

Comprehensive Plan Report

Activity in the last 3 months

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.

November 19, 2013

LaSalle-Backus EC NCES - 110003000042

District of Columbia Public Schools

Key Indicators are shown in **RED**.

School Leadership and Decision Making

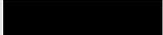
Establishing a team structure with specific duties and time for instructional planning

Indicator ID06 - The principal maintains a file of the agendas, work products, and minutes of all teams. (41)

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 11/05/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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: The current level of development is the teachers were informed that they must have agendas and minutes on the school letterhead for each meeting. This information was dispensed through the leadership team. Our next step would be solidifying the procedure to collect documentation regarding meetings.

Plan	Assigned to:	
	How it will look when fully met:	All teams will be trained on meeting protocols. Next, they will use the protocols to guide their meetings. Teams will submit an agenda, handouts, protocol used and minutes of their meetings electronically to the principal or assistant principal. These documents will be maintained in an electronic file.
	Target Date:	12/16/2013

Tasks:

1. Teams will be trained on all meeting protocols and submission procedures.

Assigned to: Administration

Added date: 11/05/2013

Target Completion Date: 12/19/2013

Comments: .

2. Administrators will monitor implementation.

Assigned to: Administrators

	Added date:	11/05/2013
	Target Completion Date:	06/20/2014
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)		
Status	Tasks completed: 0 of 5 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/05/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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 received professional development daily through morning collaborative, faculty meetings and district appointed schoolwide pd's.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Instruction will be data driven and based on the teacher's strengths and weaknesses. Evidence will be sign in sheets, agenda, handouts and observation of implementation.	
	Target Date:	11/29/2013	
	Tasks:		
	1. Administrative team will conduct classroom observations to determine trends, teacher's strengths and weaknesses.		
	Assigned to:	Administrative Team	
	Added date:	11/05/2013	
	Target Completion Date:	12/20/2013	
	Frequency:	weekly	
	Comments:		
	2. Administrative team will meet with Instructional Coach to review teacher's strengths and weaknesses.		
	Assigned to:	Administrative Team	
	Added date:	11/05/2013	
	Target Completion Date:	12/20/2013	
	Frequency:	weekly	
	Comments:		

	3. Instructional Coach and Administrative team will create a monthly needs based professional development calendar.
	Assigned to: [REDACTED]
	Added date: 11/05/2013
	Target Completion Date: 12/20/2013
	Frequency: monthly
	Comments:
	4. Instructional Coach, administrative team, Reading Specialist and selected teachers will provide differentiated professional development to teachers on daily basis.
	Assigned to: [REDACTED]
	Added date: 11/05/2013
	Target Completion Date: 06/14/2013
	Frequency: daily
	Comments:
	5. Administrative Team would observe, confer and monitor the implementation of professional development instructional strategies.
	Assigned to: Administrative Team
	Added date: 11/05/2013
	Target Completion Date: 01/24/2014
	Frequency: weekly
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 5 (0%)

Curriculum, Assessment, and Instructional Planning	
Engaging teachers in assessing and monitoring student mastery	
Indicator	IIB05 - All teachers re-teach based on post-test results. (95)
Status	Tasks completed: 0 of 6 (0%)
Assessment	Level of Development: Initial: Limited Development 11/05/2013
	Index: 9 (Priority Score x Opportunity Score)
	Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score: 3 (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 are currently reviewing the PIA data to create re-teach plans.
Plan	Assigned to: [REDACTED]
	How it will look when fully met: Teachers will regularly and consistently reteach based on PIA and summative assessments.
	Target Date: 06/20/2014
	Tasks:
	1. Teachers will receive PD on using PIA data to create a reteach action plan.

		Assigned to:	[REDACTED]
		Added date:	11/05/2013
		Target Completion Date:	12/20/2013
		Comments:	
	2. Create a master reteach schedule aligned to DCPS instructional window.		
		Assigned to:	[REDACTED]
		Added date:	11/05/2013
		Target Completion Date:	12/20/2013
		Comments:	
	3. Teachers will reteach when more than 30% of the students do not master curriculum based assessment.		
		Assigned to:	[REDACTED]
		Added date:	11/05/2013
		Target Completion Date:	06/20/2014
		Frequency:	twice monthly
		Comments:	
	4. Administrators will review lesson/unit plans to determine when assessments will be given.		
		Assigned to:	[REDACTED]
		Added date:	11/05/2013
		Target Completion Date:	06/20/2014
		Frequency:	monthly
		Comments:	
	5. Administrators will review grade book data in order to determine the percentage of student mastery.		
		Assigned to:	Administrative
		Added date:	11/05/2013
		Target Completion Date:	06/20/2014
		Frequency:	monthly
		Comments:	
	6. Teachers will provide administrators with a reteach plan.		
		Assigned to:	Adminstration
		Added date:	11/05/2013
		Target Completion Date:	06/20/2014
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 6 (0%)	

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

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 10/21/2013	
	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:	Currently three teams use data to make instructional decisions. The ELL team, Early Childhood and Special Education team work collaboratively to use data to identify student needs. The K-5, and 6-8 Grade level teams do not consistently utilize student data to make instructional decisions.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>We will create a K-2 Grade Level Team and 3-5 Grade Level Team in order to maximize effective collaborative planning time. We will use the consultancy protocol for teachers to assist each other with instructional strategies and teaching pedagogy based on student data. We will use the collaborative assessment protocol where teachers will objectively analyze student work data.</p> <p>Teams will use formative assessments such as exit tickets, daily checklist, student observations, and anecdotal notes to make in the moment instructional decisions. Teams will review benchmark assessments such as teacher created assessments, PIA, and DC-CAS results to make intervention and enrichment decisions.</p>	
	Target Date:	01/31/2014	
	Tasks:		
	1. Provide staff with professional development on consultancy and collaborative assessment protocols.		
	Assigned to:	[REDACTED]	
	Added date:	10/21/2013	
	Target Completion Date:	01/17/2014	
	Comments:		
	2. Teachers will use protocols in biweekly data meetings to submit a recommendation that identifies students in need of instructional support or enhancement.		
	Assigned to:	Grade Level Chairs	
	Added date:	11/05/2013	
	Target Completion Date:	02/21/2014	
	Frequency:	twice monthly	

		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 2 (0%)
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: 0 of 5 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 11/05/2013	
	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:	The teacher currently provides unit plans in ELA and Math. Teachers are not accustomed to reviewing the results of the pre/post assessment as a team in order to make curricular decisions.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Data will be used on a regular basis to make instructional decisions for differentiation, enrichment, small group instruction and reteaching.	
	Target Date:	06/13/2014	
	Tasks:		
	1. Teachers will be provided PD on data collection and use.		
	Assigned to:	[REDACTED]	
	Added date:	11/05/2013	
	Target Completion Date:	01/24/2014	
	Comments:	.	
	2. Teachers will receive professional development on creating a data binder.		
	Assigned to:	[REDACTED]	
	Added date:	11/05/2013	
	Target Completion Date:	01/31/2014	
	Comments:	.	
	3. Instructional Team leaders will create a data calendar.		
	Assigned to:	Grade level Chairs	
	Added date:	11/05/2013	
	Target Completion Date:	02/03/2014	
	Comments:	.	

	4. Instructional teams will meet on a biweekly basis to review pre/post assessments such as PIA, progress monitoring, ST Math and in class assessment data in order to make instructional decisions.
	Assigned to: Grade Level Chairs
	Added date: 11/05/2013
	Target Completion Date: 06/20/2014
	Frequency: twice monthly
	Comments: .
	5. Instructional teams will submit a biweekly data reflection form outlining next steps.
	Assigned to: Administrative Team
	Added date: 11/05/2013
	Target Completion Date: 06/20/2014
	Frequency: twice monthly
	Comments: .
Implement	Percent Task Complete: Tasks completed: 0 of 5 (0%)

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)

Status Tasks completed: 0 of 4 (0%)

Assessment	Level of Development:	Initial: Limited Development 11/05/2013
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (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 are not consistently developing daily lesson plans.

Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	All daily lessons will be maintained in a binder accessible to administration.
	Target Date:	12/02/2013

Tasks:

1. Teachers will be provided with binders for their lesson plans.

	Assigned to:	[REDACTED]
	Added date:	11/05/2013
	Target Completion Date:	12/20/2013
	Comments:	Blue 3 inch binders

2. Teachers will receive notification about the lesson plan binder requirement.

	Assigned to:	[REDACTED]
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		Added date:	11/05/2013
		Target Completion Date:	12/20/2013
		Comments:	
	3. Ms. Fogarty will monitor lesson plans by checking teacher's lesson binder randomly .		
		Assigned to:	██████████
		Added date:	11/05/2013
		Target Completion Date:	01/31/2014
		Frequency:	twice monthly
		Comments:	
	4. Ms. Fogarty will monitor guided reading lessons by checking teacher's lesson plan binder.		
		Assigned to:	██████████
		Added date:	11/05/2013
		Target Completion Date:	01/31/2014
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

Parent, School, and Community

Goals and Roles - Clearly defining and supporting the roles of members of the school community

Indicator **IVB03 - The school, where appropriate, places a climate and culture specialist in the school funded with school-level Title I funds to work with the leadership, staff, and families to develop or adopt a plan for creating a climate conducive to learning and a culture of high expectations. (2947)**

Status Tasks completed: 0 of 4 (0%)

Assessment	Level of Development:	Initial: Limited Development 11/05/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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: Currently there are systems within systems to address the needs of the population, however there is lack monitoring of schoolwide implementation.

Plan	Assigned to:	██████████
	How it will look when fully met:	There will be less behavior referrals, more on task behaviors. A system of schoolwide incentives will be implemented to reinforce high expectations.
	Target Date:	11/29/2013

Tasks:

1. Use proving what's possible funding to secure a culture and climate coordinator and provide monthly incentives.

Assigned to: ██████████

		Added date:	11/05/2013
		Target Completion Date:	12/20/2013
		Comments:	
	2. Culture and Climate Coordinator will work with school culture/climate committee to create an assessment of the current systems in place to determine effectiveness.		
		Assigned to:	██████████
		Added date:	11/05/2013
		Target Completion Date:	12/20/2013
		Comments:	
	3. Climate and Culture Coordinator will meet with team to develop appropriate strategies and school wide incentives.		
		Assigned to:	██████████
		Added date:	11/05/2013
		Target Completion Date:	01/31/2014
		Frequency:	monthly
		Comments:	
	4. Coordinator and committee will develop a schoolwide incentive plan to foster schoolwide motivation. Modifications will be made as necessary.		
		Assigned to:	██████████
		Added date:	11/05/2013
		Target Completion Date:	01/31/2014
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

Parent, School, and Community

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

Indicator IVD02 - The school builds capacity for family and community engagement staff designed to increase their skill level in developing academically focused engagement opportunities for families and the community. (2948)

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 11/05/2013	
	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: Currently we have fostered family engagement by implementation a PTA, breakfast with the principal, Open House and Back to School Night. Parents kept up to date with school events via robo calls, letters and flyers.

Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	Parents will have multiple opportunities to be actively engaged academically focused activities.
	Target Date:	04/30/2014

Tasks:

1. A survey will be given to parents and community in order to create a needs assessment.

Assigned to:	[REDACTED]
Added date:	11/05/2013
Target Completion Date:	12/20/2013
Comments:	
2. A monthly newsletter will be created in order to disseminate academic information to parents.

Assigned to:	[REDACTED]
Added date:	11/05/2013
Target Completion Date:	06/20/2014
Frequency:	monthly
Comments:	
3. Parent workshops will be implemented at least twice for the year.

Assigned to:	[REDACTED]
Added date:	11/05/2013
Target Completion Date:	06/20/2014
Frequency:	twice a year
Comments:	

Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
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