

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.

March 06, 2014

Maya Angelou PCS-High School NCES - na

Maya Angelou PCS LEA level

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	ID05 - All teams maintain official minutes of their meetings.(40)		
Status	Tasks completed: 1 of 3 (33%)		
Assessment	Level of Development:	Initial: Limited Development 05/30/2013	
	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, some teams / departments submit minutes to the Academic Dean. It is not known whether every team and department keeps minutes for every meeting. Some meetings occur informally. Some teams meet and keep minutes, but they are not submitted to the Academic Dean.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>1. Department chairs and academy leads will submit to Mr. [REDACTED] minutes of their meetings within 48 hours of meeting. Administration and SPED department will submit copies of their meeting minutes to [REDACTED] as well, within 48 hours of meeting. Finally, the SLT will submit meeting minutes according to the same policy listed above.</p> <p>2. [REDACTED] will maintain electronic and "hard" copies of all department, academy, and other teams' meeting minutes.</p> <p>3. In the event a department, team, and/or academy fails to submit minutes within 48 hours of meeting, [REDACTED] will follow up with the chair to remind and ensure that minutes are submitted.</p>	
	Target Date:	06/20/2014	
	Tasks:		

	1. 1. Audit minutes received in month of May by Academy and Department. Report at June 4 SLT meeting.	
	Assigned to:	██████████
	Added date:	06/06/2013
	Target Completion Date:	10/29/2013
	Frequency:	monthly
	Comments:	We received minutes from every grade level academy and department for the month of May.
	Task Completed:	06/03/2013
	2. Audit minutes from each academy once per month.	
	Assigned to:	██████████
	Added date:	12/17/2013
	Target Completion Date:	06/17/2014
	Frequency:	monthly
	Comments:	Received minutes from 12th grade academy meetings from Jan., Dec., Nov., and October. Have not received any minutes from 11th grade academy. Received minutes from 10th grade academy from SEptember, October, November, and December. Received minutes from 9th grade academy from Sept., Oct., Nov. and December.
	3. Audit minutes from each department once per month.	
	Assigned to:	██████████
	Added date:	12/17/2013
	Target Completion Date:	06/20/2014
	Frequency:	monthly
	Comments:	No minutes received for January. Departments have not met this month.
Implement	Percent Task Complete:	Tasks completed: 1 of 3 (33%)

Indicator	ID10 - The 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 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 04/16/2013	
	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:	<p>-In SLT meetings, we have discussed attendance, discipline, and academic progress. This data has been used to create letters to send out to parents about truancy, to organize school wide assemblies to address school culture, and to form some policies.</p> <p>-The SLT team conducts learning walks every 5-6 weeks and then debriefs about the walk discussing "WOWS" and next steps. Teachers receive specific feedback from the observers, a whole school reports is disseminated with suggestions, and is used to plan Wednesday professional development sessions.</p> <p>-Academies review data. For example, the 11th grade academy discusses attendance, behavior, and academic data weekly. The data is disaggregated and interventions are planned for tier two and three students.</p> <p>-Departments look at data. For example the history department reviews student progress. They analyze quarterly data to discuss areas of improvement.</p> <p>-Administration reviews school performance and observation data to discuss with departments, academies, mentor teachers, and the data facilitator. The data is used for response to intervention, to plan PD or other teacher support, and to track progress towards school improvement initiatives.</p>	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	When this objective is fully met in our school there will be a clear path of communication and work flow around student performance and professional development activities. Horizontal and vertical discussions will be held to ensure that all stakeholders in school improvement will remain "in the know" regarding how the data is used. The evidence that will be provided will included student performance and observation data and meetings minutes of all teams along with the professional development plan.	
	Target Date:	06/17/2014	
	Tasks:		
	1. -ensure that student performance and observation data across departments is included on meeting agendas		
	Assigned to:	[REDACTED]	
	Added date:	04/16/2013	
	Target Completion Date:	05/06/2013	
	Frequency:	weekly	
	Comments:		

	2. -Include professional development needs as an agenda item for SLT Meetings
	Assigned to: [REDACTED]
	Added date: 04/16/2013
	Target Completion Date: 05/30/2014
	Frequency: twice monthly
	Comments:
	3. A sub-committee (consisting of [REDACTED] & [REDACTED]) will gather key data from academies and departments and report that key data to the School Leadership Team for every SLT meeting.
	Assigned to: [REDACTED]
	Added date: 04/23/2013
	Target Completion Date: 05/28/2013
	Frequency: twice monthly
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 3 (0%)

Indicator	ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/01/2013
	Evidence:	<p>Teachers are organized by grade-level in academies. These grade-level academies meet weekly to discuss instructional strategies, student data, and academic interventions. Academies plan grade-level activities and events to enhance student participation and involvement as well.</p> <p>Teachers are also organized by department. Departments meet weekly to discuss curriculum and resources, pacing, and instructional strategies. Each department has its own common planning time to further refine and enhance the delivery of their curriculum.</p> <p>To sustain these efforts, all teachers, by academy and department must meet weekly. Administration must continue to provide time for grade-level academies to meet as well as common planning periods by department. Teachers must utilize common planning time effectively to discuss and evaluate data, make curricular decisions, and strategically plan.</p>

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Indicator **IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)**

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 02/01/2013
	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:	The principal currently spends 40% of his time working directly with teachers to improve instruction. This includes but is not limited to observing classrooms. The principal keeps notes on his meetings with teachers, as well as a schedule for classroom observations, both formal and informal. In addition, the principal's observation data is kept in Teachscope for review.
Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	The principal creates and adheres to a schedule of observations and teacher meetings so that he spends at least 50% of his time working directly with teachers and addressing classroom instruction. The principal delegates some responsibilities so that his schedule allows for adequate time to hold pre-observation conferences, observe entire classes for every teacher at least once a quarter, and hold post-observation conferences.
	Target Date:	06/20/2014
	Tasks:	
	1. Monitor (twice per month) teacher observations made by the principal using Teachscope.	
	Assigned to:	[REDACTED]
	Added date:	02/01/2013
	Target Completion Date:	06/20/2014
	Frequency:	twice monthly
	Comments:	
	2. Monitor (twice per month) teacher observations made by the principal using Teachscope.	
	Assigned to:	[REDACTED]
	Added date:	12/17/2013
	Target Completion Date:	06/20/2014
	Frequency:	twice monthly
	Comments:	
	3. Monitor (twice per month) teacher observations made by the principal using Teachscope.	

		Assigned to:	██████████
		Added date:	12/17/2013
		Target Completion Date:	06/20/2014
		Frequency:	twice monthly
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

School Leadership and Decision Making

Recruiting, evaluating, rewarding, and replacing staff

Indicator **IG12 - The LEA/School assesses the evaluation process periodically to gauge its quality and utility.(1678)**

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 06/26/2013
	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:	<p>We have only recently assessed our evaluation process. We assign teachers to tiers based on their years of experience at MAPCS. All administrators have been trained in the Danielson evaluation model/framework. For a teaching staff of 20 teachers, all administrators have conducted at least four formal observations this past school year.</p> <p>At the conclusion of this year, the principal conducted final observations with 100% of the staff, using the Danielson framework.</p> <p>We had two vacancies in the administrative staff, due to promotion within the organization.</p>
Plan	Assigned to:	
	How it will look when fully met:	<p>All administrators and teacher leaders will receive training in the Danielson framework of teacher evaluation in May-June of 2013. All administrators will receive coaching from the Director of Academics throughout the 2013-2014 school year.</p> <p>All teachers will receive a minimum of two formal observations per school year by the principal, regardless of the tier assigned to the teacher. These formal observations will follow the Danielson framework.</p> <p>Administrators and the Director of Academics will use Teachscape (teachscape.com) as a tool to record or log the formal observations.</p> <p>At mid-year and at the conclusion of SY2014, the Director of Academics will evaluate the quality and quantity of observations and feedback.</p>
	Target Date:	06/06/2014
	Tasks:	
	1. Principal and/or other administrators will conduct one formal observation of each teacher by January 24, 2014.	
	Assigned to:	
	Added date:	06/26/2013
	Target Completion Date:	01/24/2014

	Comments:	Principal and / or other administrators will utilize the formal Danielson model, following the pre-observation, observation, and post-observation cycle.
	2. Principal and/or other administrators will conduct formal observations on all teachers at least once between January and June 2014.	
	Assigned to:	██████████
	Added date:	06/26/2013
	Target Completion Date:	06/06/2014
	Comments:	Utilize the Danielson framework. Use the pre- and post-observations and keep notes using templates provided in training.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

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 Tasks completed: 1 of 1 (100%)

Assessment	Level of Development:	Initial: Limited Development 03/15/2013
	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:	<p>Teachers use formal and informal assessment data to monitor learning. This assessment occurs in every class at least once every two weeks. Teachers have common planning time by department every day, as well as common planning time every Wednesday with their grade level.</p> <p>Up to this point, we have not tracked how teachers use student learning data to plan instruction. There is some evidence that this tracking occurs in teacher's lesson plans. Occasionally, teachers re-teach standards based on their formal and/or informal assessments.</p>
Plan	Assigned to:	██████████
	How it will look when fully met:	We will utilize an assessment analysis document (created by one of our teachers) to track how teachers use assessment data to modify instruction. This form will be submitted by department twice per quarter.
	Target Date:	06/20/2014
	Tasks:	
	1. Remind department chairs to submit their assessment analysis forms by midpoint of the 4th quarter. (First week of May)	

		Assigned to:	██████████
		Added date:	03/15/2013
		Target Completion Date:	04/26/2013
		Comments:	This task was completed in mid-May. All departments submitted assessment analysis forms for 4th quarter.
		Task Completed:	05/10/2013
Implement	Percent Task Complete:		Tasks completed: 1 of 1 (100%)

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator **IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)**

Status Tasks completed: 1 of 2 (50%)

Assessment	Level of Development:	Initial: Limited Development 02/16/2013	
	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:	<p>All core-content area teachers give quarterly exams using Scantron Achievement Series. Some teachers give unit or chapter tests and even weekly quizzes. In addition, a few teachers use informal assessments to grade student participation in classroom activities. Further, some teachers use alternative assessments to evaluate their students' mastery of standards. These assessments are often counted as quiz or test grades.</p> <p>Evidence of these various evaluation methods can be found in teacher's gradebooks in PowerTeacher. Further use of Scantron Achievement Series for unit tests, chapter tests, and bi-weekly assessments should occur. Additionally, teachers must utilize more alternative assessments that allow for student creativity.</p>
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Plan	Assigned to:	
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How it will look when fully met:	<p>All core-content teachers will utilize Scantron Achievement Series for quarterly exams as well as at least on other time per quarter for some other sort of assessment. (The only exceptions will be 9th & 10th grade English and Math teachers. They will use A-Net for their quarterly exams.) In addition, all teachers will utilize alternative assessments at least twice per quarter.</p> <p>An accurate record of all of these assessments will be maintained by every teacher in PowerTeacher.</p> <p>The Dean of Academics will monitor Powerteacher once a month to ensure this plan is met.</p>
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Target Date:	06/19/2014
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- Tasks:**
1. Check teachers' gradebooks for number and type of tests each quarter.
- | | |
|-------------------------|---|
| Assigned to: |  |
| Added date: | 02/16/2013 |
| Target Completion Date: | 06/19/2014 |

		Comments:	A majority of core-content area teachers created and gave more than one major assessment, as evidenced by what i found in their gradebooks. However, a majority did not use Scantron Achievement series for assessments other than quarterly benchmark exams.
		Task Completed:	06/21/2013
		2. Speak with all teachers about creating an assessment (other than quarterly exam) in Scantron Achievement Series. Follow up with email reminders.	
		Assigned to:	██████████
		Added date:	02/16/2013
		Target Completion Date:	02/27/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)	

Classroom Instruction

Expecting and monitoring sound classroom management

Indicator **IIIC14 - The school uses relevant data to inform appropriate actions for continually improving the climate and culture of the school.(2946)**

Status Tasks completed: 0 of 19 (0%)

Assessment	Level of Development:	Initial: Limited Development 06/26/2013	
	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:	We conducted classroom & school climate surveys of the students this past school year. We have a code of conduct and attendance policies. We have licensed clinical counselors and interns.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	Quarterly data talks Monthly attendance validation PBIS training by CPI Revision of the Code of Conduct Revision of the attendance policy Re-activate the discipline committee Enhanced training for counseling interns Enhancements to the SSST process Increased synergy between the Maya Angelou Academy and the Young Adult Learning Center	
	Target Date:	06/06/2014	
	Tasks:		

	1. Data facilitator will provide academic, attendance, and discipline data and technical support weekly to all PLC's.
	Assigned to: [REDACTED]
	Added date: 11/14/2013
	Target Completion Date: 01/31/2014
	Frequency: weekly
	Comments:
	2. PLC's will conduct a quarterly data analysis. Dean of Academics will monitor data analysis through meeting agendas and minutes.
	Assigned to: [REDACTED]
	Added date: 11/14/2013
	Target Completion Date: 04/30/2014
	Frequency: four times a year
	Comments:
	3. PLC's will report back their data to data facilitator within three weeks of the end of the quarter.
	Assigned to: [REDACTED]
	Added date: 11/14/2013
	Target Completion Date: 04/30/2014
	Frequency: four times a year
	Comments:
	4. CPI will provide PBIS training in August to all staff.
	Assigned to: [REDACTED]
	Added date: 11/14/2013
	Target Completion Date: 09/01/2013
	Comments:
	5. Counseling/SEL department will provide follow-up PBIS training.
	Assigned to: [REDACTED]
	Added date: 11/14/2013
	Target Completion Date: 01/31/2014
	Comments:
	6. Student Code of Conduct and attendance policy will be revised, distributed, and reviewed with students and parents.
	Assigned to: [REDACTED]
	Added date: 11/14/2013
	Target Completion Date: 11/01/2013
	Comments:
	7. Attendance committee chair will schedule and facilitate weekly meetings. Data facilitator will provide attendance data.
	Assigned to: [REDACTED]
	Added date: 11/14/2013
	Target Completion Date: 12/20/2013

		Frequency:	weekly
		Comments:	
	8. Attendance committee will establish and monitor goals, as well as develop and implement incentives.		
		Assigned to:	██████████
		Added date:	11/14/2013
		Target Completion Date:	05/01/2014
		Frequency:	three times a year
		Comments:	
	9. Attendance committee will conduct a bi-annual climate survey.		
		Assigned to:	██████████
		Added date:	11/14/2013
		Target Completion Date:	06/01/2014
		Frequency:	twice a year
		Comments:	
	10. Discipline committee will monitor goals and strategies to reduce behavior infractions.		
		Assigned to:	██████████
		Added date:	11/14/2013
		Target Completion Date:	01/31/2014
		Comments:	
	11. Discipline committee will implement a discipline review process to reduce suspensions and develop alternatives to suspension.		
		Assigned to:	██████████
		Added date:	11/14/2013
		Target Completion Date:	01/31/2014
		Comments:	
	12. Discipline committee will collaborate with attendance committee to develop the climate survey.		
		Assigned to:	██████████
		Added date:	11/14/2013
		Target Completion Date:	03/31/2014
		Comments:	
	13. Discipline committee will plan and facilitate town halls quarterly to build climate and culture.		
		Assigned to:	██████████
		Added date:	11/14/2013
		Target Completion Date:	05/31/2014
		Frequency:	four times a year
		Comments:	
	14. Establish weekly date/time for attendance committee.		
		Assigned to:	██████████
		Added date:	11/14/2013

		Target Completion Date:	11/22/2013
		Frequency:	weekly
		Comments:	
	15. Academy PLC's will conduct monthly grade-level town halls to build climate and culture.		
		Assigned to:	██████████
		Added date:	11/14/2013
		Target Completion Date:	01/31/2014
		Frequency:	monthly
		Comments:	
	16. Academy PLC's will conduct quarterly award ceremonies to recognize attendance, academics, behavior.		
		Assigned to:	██████████
		Added date:	11/14/2013
		Target Completion Date:	02/28/2014
		Frequency:	four times a year
		Comments:	
	17. The school will host quarterly awards banquets to recognize achievement.		
		Assigned to:	██████████
		Added date:	11/14/2013
		Target Completion Date:	06/01/2014
		Frequency:	four times a year
		Comments:	
	18. Data facilitator will provide discipline data regularly.		
		Assigned to:	██████████
		Added date:	11/14/2013
		Target Completion Date:	02/03/2014
		Frequency:	four times a year
		Comments:	
	19. Administrators will develop a schedule of monthly learning walks.		
		Assigned to:	██████████
		Added date:	11/14/2013
		Target Completion Date:	03/31/2014
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 19 (0%)	

Parent, School, and Community

Shared Leadership - Including parents on teams and in organizations relative to family-school relations

Indicator	IVA01 - Parent representatives advise the School Leadership Team on matters related to family-school relations.(1553)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 07/08/2013
	Evidence:	Our parent liasion is a member of the School Leadership and School Improvement team. She is a member of the Parent Teacher Organization and shares relevant information between the group and the school and vice-versa.

Parent, School, and Community

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

Indicator	IVB01 - The school's Parent Involvement Policy includes a vision statement about the importance of family-school partnership in a school community.(1535)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 07/08/2013
	Evidence:	There are statements in different areas in our parent/student handbook that speak to the school/family partnership. This is reiterated throughout the year in communications that go home to our families. To sustain these efforts we will continue sending this message home, providing parents with additional opportunities to participate, and continue with our expectations for teachers to keep parents informed.

Indicator	IVB02 - The school's Compact includes responsibilities (expectations) that communicate what parents can do to support their students' learning at home (curriculum of the home).(1540)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 07/08/2013
	Evidence:	Page 14 of our Parent and student handbook state expectations for parent involvement. To continue this effort, we will include tips and strategies in mailings to parents.

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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 07/08/2013
	Evidence:	Our Dean of Students serves in this capacities. In collaboration with our Socio-Emotional Learning teams, trainings are held, and policies are communicated to all stakeholders.

Parent, School, and Community

Communication - Providing multiple methods of two-way, school-home communication

Indicator IVC01 - The school regularly communicates with parents about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(1570)

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 07/08/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(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, parents received information about supporting their students in the handbook and in select mailings and events throughout the year.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>The Family Engagement Center (F.E.C.) will operate Tuesday and Thursday evenings, from 5:30-7pm. It will be facilitated by the parent liaison and a counselor and / or a special guest . The FEC will provide clinical mental health support for all parents/guardians that attend. In addition, the FEC will conduct a variety of seminars and educational forums to educate parents on their role in the educational process. The parent liaison will also use a weekly blog (for 9th grade parents) to share tips for parents to help support their children’s learning.</p> <p>The parent liaison will continue to use AlertNow (via phone) to communicate announcements and school events to parents. The parent liaison will issue a monthly newsletter and calendar via mail to parents/guardians.</p>	
	Target Date:	06/02/2014	
	Tasks:		
		1. Parent liaison communicates via phone to parents about the FEC. P.L. coordinates with Director of Counseling to arrange speakers and events. PL coordinates parents/guardians mediations through the FEC with Director of Counseling .	
		Assigned to:	[REDACTED]
		Added date:	11/14/2013
		Target Completion Date:	01/31/2014
		Frequency:	monthly

		Comments:	FEC started in October 2013. It meets on Tuesday evenings to hold group counseling for our residential students. On Thursdays we hold parental sessions on various topics. Average attendance is 8 parents. Session topics have included: - Truancy - Stress management - Gift basket giveaways - Coat giveaways - Special Education - Financial aid workshops (3) - myschooldc.org workshops - Health & Wellness
		2. PL completes blog weekly.	
		Assigned to:	██████████
		Added date:	11/14/2013
		Target Completion Date:	01/31/2014
		Frequency:	weekly
		Comments:	
		3. PL completes newsletter monthly by collecting information from various staff to communicate to parents.	
		Assigned to:	██████████
		Added date:	11/14/2013
		Target Completion Date:	01/31/2014
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Indicator	IVC02 - The school's website has a parent section that includes information on home support for learning, announcements, parent activities/resources, and procedures on how parents may post items.(1572)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 07/08/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(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 is no such section on our website. However, our site is being redesigned and will include these sections.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	A weekly blog created by the Parent Liaison will inform parents of announcements, parent activities/ resources.	
	Target Date:	01/31/2014	
	Tasks:		
	1. PL writes a weekly blog about 9th grade academy issues.		
	Assigned to:	[REDACTED]	
	Added date:	11/14/2013	
	Target Completion Date:	01/31/2014	
	Frequency:	weekly	
	Comments:	<p>Parent Liaison submits a weekly blog on Competency Based Education initiatives (9th grade) and other schoolwide events, activities, and initiatives. This blog began in September of 2013.</p> <p>Our founding organization, The See Forever Foundation, has a parent section on its website (www.seeforever.org), on which parents can obtain enrollment info, contact info, and general info about our programs.</p>	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

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	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 07/08/2013	
	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:	In the 2012-13 school year, we did not have this subject as a part of our professional development plan.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The parent liaison will conduct bi-annual training with all staff on strategies to communicate better with parents/guardians of our students. Staff will regularly communicate with parents/guardians to inform them of student's progress and communicate scholars' areas of growth.	
	Target Date:	05/31/2014	
	Tasks:		
		1. Parent Liaison will plan and conduct two professional development activities by June 2014 that involve all teachers/staff.	
		Assigned to:	[REDACTED]
		Added date:	11/14/2013
		Target Completion Date:	06/20/2014
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

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	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 07/08/2013	
	Evidence:	To ensure this, we made our parent liaison and Dean of Evening programs a part of the School Leadership team. They were charged with creating these opportunities for families and our school communities and were very successful in doing so. This included, regular ANC participation and partnership throughout the year, and several events that involved families and the community.	

Indicator	IVD03 - The school builds capacity around development and implementation of effective, academically-focused family and community engagement, particularly for students with disabilities and ELLs and their families.(2949)		
Status	Tasks completed: 0 of 5 (0%)		
Assessment	Level of Development:	Initial: Limited Development 07/08/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Though we certainly reached out to engage the entire school community throughout the year in a manner reflective of the indicator, we see a need to do a better job to targets the families of students with disabilities more specifically.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>Enrichment / After-School Tutoring is offered three days a week to further engage students in learning. Enrichment classes are offered from 4:30-5:30pm in subjects that students are interested in. Students can choose a subject/course to enroll in per semester.</p> <p>After-School tutoring is offered at each grade-level academy in any subject needed, from 4:30-5:30pm as well. This time is used for students to complete homework and/or classwork.</p> <p>Saturday School tutoring is offered from 9am to 12noon, and targeted specifically to students with IEP's.</p> <p>Academic Resource class is offered to all students with an IEP that qualify. The Academic Resource curriculum focuses on addressing academic skills, social and behavioral development, career awareness, and independent living for students with Individual Education Plans (IEPs). Students enrolled in this course receive instruction and support using classroom materials from their core content classes, as well as from other texts (i.e. Becoming the Master Student by Dave Ellis). The "expectations" throughout this curriculum also take into account the national Core Common Standards and the Socio-emotional Learning (SEL) Pillars implemented at the Maya Angelou Public Charter School to monitor socio-emotional learning.</p>	
	Target Date:	05/01/2014	
	Tasks:		
	1. Review SCANTRON Scores and ensure over-doses of tutoring - Saturday, after school, etc. Provide incentives for participants; Communicate with parents concerning tutoring program dates. communicate with math/English teachers about improvements.		
	Assigned to:	[REDACTED]	
	Added date:	11/14/2013	
	Target Completion Date:	06/06/2014	
	Frequency:	four times a year	
	Comments:		

	2. Plan monthly parent curriculum review evenings to present course information, assessments, and make-up work.
	Assigned to: [REDACTED]
	Added date: 11/14/2013
	Target Completion Date: 06/06/2014
	Frequency: monthly
	Comments:
	3. Train students and parents in the Student - Led conference model (3-4 times during the year).
	Assigned to: [REDACTED]
	Added date: 11/14/2013
	Target Completion Date: 05/30/2014
	Comments:
	4. Hold 3-4 Parent- Teacher Conference Days throughout the year
	Assigned to: [REDACTED]
	Added date: 11/14/2013
	Target Completion Date: 05/30/2014
	Frequency: four times a year
	Comments:
	5. Use Flexible Scheduling Model to place students (with 2 or more Incomplete grades) into Academic Resource for the quarter.
	Assigned to: [REDACTED]
	Added date: 11/14/2013
	Target Completion Date: 05/30/2014
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 5 (0%)

Parent, School, and Community

Connection - Providing opportunities for members of the school community to meet for purposes related to students' learning

Indicator	IVE01 - The school provides opportunities for members of the school community to meet for purposes related to students' learning.(2887)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 07/08/2013
	Evidence:	Parents participate in School Support Team Meetings, parent/teacher conferences are scheduled quarterly, parents have online access to students progress and are invited to join the PTO and participate in School Improvement meetings. Special event are also held to engage parents in this area.

Indicator	IVE02 - The school creates and sustains partnerships to support expanded learning time. (2950)
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Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 07/08/2013
	Evidence:	Through our evening program we engage several community partners to teach classes into the late afternoon to provide our students with additional learning opportunities.

Indicator	IVE03 - The principal ensures that teachers use extra time effectively when expanded learning is implemented within the regular school program by providing targeted professional development.(2951)	
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Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 07/08/2013
	Evidence:	Professional Learning Communities were instituted by grade level and content area to provide teachers with support in working with our expanded program. They received training on the protocols and also on how to use the 90 minute block effectively.

Indicator	IVE04 - The Leadership Team monitors progress of the expanded learning time programs and strategies being implemented, and uses data to inform modifications.(2952)	
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Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 07/08/2013
	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, the principal and the date facilitator monitor progress on the strategies. Department chairs and academy leaders are charged with using data to inform modifications. A growth area is how effectively we track data from modifications.
Plan	Assigned to:	
	How it will look when fully met:	TBA
	Target Date:	05/30/2014

Indicator	IVE05 - The school provides additional instruction time for all teachers focused on effective instruction.(2953)	
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Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 07/08/2013
	Evidence:	All teachers have common planning with their content area and teacher 3 of the 4 90 minute blocks offered daily. Weekly department and grade level meetings provide them with support along with a mentor coach to support their effectiveness.

Indicator	IVE06 - The LEA/School has allocated funds to support extended learning time, including innovative partnerships.(1706)	
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Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 07/08/2013
	Evidence:	Our LEA has formed a partnership with BUILD which is an extended day program to assist students with academic and career focused skills. Additionally, students have internships with organization partners, and an after-school tutoring program staffed by a local law firm.

Indicator	IVE07 - The school provides additional time focused on learning strategies for effectively working with students with disabilities or ELLs.(2954)	
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Status	Tasks completed: 0 of 1 (0%)	
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Assessment	Level of Development:	Initial: Limited Development 07/08/2013	
	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:	Though we have ensured additional time focus on learning strategies for the entire school population, we recognize that focusing specifically on students with disabilities is an additional area to address.	

Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Enrichment After-School tutoring Saturday School tutoring	
	Target Date:	05/30/2014	

Tasks:			
		1. Academy leaders and department chairs will contact parents to encourage students to attend enrichment tutoring, after-school tutoring, and Saturday school.	
		Assigned to:	[REDACTED]
		Added date:	12/18/2013
		Target Completion Date:	01/24/2014
		Comments:	

Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
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