. Decuir's performance and provide plaintiff's counsel with any documents evidencing such review.	The Defendants Complied with this step.	October 1, 2013 - Present	<ul style="list-style-type: none"> <li>• The Principal formally observed Ms. Decuir ( 2) times during this period</li> <li>• OPSB Language Arts Supervisor visited Ms. Decuir weekly from August. 2013 to the present</li> <li>• OPSB Science Supervisor observed Ms. Decuir in Oct. 2013</li> <li>• The Local Education Monitor observed Ms. Decuir's performance during October and November visits</li> </ul>

#### Comments:

- OPSB deployed staff to review the "teacher's" performance and provide technical support in August and it still continues. The documentation from these visits will vary based on the purpose of the visit. Formal/Informal observations will clearly focus on teacher performance. Technical assistance visits will also review performance, but not as directly.
- The principal observed the teacher at the beginning of the term and placed her on an **Intensive Assistance Plan**. This plan is for teachers whose performance is less than satisfactory.

#### Recommendations:

1. The Principal should continue to observe "the teacher" informally once a week and provide written documentation related to the "Intensive Assistance Plan".
2. By January 2014, the principal should make some determination about the "teacher's " performance in relation to her ability to plan effectively and provide standards-based instruction aligned to the CCSS for the students in her class.

## Steps to Achieve Good Faith Compliance with the Education Consent Decree Report

### Step # 2.

Steps to Achieve "Good Faith" Compliance	Education Monitor's Findings	Date	Evidence of Compliance
<p>Defendants shall ensure that Ms. Decuir shall immediately stop the practice of providing the same lesson plan for all students, no matter what grade the students are enrolled in.</p> <p>Ms. Decuir shall provide an educationally appropriate lesson plan for each student in her class.</p>	<p>The Defendants Complied with this step before the Court Stipulation.</p> <p>The Defendants continue to address this issue. (See Comments)</p> <p>The Defendants Complied with this step to some degree. (See Comments.)</p>	<p>Sept. 1, 2013 to Present</p> <p>By October 3, the LA Supervisor was assigned to visit the teacher weekly .</p> <p>September 1, 2013 to Present</p>	<p>The OPSB Language Arts Supervisor was assigned to review the teacher's plans weekly.</p> <p>Teacher's lesson plans Oct. 1, 2013-Present.</p> <p>Lesson plan reviews by OPSB staff and the Education Monitor at the district's request.</p>

### Comments

#### A. Lesson Plans Differentiated Across Grades:

- Shortly after the school term began, the OPSB Executive Director of Curriculum & Instruction assigned the Language Arts Supervisor of the district to meet with "the teacher" on a weekly basis and provide technical assistance emphasizing writing Lesson Plans. The impact of the assistance was noticed immediately in the plans submitted during the week of September 9, 2013 were good.

## **Steps to Achieve Good Faith Compliance with the Education Consent Decree Report**

- During the 45-Day period, the “teacher’s “ plans varied from week to week for all groups. However, it was noticed that the teacher developed a new pattern of providing no variation in a **particular** component of the plan for all students. For example, the Objectives for all grades were different. However, the Guided Practice, Student Activities, Evaluation, etc. were exactly the same for all students across all grades regardless of the Objective being taught .
- During the week of October 7, 2013 the “teacher” submitted a lesson plan with the same Objective for the 8<sup>th</sup> and 10<sup>th</sup> Graders. Other components of the plan were the same or varied ever so slightly. For all intents and purposes, the plan was the same.
- The OPSB Language Arts Supervisor has reviewed the “teacher’s” plans and made comments . However, the “teacher” still regressed into poor planning practices and had to be advised repeatedly.

### **B. Educationally Appropriate Lesson Plan for Each Student:**

- The Defendant’s have assigned staff to monitored the “ teacher’s” lesson plans weekly. In some instances, the teacher’s plans that needed revisions were not posted on the Oncourse website, the OPSB website for teachers’ lesson plans. The teacher was also given model plans to follow.
- The step of providing an “educationally appropriate lesson plan for each student” can be open to various interpretations in the world of education. For example, a plan can be considered educationally appropriate if standards are identified for the specific grade being taught. The plan can be considered educationally appropriate if subject specific content at grade-level is presented. As a result, unless an evaluation standard is used, a lesson plan can be considered educationally appropriate with minimum input by the teacher. In addition, the designation of “each “ was interpreted as each student in the class collectively. Given the extremely transient nature of the student population and the current lesson planning process, it would be extremely difficult, and in some instances impossible, for the teacher to provide an individual plan for each student in this type of setting.
- This “teacher’s” lesson plans on face value can meet a minimum standard when it comes to being educationally appropriate. However, as Local Education Monitor, I believe that “good faith’ was intended to reflect quality planning as identified in the

## Steps to Achieve Good Faith Compliance with the Education Consent Decree Report

COMPASS Evaluation Instrument used in OPSB. Based on COMPASS, I have reviewed a selected sample of the “teacher’s” lesson plans and found three (3) key components where the plans should be considered unsatisfactory and subsequently not “educationally appropriate”. I have listed these areas below with comments:

### 1a. DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

The elements of component 1a are:

- Knowledge of content and the structure of the discipline: In the “teacher’s” plans, it seems that comprehension skills are pulled from the textbook and mixed randomly. i.e. “ensure that students understand plot and the events in the story and the theme of the story. Discuss the conflict in the story.” This practice addresses too many comprehension skills and does not allow students an opportunity to master any particular skill in context. This is not sound pedagogy.
- Knowledge of prerequisite relationships i.e. literal comprehension skills to inferential comprehension skills. Most of the skills incorporated in the “teacher’s” plans focus on literal comprehension skills. However, students are not given the opportunity to develop strategies that enable them to use the literal comprehension skills as a vehicle to understand inferential comprehension skills. This is not sound pedagogy.

### 1c. SETTING INSTRUCTIONAL OUTCOMES

The elements of component 1c are :

- Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core State Standards. The “teacher’s” plans have a laundry list of numbers at the end of the lesson that are supposed to represent the standards being addressed in the selection. When asked to identify which standard was being addressed in a given story, the teacher could not tell.
- Clarity: Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment. The outcomes in the “teacher’s” lessons do refer to what students will learn, but there are multiple task-oriented activities and few viable methods of assessment. Clarity is not evident.

## Steps to Achieve Good Faith Compliance with the Education Consent Decree Report

- **Balance:** Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills. The “teacher’s” plans do not reflect learning beyond the knowledge level as indicated by a barrage of literal questions in the written exercises.
- **Suitability for diverse students:** Outcomes must be appropriate for all students in the class. There is no evidence that outcomes are appropriate for all students .

### 1e. DESIGNING COHERENT INSTRUCTION

The elements of component 1e. are :

- **Learning activities :** Instruction is designed to engage students and advance them through the content.  
The “teacher’s” plans do not reflect the kind of engagement of students that would advance them through the content. There is too much silent reading and writing to answer text-related questions.
- **Instructional materials and resources:** Aids to instruction are appropriate to the learning needs of the students.  
The “teacher’s” plans do not reflect this component. Many students entering the YSC have weak reading and writing skills and other performance challenges. They need a variety of instructional aids to engage them in the lesson. With very few exceptions , journals, newspaper articles and magazines are the only resources identified in the “teacher’s” lesson plans week after week.
- **Instructional groups:** Teachers intentionally organize instructional groups to support student learning.  
The “teacher’s” plans do not reflect an intentional organization of groups to support student learning. There are references to grouping in her plans, but the assignment is always the same. This practice does not reflect intent.
- **Lesson and unit structure:** Teachers produce clear and sequenced lesson and unit structures to advance student learning.  
The “teacher’s” plans do not reflect a clear and sequenced lesson. Plans seem to move from one activity to another with no visible connection between the activities and the lesson outcomes.

## **Steps to Achieve Good Faith Compliance with the Education Consent Decree Report**

### **Recommendations:**

1. The “teacher” should be given scripted lesson plans for the balance of the semester. The teacher should be monitored closely to assure that the scripted lesson plans are being followed. Any variation in the delivery of instruction by this “teacher” should be addressed in writing.
2. The Principal should continue to observe the teacher weekly and advance the process associated with the “Intensive Assistance Plan”.
3. Given the transient nature of the population at the YSC school facility, it would actually be a good idea for all teachers to use standards-based thematic units designed to be completed in one or two class periods. One teacher at the YSC school facility already uses such materials when she is absent and the students are actively engaged for the entire class period.

## Steps to Achieve Good Faith Compliance with the Education Consent Decree Report

### Step #3.

Steps to Achieve "Good Faith" Compliance	Education Monitor's Findings	Date	Evidence of Compliance
An A+ Assessment for all students must be completed and placed in each student's SEP within 5 days of enrollment.	The Defendants Complied with this step.	September 30, 2013 to Present	A+ Weekly Assessment Report  A+ Profile in Students' folder

#### Comments:

- The Local Education Monitor reviewed 44 file copies of A+ assessments dating back to August 16, 2013. The A+ Weekly Assessment Report identified that 36 students entered the facility during Oct. 1 to the present. Twenty-two (22) of these students were enrolled and tested within 5 days. Records were on file for all students tested.
- During Oct. 1, 2013 to the present, records indicated that 14 students were not tested. Thirteen (13) of these students were in attendance 4 days or less. One student was in attendance at the facility for seven (7) days, never enrolled in the school and subsequently was not tested. There was no reason given why this student was not in school.
- Records indicate that there are many instances where students enter the facility on one date and not enter school until several days later. Some students in the facility never entered the school. This procedure makes it extremely difficult for the school to effectively assess students and comply with Court and other administrative regulations.

#### Recommendations:

1. Given the extremely transient nature of the population at YSC, the school should establish procedures to ensure that all students are enrolled, assessed, accounted for appropriately and provided with an educational program in a timely manner. For example, there is a 5-day turnaround for testing. There could also be a time established for entering school, requesting records, etc.



## Steps to Achieve Good Faith Compliance with the Education Consent Decree Report

### Step # 4.

Steps to Achieve "Good Faith" Compliance	Education Monitor's Findings	Date	Evidence of Compliance
An appropriate letter requesting transfer of student records and a system of follow up in the event the request is unanswered must be in place and followed.	The Defendants complied with the step.	September 30, 2013 to Present	A+ Weekly Assessment Report  Request for Records letters on file.  YSC hired a Transition/Reentry person who began in October 1, 2013.

### Comments:

- Since October 1, 2013, the YSC has dramatically strengthened their pupil accounting procedures. The hiring of a person dedicated to going out and physically getting student records is a plus. In addition, the use of the A+ Weekly Assessment Report seems to be effective in summarizing data efficiently.
- The Education Monitor reviewed Mr. Goodman's visitation logs from October 1, 2013 to the present. The logs reflect that his visits are mostly related to reentry and transition even though he is expected to handle retrieving records too. There were a few requests for records on the A+ Weekly Assessment report that were reported to Mr. Goodman for follow up.

### Recommendations:

1. The YSC should continue to use the A+ Weekly Assessment Report with fidelity. Eventually the document should be generated electronically
2. The A+ Weekly Assessment Report should be shared with the Mr. Goodman, the Transition /Reentry person. His log should reflect efforts to retrieve records when necessary on a weekly basis.

## Steps to Achieve Good Faith Compliance with the Education Consent Decree Report

### Step # 5.

Steps to Achieve "Good Faith" Compliance	Education Monitor's Findings	Date	Evidence of Compliance
<p>On October 18, 2013, a second day of co-training between school and custody staff shall be conducted by Randall Farmer. Defendants will provide plaintiffs' counsel with a copy of the agenda and any written materials used in said co-training. YSC Superintendent Glen Holt shall be allowed to attend this training.</p>	<p>The Defendants Complied with the step. However, the workshop date was changed.</p>	<p>November 8, 2013</p>	<p>Letter of contact between OPSB and Randall Farmer</p> <p>YSC Professional Development Calendar sent to YSC Superintendent, Mr. Holt</p> <p>Emails to Mr. Holt, YSC Superintendent</p>
<p>On the third Friday of each month school and custody administrative staff shall have appropriate professional development training. Defendants will provide plaintiffs' counsel with a copy of the agenda and any written materials used in said professional development training. YSC Superintendent Glen Holt shall be allowed to attend this training.</p>	<p>The Defendants Complied with the step. However, the workshop dates were changed.</p>	<p>August 23, 2013</p> <p>September 3, 2013</p>	<p>Agendas</p> <p>Sign-in sheets</p> <p>Emails to Mr. Holt, YSC Superintendent</p>

### Comments:

- The October 18, 2013 day of co-training was rescheduled to Nov. 8, 2013 because the presenter was not available to attend. Superintendent Holt attended and his signature is on the sign-in sheet. Other facility staff also attended.
- A member of the YSC Facility has presented at one of these Friday professional development trainings.

## Steps to Achieve Good Faith Compliance with the Education Consent Decree Report

### Summary

This summary outlines the Education Monitor's review of the defendants' steps to achieve Good Faith Compliance with the Education Consent Decree over a 45-day period following the entry of an order approving this stipulation.

**Step 1.** *Defendants shall conduct a 45-day review of Ms. Decuir's performance and provide plaintiffs' counsel with any documents evidencing such review.* **Finding:** The Defendants have complied with this stipulation. ( See Exhibits B,C,and D)

**Step 2.** *Defendants shall ensure that Ms. Decuir shall immediately stop the practice of providing the same lesson plan for all students, no matter what grade the students are enrolled in.* **Finding:** The Defendants complied with this stipulation prior to the 45-day period. However, there is evidence that the OPSB Language Arts Supervisor has had to continually monitor the teacher's plans and provide feedback in order to ensure continued compliance. The Defendants should follow the Education Monitor's suggestion to provide this teacher with Scripted Lessons Plan. (See Comments p. 6)

**Step 2a.** *Ms. Decuir shall provide an educationally appropriate lesson plan for each student in her class.* **Finding:** The Defendants have complied with this stipulation to some degree. Plans are educationally appropriate at a basic level. (See Comments pp.3-5)

**Step 3.** *An A+ Assessment for all students must be completed and placed in each student's SEP within 5 days of enrollment.* **Finding:** The Defendants have complied with this stipulation. The Education Monitor reviewed each A+ Assessment document on file and compared to the students enrolled. (See Comments p.7 and Exhibit A)

**Step 4.** *An appropriate letter requesting transfer of student records and a system of follow up in the event the request is unanswered must be in place and followed.* **Finding:** The Defendants have complied with this stipulation in an exemplary manner. The letter of request is on file and additional personnel has been hired to retrieve unreceived records. The Defendants should follow the Education Monitor's recommendations in order to enhance this process. (See Comments p.8)

**Step 5.** *On October 18, 2013, a second day of co-training between school and custody staff shall be conducted by Randall Farmer. Defendants will provide plaintiffs' counsel with a copy of the agenda and any written materials used in said co-training. YSC Superintendent Glen Holt shall be allowed to attend this training.* **Finding:** The Defendant's complied with this stipulation. The date of the meeting was changed due to a conflict with the Presenter's schedule. However, YSC Superintendent Holt and a member of his staff did attend.

## **Steps to Achieve Good Faith Compliance with the Education Consent Decree Report**

**Step 6.** *On the third Friday of each month school and custody administrative staff shall have appropriate professional development training. Defendants will provide plaintiffs' counsel with a copy of the agenda and any written materials used in said professional development training. YSC Superintendent Glen Holt shall be allowed to attend this training.* **Finding:** The Defendant's complied with this stipulation. The date of the meetings have not always occurred on the third Friday. YSC Superintendent Holt has been given a Professional Development Calendar from the School Administrator. In addition, emails are on file indicating notification to YSC Superintendent Holt. Superintendent Holt has attended some meetings and/or a member of his staff attends. On one occasion, a member of the facility presented to both sides of YSC at the Professional Development Meeting.

## **EXHIBITS**

- A. Education Monitor's Log**
- B. Education Monitor's Observation in October**
- C. Monitor's Observation in November**
  
- D-P. Defendant's Supervisor's Technical Assistance Log: Compliance with supporting Ms. Decuir**

## **Exhibit A.**

### **Education Monitor's Log**

#### **October 3-5, 2013**

- Entry conference logistics by phone with Executive Director of C & I
- Written communication with YSC School Principal

#### **October 7-8 2013 Site Visit**

- Entry conference with Principal and Executive Director of C& I Communication
- Observed Ms. Decuir's lesson
- Reviewed Ms. Decuir's lesson plans
- Reviewed student folders
- Reviewed A+ Assessment Weekly and Assessment roster
- Reviewed the materials in Ms. Decuir's room
- Conference with Ms. Decuir
- Reviewed student folders for records and/or requests for requests
- Exit conference with the Principal and follow up

#### **November 11-13, 2013 Site Visit**

- Entry conference with Principal and Executive Director of C& I Communication
- Observed Ms. Decuir's lesson
- Reviewed student folders
- Reviewed A+ Assessment roster
- Conference with Ms. Decuir
- Reviewed student folders for records and/or request for records
- Exit conference with the Principal and follow up

#### **Documents Reviewed:**

- A+ Assessments rosters and student file copies
- Ms. Decuir's Lesson Plans from August 12, 2013, to November 11, 2013
- Requests for Record letters from August 12, 2013 to November 13, 2013
- Workshop agendas, sign-in sheets, handouts
- Mr. Goodman's log
- Danielson Framework
- Mr. Casby's Observation Reports
- OPSB Language Arts Supervisor's reports on Ms. Decuir's performance

**EXHIBIT B. Thansani Instructional Observation Form**

**Framework of Effective Practice**

Teacher: Ms. Decuir  
 Date: Oct. 8, 2013  
 Time: 10:00-10:45 A.M.

**A. Planning and Setting Instructional Outcomes**

- Value, sequence, and alignment
- Outcomes of a challenging cognitive level: **No. Copying and answering questions.**
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Assessment of student attainment: **Not evident**
- Outcomes differentiated for students of varied ability: **Not Evident**

**B. Instruction**

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers, or multiple approaches even when there is a single correct response
- Effective use of student responses and ideas
- Academically Productive Talk
- Writing as an integral part of English Language Arts

**C. The Classroom Environment**

- Smooth functioning of all routines. **No.**
- Little or no loss of instructional time. **No. Time wasted copying from the board.**
- Students playing an important role in carrying out the routines. **No. Totally teacher-directed**
- Students knowing what to do, where to move. **No Movement. May be due to the nature of the facility.**
- Classroom Environment Conducive to Rigorous Learning. **No. Cluttered with outdated books.**

**Teaching Components Observed: (Select 2 Focus Areas from above Domains) Check all that apply**

**Planning:**

1. Outcomes of a challenging cognitive level : **No**
2. Statements of student learning, not student activity : **Not evident**
3. Outcomes central to the discipline and related to those in other disciplines: **Not Evident**
4. Assessment of student attainment: **No**
5. Outcomes differentiated for students of varied ability : **No. All students completing the same assignment.**

**Instruction:**

1. Questions of high cognitive challenge, formulated by both students and teacher: **No**
2. Questions with multiple correct answers, or multiple approaches even when there is a single correct response: **No**
3. Effective use of student responses and ideas: **No opportunity for expression of ideas.**
4. Academically Productive Talk: **No**
5. Writing as an integral part of English Language Arts: **Most writing related to answering questions.**

**School's Next Steps:**

1. The room needs to reflect a standards-based classroom with current materials.
2. Teacher needs to connect the lesson with the lesson plan.
3. Teacher need not write the questions from the workbook on the board for students to copy. This is a big waste of time.
4. Teacher needs to use sample lesson plans.
5. Learn to differentiate instruction when so few students are in class.

## EXHIBIT C

## Thansani Instructional Observation Form

Teacher: Ms. Decuir  
 Date: Nov. 11, 2013  
 Time: 10:00-10:45 A.M.  
 Observer: Thandiwe Peebles

## Framework of Effective Practice

**A. Planning and Setting Instructional Outcomes**

- Value, sequence, and alignment
- Outcomes of a challenging cognitive level: Statements of student learning, not student activity.
- Outcomes central to the discipline and related to those in other disciplines
- Assessment of student attainment
- Outcomes differentiated for students of varied ability

**B. Questions of high cognitive challenge, formulated by both students and teacher**

- Questions with multiple correct answers, or multiple approaches even when there is a single correct response
- Effective use of student responses and ideas
- Academically Productive Talk
- Writing as an integral part of English Language Arts

**C. The Classroom Environment**

- Smooth functioning of all routines. **No.**
- Little or no loss of instructional time. **No. Time wasted playing the entire story on tape.**
- Students playing an important role in carrying out the routines. **No. Totally teacher-directed**
- Students knowing what to do, where to move. **No Movement. May be due to the nature of the facility.**
- Classroom Environment Conducive to Rigorous Learning. **Much neater. No evidence of centers.**

**Teaching Components Observed: (Select 2 Focus Areas from above Domains) Check all that apply****Planning:**

- Outcomes of a challenging cognitive level : **No**
- Statements of student learning, not student activity : **Not evident**
- Outcomes central to the discipline and related to those in other disciplines: **Not Evident**
- Assessment of student attainment: **Never got to the assessment in 45 minutes. Teacher was about to put on another tape.**
- Outcomes differentiated for students of varied ability: **No. Teacher asked questions and students responded.**

**Instruction:**

- Questions of high cognitive challenge, formulated by both students and teacher: **No-Bloom's Level 1.**
- Questions with multiple correct answers, or multiple approaches even when there is a single correct response: **No. Single word answers**
- Effective use of student responses and ideas. **Teacher did elicit students' thoughts but she guided the conversation by posing another question before the students had time to answer.**
- Academically Productive Talk: **Very little.**
- Writing as an integral part of English Language Arts: **Most writing related to answering questions.**

**School's Next Steps:**

1. Teacher needs to connect the lesson with the lesson plan.
2. Teacher need not write the questions from the workbook on the board for students to copy. This is a big waste of time.
3. Teacher needs to use the graphic organizers in the workbook in order to facilitate learning.
4. Again, the teacher needs to be creative with only two students in the room. The students could have played the characters Alfonso and Ernie and read the part of the selection where they were getting into a conflict.
5. Locate sample lessons plans and use some components in the lesson.



**Smith, Zelda**

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**Subject:** FW: Meeting with DeCuir

August 13, 2013

-----Original Message-----

From: Smith, Zelda

Sent: Wednesday, November 13, 2013 10:59 AM

To: Smith, Zelda

Subject: Meeting with DeCuir

Meeting with DeCuir

1. Follow District Pacing
2. Use the audio CD
3. Post plans in OnCourse
4. NBC LEARN

Patches

The Gathering of Old Men

Standing Against Wind

Head Phone

LDC Module

TUES. 12 noon

Sent from my iPad

**Smith, Zelda**

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**Subject:**

FW: 12:noon

August 20, 2013

-----Original Message-----

From: Smith, Zelda

Sent: Wednesday, November 13, 2013 10:59 AM

To: Smith, Zelda

Subject: 12:noon

12:noon

Standing Tuesday meeting with Mrs. Decuir Went over her written lesson plans. Discussed the difference between different lesson plans and differentiated instruction. Her plans are not yet visible on OnCourse.

Gave her directions on how to make that happen. Workbooks that she requested arrived yesterday. She requested novels: Chinese Cinderella and A Lesson Before Dying. Emailed Ivy Williams to request these novels from YSC's Title I Budget.

Reminded her of the lesson plans housed in Blackboard as a guide.

Sent from my iPad

**Smith, Zelda**

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**subject:** FW: YSC - Debra DeCuir 11:00 -

September 10, 2013

-----Original Message-----

From: Smith, Zelda

Sent: Wednesday, November 13, 2013 11:01 AM

To: Smith, Zelda

Subject: YSC - Debra DeCuir 11:00 -

YSC - Debra DeCuir 11:00 -

Students Round-robin reading the  
Story. The Interlopers

3 male Students presents in the class.

No air in building.

Ms. LeCense class

One Stop Planner for World Geography.

Sent from my iPad

**Smith, Zelda**

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**Subject:** FW: Mrs. DeCuir -YSC

October 15, 2013

-----Original Message-----

From: Smith, Zelda

Sent: Wednesday, November 13, 2013 11:01 AM

To: Smith, Zelda

Subject: Mrs. DeCuir -YSC

Mrs. DeCuir -YSC

Gettysburg Address Exemplar

Three male students

Vocabulary posted

Guided questions posted

Explaining the vocabulary

M/s yells out - Man my stomach hurt, I am about to fart.

- Step out in the hallway.

MS/ Terry very disruptive. Walking around, fanning his fart odor around the class.

Bulletin board is complete.

T-read Terry.

Terry ... I do not want to read.

Terry yells out - I got to go use the bathroom.

T- Terry I need you to sit down, you are disturbing the class.

Terry -i ain't worry nobody.

Ms. LeCense is absent.

Sent from my iPad

**Smith, Zelda**

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Subject: FW: YSC - Ms. Decuir

November 4, 2013

-----Original Message-----

From: Smith, Zelda

Sent: Wednesday, November 13, 2013 10:58 AM

To: Smith, Zelda

Subject: YSC - Ms. Decuir

YSC - Ms. Decuir

9:00 - 10:00 AM

Do Nows, objectives, and assignments visible on board.

Students reading and discussion story.

Questions are too literal on blackboard. Gave written demonstration/examples To Mrs. DeCuir to revise the questions.

Three new male students.

Catch the Moon pp. 118 ENG II

THE SKULL P.189

ENG I

GIVE THE BOOKS TO YSC.

NEED TO get CCSS workbooks for Mrs. DeCuir.

Sent from my iPad

**Smith, Zelda**

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**From:** noreply@oncoursesystems.com  
**Sent:** Friday, October 11, 2013 12:42 PM  
**To:** Smith, Zelda  
**Subject:** OnCourse Lesson Planner comment for Debra Decuir regarding lesson plan from 08/12/2013

Mrs. DeCuir,  
Please use the Common Core Starte Standards when writing your lesson plans.

This email was generated via OnCourse because the "Send a copy to myself via email" option was selected when posting the comment.

**Smith, Zelda**

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**From:** noreply@oncoursesystems.com  
**Sent:** Friday, October 11, 2013 12:44 PM  
**To:** Smith, Zelda  
**Subject:** OnCourse Lesson Planner comment for Debra Decuir

Please post lesson plans weekly.

This email was generated via OnCourse because the "Send a copy to myself via email" option was selected when posting the comment.

**Smith, Zelda**

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**From:** noreply@oncoursesystems.com  
**Sent:** Friday, October 11, 2013 12:46 PM  
**To:** Smith, Zelda  
**Subject:** OnCourse Lesson Planner comment for Debra Decuir

If you are having difficulty posting your plans, please let me know. I will be happy to assist you.

This email was generated via OnCourse because the "Send a copy to myself via email" option was selected when posting the comment.



**Smith, Zelda**

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**From:** noreply@oncoursesystems.com  
**Sent:** Friday, October 11, 2013 12:48 PM  
**To:** Smith, Zelda  
**Subject:** OnCourse Lesson Planner comment for Debra Decuir

Thanks for identify the lessons using the CCSS.

This email was generated via OnCourse because the "Send a copy to myself via email" option was selected when posting the comment.

**Smith, Zelda**

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**From:** noreply@oncoursesystems.com  
**Sent:** Monday, November 04, 2013 7:21 AM  
**To:** Smith, Zelda  
**Subject:** OnCourse Lesson Planner comment for Debra Decuir

I see you are using exit tickets to assess student learning. Are the students receiving feedback/comments?

This email was generated via OnCourse because the "Send a copy to myself via email" option was selected when posting the comment.

**ORLEANS PARISH SCHOL BOARD**

**Weekly Meeting**

**September 24, 2013**

NAME	POSITION	Time In	Time Out
<i>Debra Delani</i>	<i>Teacher</i>	<i>9:00 am</i>	<i>10:00 am</i>
<i>Zelda J. Smith</i>	<i>Specialist</i>	<i>9:00 AM</i>	<i>10:00 AM</i>

**INTENSIVE ASSISTANCE ACTION PLAN**

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

Date	Professional Development	Lesson Planning	Resources	Evidence of Assistance
<p>August 13, 2013</p> <p>August 20, 2013</p>	<p>Discussed a plan for the 2013-2014 academic year.</p> <p>PD Topics:                      "Accessing and developing lesson plans using OnCourse."                      "Accessing and using Blackboard to find lesson plans to serve as a guide."</p>	<p>Review previously prepared lesson plans to discuss and demonstrate the differences between differentiated lesson plans and differentiated instruction.</p>	<p>OnCourse                      Blackboard                      ELA Workbooks                      Novels: <i>Chinese Cinderella</i> and <i>A Lesson Before Dying</i></p>	<p>OPSB ELA Specialist's weekly Tuesday meetings</p>
<p>September 10, 2013</p> <p>September 17, 2013</p> <p style="text-align: right;"><i>D. DeCuir</i></p>	<p>Training on OnCourse</p> <p>One-one coaching with the OPSB ELA Specialist.</p>	<p>1. Review scripted lesson plan based on the following competencies in COMPASS:</p> <p>A. Setting Instructional Objectives                      B. Managing Classroom Procedures                      C. Using Questions and Discussion techniques                      D. Engaging Students in Learning                      E. Using Assessment in Instruction</p>	<ul style="list-style-type: none"> <li>• Scripted lesson plans aligned to the Common Core Curriculum Standards provided by the OPSB</li> <li>• OPSB ELA Curriculum Mapping Guide</li> <li>• COMPASS Observation Workbook</li> <li>• The Louisiana Dept. of Education Tool Kit</li> <li>• Blackboard</li> </ul>	<p>OPSB ELA Specialist's Log</p> <p>Principal Casby's informal observation write-up to the teacher, the consultant and the OPSB "Point Person"</p> <p>Confirmation that the teacher has entered lesson plan in OnCourse</p>
<p>Total Days: 12</p>				

Date	Professional Development	Lesson Planning	Resources	Evidence of Assistance
<p>October</p> <p>Total Days: 21</p>	<p>One-one coaching with the OPSB ELA Specialist.                      Planning Period Collaboration with other teachers on-site</p> <p><i>D. DeCunzio</i>  <i>10/8/13</i></p>	<ol style="list-style-type: none"> <li>Submit grade appropriate lesson plans for the month for each group assigned based on the format of the scripted plans used in September.</li> <li>Teacher revises plans before teaching based on feedback given by all.</li> </ol>	<ul style="list-style-type: none"> <li>CCSS</li> <li>COMPASS Observation Workbook;</li> <li>The Louisiana Dept. of Education Tool Kit</li> </ul>	<p>Principal Casby's review of the teacher's lesson plans with feedback submitted to the teacher and the OPSB's "Point Person" on the specific areas where the plans were weak based on the COMPASS rubric. Request revisions if necessary</p>
<p>November</p> <p>Total Days: 12</p>	<p>One-one coaching with the OPSB ELA Specialist.                      Collaboration with other teachers on-site</p>	<ol style="list-style-type: none"> <li>Submit Grade Appropriate lesson plans for the 12 days for each group assigned based on the format of the scripted plans used in September and the feedback given for revisions, if applicable, in October.</li> </ol>	<ul style="list-style-type: none"> <li>CCSS</li> <li>COMPASS Observation Workbook;</li> <li>The Louisiana Dept. of Education Tool Kit</li> </ul>	<p>At this time, Principal Casby will include the following:</p> <ol style="list-style-type: none"> <li>Status of revised plans; and</li> <li>Recommendations for continuance of service</li> </ol>