

# 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.

November 12, 2013

**Moten Elementary School at Wilkinson** NCES - 110003000002

District of Columbia Public Schools

**School Improvement Indicators (RI)**

Key Indicators are shown in **RED**.

<b>School Leadership and Decision Making</b>			
<b>Establishing a team structure with specific duties and time for instructional planning</b>			
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 5 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/01/2013	
	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:	Data is collected, and reviewed but no official process is in place for review. Beginning to use a protocol with the lead team that focuses on the review grade level work and assessments	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Instructional team will use Paced Interim Assessment data, short cycle assessment data, and formative assessments to determine students in need of tier 2 academic interventions.	
	Target Date:	06/30/2013	
	<b>Tasks:</b>		
	2. Include monthly review of school wide data in weekly instructional team meetings		
	Assigned to:	[REDACTED]	
	Added date:	11/06/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	monthly	
	Comments:		
	3. Select and implement a data protocol		
	Assigned to:	[REDACTED]	
	Added date:	11/06/2013	

		Target Completion Date:	06/30/2014
		Frequency:	monthly
		Comments:	
	4. Determine specific data points to review		
		Assigned to:	██████████
		Added date:	11/06/2013
		Target Completion Date:	06/30/2014
		Frequency:	monthly
		Comments:	
	5. use data to determine student interventions and enrichment with a focus on effectiveness of intervention (increase in student achievement)		
		Assigned to:	██████████
		Added date:	11/06/2013
		Target Completion Date:	06/30/2014
		Frequency:	monthly
		Comments:	
	6. Monitor students progress		
		Assigned to:	██████████
		Added date:	11/06/2013
		Target Completion Date:	06/30/2014
		Frequency:	weekly
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 5 (0%)	

<b>Indicator</b>	<b>ID14 - A School Community Council consisting of the principal, parent facilitator, social worker or counselor, and parents oversees family-school relationships and the "curriculum of the home." (49)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 07/03/2013	
	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:	No formal team that oversee the family school relationships. The lead team handle the parent involvement planning.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	The principal will meet quarterly with the LSAT team to monitor family and school relationships. The Operational leadership team plans all family engagements and outlines academically focused topics that will be discussed. A series of parent breakfasts will be held quarterly to address academic topics.	
	Target Date:	06/30/2014	
	<b>Tasks:</b>		
	1. Ensure LSAT team holds elections and has a functioning team		
	Assigned to:	[REDACTED]	
	Added date:	11/06/2013	
	Target Completion Date:	06/30/2014	
	Comments:		
	2. Establish schedule for LSAT and principal meetings		
	Assigned to:	[REDACTED]	
	Added date:	11/06/2013	
	Target Completion Date:	06/30/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

### School Leadership and Decision Making

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

<b>Indicator</b>	<b>IE01 - The LEA has determined whether an existing principal in position for two years or less has the necessary competencies to be a transformation leader. (1639)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/15/2013	
	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:	Teams that exist are: SST, leadership Team, PBIS team, Grade level team attendance team	
<b>Plan</b>	Assigned to:	Not yet assigned	

<b>Indicator</b>	<b>IE03 - The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals. (52)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 02/15/2013	
	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:	There has been limited staff meetings devoted to discussion of the mission, vision and school-wide goal. Leadership team agrees there is a need for additional presentations of the school wide goals and plans for them.	
<b>Plan</b>	Assigned to:	Not yet assigned	

<b>Indicator</b>	<b>IE05 - The principal participates actively with the school's teams. (56)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 02/01/2013	
	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:	Working on developing effective teams and identifying leaders on each team that share the same vision for the school	
<b>Plan</b>	Assigned to:	Not yet assigned	

<b>Indicator</b>	<b>IE06 - The principal keeps a focus on instructional improvement and student learning outcomes. (57)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 02/01/2013	
	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:	
<b>Plan</b>	Assigned to:	Not yet assigned

<b>Indicator</b>	<b>IE07 - The principal monitors curriculum and classroom instruction regularly. (58)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 02/01/2013	
	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:	Partially implemented, visible touring the building on a daily basis. Working on revising the instructional program with the instructional coach.	
<b>Plan</b>	Assigned to:	Not yet assigned	

<b>Indicator</b>	<b>IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)</b>		
<b>Status</b>	Full Implementation		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 02/15/2013	
	Evidence:	Principal monitors instruction regularly Leadership team requests timely feedback from principal based on observations and daily walk through.	

<b>Indicator</b>	<b>IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)</b>		
<b>Status</b>	Full Implementation		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 02/15/2013	
	Evidence:	Principal supports the implementation of research-based instructional practices. Leadership team supports the addition of a math coach.	

<b>Indicator</b>	<b>IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (61)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 02/15/2013	
	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:	Leadership team has limited conversations of achievement data. Staff meeting have included discussions of high stakes testing and achievement data. No conversations regarding classroom observations data. bi-monthly professional development have included discussions and analyzing test items for re-teaching.
<b>Plan</b>	Assigned to:	Not yet assigned

<b>Indicator</b>	<b>IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. (64)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 02/15/2013
	Evidence:	Currently, data meetings are held to review PIA bi-monthly for 3 hours. Additional time is devoted during the morning collaborative sessions for classroom teachers to share classroom assessments based in an established protocol. Lead team adopted a school-wide protocol for monitoring classroom-focused discussions.

<b>Indicator</b>	<b>IE14 - The principal provides timely, clear, constructive feedback to teachers. (1676)</b>		
<b>Status</b>	Tasks completed: 0 of 5 (0%)		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 02/15/2013	
	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:	Principal provides clear, constructive feedback to teachers and instructional coach. Leadership team requests more timely feedback based on principal visits	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will receive weekly feedback from a member of the instructional team on their implementation of instructional best practices as outlined in the Teaching and Learning Framework standards. Feedback will include specific action steps to implement.	
	Target Date:	06/30/2014	
	<b>Tasks:</b>		
	1. Schedule and teacher caseload will be developed.		
	Assigned to:	[REDACTED]	
	Added date:	11/06/2013	
	Target Completion Date:	06/30/2014	
	Comments:		
	2. Norming sessions will be held around each teach standard.		
	Assigned to:	[REDACTED]	
	Added date:	11/06/2013	

		Target Completion Date:	06/30/2014
		Comments:	
	4. Uniform Feedback template will be created and used by all team members		
		Assigned to:	██████████
		Added date:	11/06/2013
		Target Completion Date:	06/30/2014
		Frequency:	weekly
		Comments:	
	6. Team will debrief on feedback in weekly administrative meetings		
		Assigned to:	██████████
		Added date:	11/06/2013
		Target Completion Date:	06/30/2014
		Frequency:	weekly
		Comments:	
	7. Data will be used to develop professional development for the weekly morning collaborative meetings and professional development days		
		Assigned to:	██████████
		Added date:	11/06/2013
		Target Completion Date:	06/30/2014
		Frequency:	weekly
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 5 (0%)	

## School Leadership and Decision Making

### Aligning classroom observations with evaluation criteria and professional development

**Indicator** **IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)**

**Status** Tasks completed: 0 of 4 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/14/2013	
	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 Principal observes teachers using the Teaching and Learning Framework and provides feedback to teachers. The Instructional Coach observes teachers and provides feedback.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will receive weekly feedback from a member of the instructional team on their implementation of instructional best practices as outlined in the Teaching and Learning Framework standards. Feedback will include specific action steps to implement. Data from these observations will be used to create professional development sessions for teachers.	
	Target Date:	06/30/2014	
	<b>Tasks:</b>		
		1. Analyze data from observations for common areas of need	
		Assigned to:	[REDACTED]
		Added date:	11/06/2013
		Target Completion Date:	06/30/2014
		Frequency:	weekly
		Comments:	
		2. Determine necessary professional development for the week and month based on observation data and have Instructional Coach or Administrator design and implement	
		Assigned to:	[REDACTED]
		Added date:	11/06/2013
		Target Completion Date:	06/30/2014
		Frequency:	weekly
		Comments:	
		3. Determine necessary professional development for the week and month based on observation data and have Instructional Coach or Administrator design and implement	
		Assigned to:	[REDACTED]
		Added date:	11/06/2013
		Target Completion Date:	06/30/2014
		Frequency:	weekly

		Comments:	
		4. Monitor implementation through observation of strategies reviewed in professional development	
		Assigned to:	██████████
		Added date:	11/06/2013
		Target Completion Date:	06/30/2014
		Frequency:	weekly
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	

<b>Curriculum, Assessment, and Instructional Planning</b>		
<b>Assessing student learning frequently with standards-based assessments</b>		
<b>Indicator</b>	<b>IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/27/2013
	Evidence:	Short cycle assessments

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 07/03/2013	
	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 is a Kid talk process in place in which student data is reviewed (behavior and academic) to flag students for interventions. Also teachers are required to review PIA, short cycle assessments and TRC Dibels data bi-weekly to flag any students of concern.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teacher will review student level data (short cycle assessments, PIA, TRC /Dibels data, attendance) bi-weekly in grade level meetings to assess effectiveness of interventions. Weekly teachers will meet with clinicians to discuss progress of students with interventions in place. Monthly Instructional lead team will review school level data (attendance, TRC/Dibels, PIA) to assess effectiveness of academic interventions and SST process.	
	Target Date:	10/25/2013	
	<b>Tasks:</b>		
	1. Meet with instructional team to discuss all interventions, students already flagged, and data cycle process.		
	Assigned to:	[REDACTED]	
	Added date:	07/03/2013	
	Target Completion Date:	08/19/2013	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

## Classroom Instruction

### Expecting and monitoring sound classroom management

**Indicator** **IIIC01 - When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (156)**

**Status** Tasks completed: 0 of 2 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 05/01/2013
	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:	-sporadic amongst classes; partially implemented by teachers for some portion of day
<b>Plan</b>	Assigned to:	[REDACTED]
	How it will look when fully met:	-When teachers are transitioning between activities/lessons, students will be consistently engaged in academic activities that will support his/her achievement and practice. Activities will be to aligned to standards and lesson objectives. For example, teachers could use end of lesson exit tickets to keep students occupied during transition times. -Evidence will be in the form of observations and anecdotal notes. Impact Data, specifically focused on Teach 8, will be looked at to monitor progress.
	Target Date:	05/10/2013
	<b>Tasks:</b>	
	1. [REDACTED] will be visiting and monitoring indicator expectation classrooms Monday, May 6, 2012. [REDACTED] will take observational notes.	
	Assigned to:	[REDACTED]
	Added date:	05/01/2013
	Target Completion Date:	05/06/2013
	Frequency:	weekly
	Comments:	Take notes, visit classrooms.
	2. Discuss observational notes from classroom visits at next leadership meeting. [REDACTED] will present findings.	
	Assigned to:	[REDACTED]
	Added date:	05/01/2013
	Target Completion Date:	05/08/2013
	Comments:	[REDACTED] knows to brings notes to leadership meeting.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/25/2013	
	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:	<ul style="list-style-type: none"> <li>* Kid Talk (Pre-SST) occurs every other week, where grade level teams meet with the Social Worker to discuss students in need of additional support</li> <li>* Following Kid Talk (Pre-SST) students are referred to SST. SST meets as needed based on the case load. A case manager is assigned to each student and interventions are put in place. Follow up occurs every 4, 6 and 8 weeks to determine the progress of the interventions</li> <li>* The Mental Health Team (Psychologist, Social Workers, Support Teacher (SpEd), and Principal) meets weekly to analyze Student Behavior Tracker data and plan for Character Development sessions on needed topics such as bullying</li> <li>* Social Workers conduct Character Development by class two times per week in grades 3-5</li> <li>* Mental Health Specialist from Department of Mental Health (DMH) conducts character development program in 2nd grade</li> <li>* Social Workers and DMH Specialist counsel students individually outside of the classroom setting</li> <li>* PBIS system in place with plans to revamp this system to be implemented more effectively</li> <li>* Students receive incentives for attendance and uniform</li> <li>* Students participate in safety patrol and Student Workers</li> </ul>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	There will be a clear system for referring students to the Student Support Team (SST). Teachers will implement this system resulting in an increase of students in SST.	
	Target Date:	06/30/2014	
	<b>Tasks:</b>		
	6. Increasing the capacity of the Mental Health Team through professional development		
	Assigned to:	[REDACTED]	
	Added date:	11/06/2013	
	Target Completion Date:	06/30/2014	
	Comments:		
	7. Implement Pre-SST process (Kid Talk) in bi-weekly grade level meetings		
	Assigned to:	[REDACTED]	

		Added date:	11/06/2013
		Target Completion Date:	06/30/2014
		Frequency:	twice monthly
		Comments:	
	8. Review data in weekly Mental Health Team meeting to assess the effectiveness of intervention plans created and overall process.		
		Assigned to:	<span style="background-color: black; color: black;">[REDACTED]</span>
		Added date:	11/06/2013
		Target Completion Date:	06/30/2014
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	