

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

December 08, 2013

Brightwood ES NCES - 110003000112

District of Columbia Public Schools

School Improvement Indicators (RI)

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator ID10 - The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)

Status Tasks completed: 0 of 1 (0%)

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|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment | Level of Development: | Initial: Limited Development 09/30/2013 |
| | | Objective Met - 11/24/2013 11/24/2013 |
| | Index: | 6 (Priority Score x Opportunity Score) |
| | Priority Score: | 3 (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | New leadership team would like to focus on meeting weekly to incorporate regular student performance data and classroom observation data as a standing agenda item. The Academic Leadership Team includes: Principal, Assistant Principal, Instructional Coaches and Lead Teacher. |
| Plan | Assigned to: |  |
| | How it will look when fully met: | The ALT will review school performance data on a weekly basis, including classroom observations. The goal of regularly reviewing data will be to align professional development to areas of needs. |
| | Target Date: | 06/30/2014 |
| | Tasks: | |
| | 1. In October, the ALT meetings will focus on instructional planning including interim assessment results (PIA and ANet). The focus of the classroom observations will be to monitor re-teach lessons and the overall quality of daily instruction. | |
| | Assigned to: |  |
| | Added date: | 09/30/2013 |
| | Target Completion Date: | 10/31/2013 |

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| | | Comments: | |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 11/24/2013 11/24/2013 |
| | Experience: | | 11/24/2013 We have definitely ensured that A-Net cycle 1 data analysis, reteach plan reviews, and conversations around instructional observations have been the focus of our ALT meetings so far. Throughout this process we have noticed that there are still some instructional deficiencies that we have seen that we feel may be stemming from a lack of effective planning. We plan to make planning support, differentiation, and effective ELL strategies focus areas for the next several months as well. |
| | Sustain: | | 11/24/2013 We will continue to keep instruction and data analysis as the focus of our ALT meetings throughout the year. We need to continue to ensure that we meet regularly (biweekly) and that our focus stays primarily on instruction and the actions and programs that impact instruction. |
| | Evidence: | | 11/24/2013 - ALT Mtg agendas and Notes - Item analysis sheets - Student data breakdowns - Reteach Plans |

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

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| Indicator | IF12 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (1695) | | |
| Status | Tasks completed: 1 of 2 (50%) | | |
| Assessment | Level of Development: | Initial: Limited Development 09/30/2013 | |
| | | Objective Met - 11/24/2013 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Brightwood regularly implemented individual and collaborative learning cycles during school year 2012-2013 coordinated by both Instructional Coaches. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | The focus for the learning cycles this school year will be literacy and math instruction. Additionally, the Academic Leadership Team will be using their regular school performance data reviews and classroom observations to align additional professional development opportunities to teacher needs. The additional professional development opportunities will occur during morning collaborative and in-service days. | |
| | Target Date: | 06/30/2014 | |
| | Tasks: | | |
| | | 1. Instructional Coaches will lead individual and collaborative learning cycles after each unit | |
| | | Assigned to: | [REDACTED] |
| | | Added date: | 09/30/2013 |
| | | Target Completion Date: | 09/30/2013 |
| | | Frequency: | four times a year |
| | | Comments: | |
| | | Task Completed: | 09/30/2013 |
| | | 2. Morning collaborative professional development sessions will focus on instructional areas identified by the ALT (i.e., Literacy Block implementation, etc.) | |
| | | Assigned to: | [REDACTED] |
| | | Added date: | 09/30/2013 |
| | | Target Completion Date: | 10/31/2013 |
| | | Frequency: | monthly |

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| | | Comments: | |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 11/24/2013 |
| | Experience: | | 11/24/2013 Both of our IC's provide support to teachers via the ILC and CLC process. Classroom observations and discussions have led us to the focus areas of additional planning support, data analysis support, and effective differentiation strategies as future areas of growth for the next advisory (through mid-January 2014) |
| | Sustain: | | 11/24/2013 Classroom observations and discussions have led us to the focus areas of additional planning support, data analysis support, and effective differentiation strategies as future areas of growth for the next advisory (through mid-January 2014) |
| | Evidence: | | 11/24/2013 - ILC and CLC coaching plans - ILC and CLC notes from observations and debrief - Morning collab PD listings |

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID09 - Instructional Teams use student learning data to plan instruction. (107)

Status Add a Task

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| Assessment | Level of Development: | Initial: Limited Development 09/30/2013 | |
| | Index: | 4 | (Priority Score x Opportunity Score) |
| | Priority Score: | 2 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Teachers regularly prepare daily lesson plans and follow the DCPS scope and sequence and units. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Teachers will use diagnostic data to unpack standards and align teacher-made assessment items and checks for understanding to incorporate into their daily lessons and units. | |
| | Target Date: | 06/30/2014 | |
| | Tasks: | | |
| | 1. After each assessment and prior to each unit, teachers will review diagnostic learning skills to appropriately sequence learning objectives over the course of a unit. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 09/30/2013 | |
| | Target Completion Date: | 10/18/2013 | |
| | Frequency: | four times a year | |
| | Comments: | | |
| | Task Completed: | 10/16/2013 | |
| Implement | Percent Task Complete: | Tasks completed: 1 of 1 (100%) | |

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| Indicator | IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108) | | |
| Status | Tasks completed: 0 of 2 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 09/30/2013 | |
| | Index: | 4 | (Priority Score x Opportunity Score) |
| | Priority Score: | 2 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Students were regularly identified for additional support and tutoring utilizing student data during SY12-13. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | During SY13-14, staff will continue to identify students in need for additional time and instruction utilizing student data in both subjects. Student progress will be monitored after each assessment cycle to move students in and out of the tutoring programs. Tutoring programs will include: Reading Partners, Kingsbury, Higher Achievement and in-school tutoring supported by Brightwood staff. | |
| | Target Date: | 12/23/2013 | |
| | Tasks: | | |
| | 1. In-school staff tutoring will begin | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 09/30/2013 | |
| | Target Completion Date: | 01/20/2014 | |
| | Frequency: | twice monthly | |
| | Comments: | | |
| | 2. Reading Partners will meet with students daily for additional time | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 09/30/2013 | |
| | Target Completion Date: | 01/20/2014 | |
| | Frequency: | four times a year | |
| | Comments: | | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 2 (0%) | |

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| Indicator | IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109) | | |
| Status | Tasks completed: 1 of 2 (50%) | | |
| Assessment | Level of Development: | Initial: Limited Development 09/30/2013 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Teachers regularly review data after each paced assessment and prepare re-teach plans. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Teachers will not only review post-assessment data but will use data for flexible grouping and intervention identification and enrichment. For the middle school schedules, there is a middle school support block built into the master schedule. Teachers will be utilizing interventions and enrichment such as Junior Great Books, Read 180, Foundations, System 44, ST Math and Think Through Math. | |
| | Target Date: | 06/30/2014 | |
| | Tasks: | | |
| | 1. Teachers will identify guided reading groups after the BOY assessment period. The Academic Leadership team will review each teacher's guided reading groups. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 09/30/2013 | |
| | Target Completion Date: | 10/18/2013 | |
| | Comments: | | |
| | Task Completed: | 10/17/2013 | |
| | 2. Teachers' instructional plans will reflect differentiated learning tasks for students at each level. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 09/30/2013 | |
| | Target Completion Date: | 12/20/2013 | |
| | Frequency: | weekly | |
| | Comments: | | |
| Implement | Percent Task Complete: | Tasks completed: 1 of 2 (50%) | |

Classroom Instruction

Expecting and monitoring sound classroom management

Indicator **IIIC13 - The school addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs by way of additional counseling, access to additional ancillary services, or other supports. (2945)**

Status **Add a Task**

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|-------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
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| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Last year, the Student Support Team met regularly to review student caseloads based only on teacher referrals. | |

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| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Counseling team will identify and implement intervention plans for students with socio-emotional needs. The Counseling Team will also be responsible for regularly communicating to parents and connecting students to needed wrap around services. | |
| | Target Date: | 06/30/2014 | |

Tasks:

1. The Counseling Team will provide a regular report of their caseloads to the Academic Leadership Team.

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| Assigned to: | [REDACTED] |
| Added date: | 09/30/2013 |
| Target Completion Date: | 10/31/2013 |
| Frequency: | monthly |
| Comments: | |
| Task Completed: | 10/31/2013 |

2. The Academic Leadership Team will provide feedback to the Counseling Team regarding the caseloads and supports for high fliers.

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| Assigned to: | [REDACTED] |
| Added date: | 09/30/2013 |
| Target Completion Date: | 10/31/2013 |
| Frequency: | monthly |
| Comments: | |
| Task Completed: | 10/30/2013 |

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| Implement | Percent Task Complete: | Tasks completed: 2 of 2 (100%) |
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Parent, School, and Community

Education - Providing professional development for teachers and training for parents on working together to support student learning

Indicator IVD01 - Professional development programs for teachers include assistance in working effectively with parents. (1588)

Status

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|-------------------|----------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
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| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Parental engagement professional development was not regularly implemented last year. | |

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| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Professional development for teachers will focus on regular communication with families regarding academic progress (not just behavioral). Ultimately, teachers will share resources with parents for home activities. | |
| | Target Date: | 06/30/2014 | |

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|---------------|--|------------------------------------------------------------------------------------------------------------|-------------------|
| Tasks: | | | |
| | | 1. The ALT will lead a professional development session on leading an effective parent teacher conferences | |
| | | Assigned to: | [REDACTED] |
| | | Added date: | 09/30/2013 |
| | | Target Completion Date: | 10/31/2013 |
| | | Comments: | |
| | | Task Completed: | 10/17/2013 |

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| Implement | Percent Task Complete: | Tasks completed: 1 of 1 (100%) |
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