

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.

January 22, 2014

Payne ES NCES - na

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	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)		
Status	Tasks completed: 1 of 1 (100%)		
Assessment	Level of Development:	Initial: Limited Development 09/10/2013	
	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:	Team members have been identified at Payne. There is representation across the grade levels, but the consistency of regular meeting and the meeting topics need to be focused on instruction. At times the meetings stray in operational issues that are not germane to instructional delivery, planning, and targeted student achievement.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The Academic Leadership Team consisting of the principal, academy coordinator, special education coordinator, lead teacher, and early childhood grade level chair will have established meetings that consists of discussions and problem solving centered around data analysis, school operations, and instructional planning. The meetings will occur on a regular basis.	
	Target Date:	05/15/2014	
	Tasks:		
	1. Calendar for leadership team meetings will be sent to assigned team members via Outlook.		
	Assigned to:	[REDACTED]	
	Added date:	09/10/2013	
	Target Completion Date:	10/18/2013	
	Comments:		

		Task Completed:	10/14/2013
Implement	Percent Task Complete:	Tasks completed: 1 of 1 (100%)	
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: 2 of 2 (100%)		
Assessment	Level of Development:	Initial: Limited Development 09/18/2013	
	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:	Master schedule provides opportunities for weekly data sessions by grade level cluster teams (preS- preK), Kindergarten, 1 and 2 and special education, and grades 3-5. Grade level teams meet regularly and discuss instructional issues. ALT met in the beginning of the year to review DCCAS disaggregated data (ELA, math, by grade level). Student were flagged for intervention based on performance. School academic priorities and goals for DCCAS 2014 were established based on 2013 DCCAS scores, as well as TRC and DIBELS.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Principal, Special Education Coordinator and Academy Coordinator will meet weekly to discuss instruction, operations, and student support major highlights. ALT will meet bi-weekly to discuss academic and non-academic data and highlights from the grade level cluster team meetings. Grade level team meetings will occur weekly. Performance metrics for discussion include: Progress monitoring for DIBELS, TRC, attendance, SST - in process, suspensions, PIA, short cycles and formative assessments. Instructional delivery needs from classroom observation and thematic professional development sessions will be discussed.	
	Target Date:	06/20/2014	
	Tasks:		
	1. All administrative meetings (ALT, school leadership, grade level cluster teams) will include agendas and meeting notes. Standard agenda templates with suggested topic headings. Facilitators will be responsible for modifying the agenda and distributing reference materials to participants. All meetings will be scheduled for the quarter (calendar).		
	Assigned to:	[REDACTED]	
	Added date:	09/18/2013	
	Target Completion Date:	06/20/2014	
	Frequency:	monthly	
	Comments:		

		Task Completed:	10/15/2013
		2. Create a process for data collection and reporting for administrative team meetings. Meeting facilitator will be responsible for communicating to all attendees the required expectations and materials needed for the meeting (data reports, student artifacts, etc).	
		Assigned to:	[REDACTED]
		Added date:	09/18/2013
		Target Completion Date:	10/25/2013
		Comments:	
		Task Completed:	10/24/2013
Implement	Percent Task Complete:	Tasks completed: 2 of 2 (100%)	

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: 2 of 4 (50%)

Assessment	Level of Development:	Initial: Limited Development 09/18/2013	
	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:	<p>Principal, Interim Principal, and Academy Coordinator have conducted observations of grades preS-5 during the literacy and math blocks. Thus far, Academy Coordinator has provided written and oral feedback to teachers based on observations, with specific action items. Professional development support includes modeling, co-teach and reference materials for review. Interim Principal has provided oral feedback to teachers.</p> <p>Specific Program Fidelity/instructional coaching support is available for Foundations phonics program. Wilson Reading Staff visits grades 1 & 2 classrooms 1-2 times per month with a standard observation tool. Tools of the Mind program staff also observes classroom pre-S - Kindergarten weekly. These external program support staff collaborate with the Interim Principal and Academy Coordinator in debrief sessions and plan next steps for supporting teachers.</p>	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>Based on observations of teachers, common strengths and challenges are identified and next steps crafted to provide grade level, subject, and individualized support to instructional staff. Professional development sessions would include topic focused information to build teachers' content knowledge. ALT will provide resources on research-based instructional strategies. Opportunities for peer learning and reflection will include peer observations, possible video taping, demonstration lessons from instructional leadership and co-teaching. Classroom observations would be based on a standardized classroom observation tool (aligned with the formal teacher evaluation system - IMPACT). Feedback from instructional leadership would be timely, written and oral to teachers. Reflective practice will be embedded into teacher planning sessions at morning collaboratives, grade level team, and/or data team meetings.</p>	
	Target Date:	06/20/2014	
	Tasks:		
		<p>1. Develop/create a standardized classroom observation tool for use by instructional leadership in general education classrooms. This tool would be aligned with the formal teacher evaluation system - IMPACT. The tool will highlight next steps with concrete action items within focus areas, Teach 1 - Teach 9.</p>	

		Assigned to:	██████████
		Added date:	09/18/2013
		Target Completion Date:	10/18/2013
		Comments:	
		Task Completed:	10/16/2013
	2. Create a classroom observation feedback form for use by the instructional team. The feedback form will include a section for action items/next steps as well as an opportunity for teachers to receive in person oral feedback. The written feedback form will be distributed to teachers via email or hand delivery within a week of the observed instruction.		
		Assigned to:	Peter Smith
		Added date:	09/18/2013
		Target Completion Date:	10/18/2013
		Comments:	
		Task Completed:	10/18/2013
	3. Professional development sessions will be offered monthly as part of teacher team, morning collaborative or data team sessions with instructional leadership. Common areas of strength and challenges from observations will be highlighted with accompanying resources for support. Instructional leadership will create agendas, maintain meeting notes, and distribute reference materials for these sessions. Facilitation will be rotating from instructional leadership, teacher leads, and peer sharing.		
		Assigned to:	██████████
		Added date:	09/18/2013
		Target Completion Date:	06/20/2014
		Frequency:	monthly
		Comments:	Professional development sessions will typically be conducted the week of the 15th monthly post PIA administration. Task will be due the week prior, adjust as needed.
	4. Based on student assessment data and classroom observation feedback someone from the instructional leadership team (i.e. Academy Coordinator, Lead Teacher and/ or Principal) will debrief and collaboratively create a plan of action for next steps in instructional delivery for individualized teacher support which will include: modeling, co-teaching, peer sharing, planning and providing additional supplemental instructional resources.		
		Assigned to:	██████████
		Added date:	01/09/2014
		Target Completion Date:	05/30/2014
		Frequency:	twice monthly
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 2 of 4 (50%)	

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: 2 of 2 (100%)

Assessment	Level of Development:	Initial: Limited Development 09/18/2013	
	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 have not regularly created in depth reteach plans based on short cycle and ANet benchmark assessment. Teachers are in the initial stages of creating short cycle assessments using the Amplify MClass Beacon for PIA in ELA and math. Teachers are also in the initial stages of creating action plans based on post-test results.

Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	Teachers' lesson plans and groupings in the classroom will reflect the analyzed data from post-assessments. After each PIA teachers will use the data to complete an action plan that will include priority standards that they will re-teach, how they will re-teach, and groupings of students to re-teach specific standards.
	Target Date:	04/30/2014

Tasks:

1. Create an action plan template for teachers to use when analyzing PIA data and identifying re-teaching. The action plan template will include standards not mastered, priority standards to reteach, how the re-teach standards will be differently taught, what skills/concepts need to be taught in order to master standards, and differentiate instruction based on data results. This action plan also allows the teachers to identify the upcoming units standards and identify what skills/concepts need to be taught in order for students to be able to master the standard.

	Assigned to:	[REDACTED]
	Added date:	09/27/2013
	Target Completion Date:	10/18/2013
	Comments:	
	Task Completed:	10/14/2013

2. Teachers meet in their grade-level cluster teams to collaboratively come up with instructional strategies, activities, and task to re-teach non-mastered standards

	Assigned to:	[REDACTED]
	Added date:	09/27/2013
	Target Completion Date:	05/05/2014
	Frequency:	twice monthly
	Comments:	

		Task Completed:	10/21/2013
Implement	Percent Task Complete:	Tasks completed: 2 of 2 (100%)	

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

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)
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Status	Tasks completed: 1 of 2 (50%)
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Assessment	Level of Development:	Initial: Limited Development 09/18/2013	
	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 are in the initial stages of developing unit plans. The school is shifting for Achievement Network benchmark assessments to DCPS Paced Interim Assessments. As such, teachers are adjusting to using the DCPS unit overviews for unit planning and assessment development in new ways. The instructional leadership has begun setting expectations for an internal assessment calendar for units weeks 1-6 and providing support through morning collaborative and team planning sessions. Instructional leaders have reviewed DCCAS data with teachers and already flagged students for interventions. Leadership is developing systems for data review, pre-planning for units with teachers.	
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Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Pre and Post test will be created to identify an instructional plan with differentiation of instruction. Students will be identified from the pre and post data for interventions tailored to their specific needs.	
	Target Date:	06/01/2014	

Tasks:

	1. Teacher data strategy template will be created that will include student specific interventions, instructional strategies that worked, and next steps for students that are performing below basic or basic in ela and math. This tool also considers students in-seat attendance rate.		
	Assigned to:	[REDACTED]	
	Added date:	09/27/2013	
	Target Completion Date:	10/22/2013	
	Comments:		
	Task Completed:	10/22/2013	

	2. Teachers will collaboratively meet with each other in their grade level clusters, academy coordinator, and principal to assess progress of students and implementation of intervention.
	Assigned to: [REDACTED]
	Added date: 09/27/2013
	Target Completion Date: 06/02/2014
	Frequency: twice monthly
	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: 4 of 8 (50%)

Assessment	Level of Development:	Initial: Limited Development 09/18/2013
	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 student population has historically had lower than district expectations for attendance and higher mobility rates, due to socio-economic factors (homelessness and transient housing). Although data for truancy and in seat attendance have been available, a targeted focus on this issue with accompanying resources has not consistently occurred. This school year, changes in staffing (2 full time social workers) and adjustments to the attendance committee due to the new truancy rate in the District of Columbia should have an impact.

Plan	Assigned to: [REDACTED]
	How it will look when fully met: Constant review of attendance, tardy, and discipline data to help inform next steps for continuous improvement of climate and culture of the school. Monitoring tools will be in place to help keep track of interventions and communications. Incentives in place to motivate and encourage the continual improvement of the climate and school culture.
	Target Date: 05/14/2014

Tasks:

1. Creation of a communication log for teachers to log-in communication to parents about students attendance .

	Assigned to: [REDACTED]
	Added date: 09/29/2013
	Target Completion Date: 12/02/2013
	Comments:

		Task Completed:	12/02/2013
		2. Create a template of a letter for teachers to send home when students are absent.	
		Assigned to:	██████████
		Added date:	11/19/2013
		Target Completion Date:	12/02/2013
		Comments:	
		Task Completed:	11/25/2013
		3. Classroom teachers sends a letter home with a student that has an absence. This letter is to inform the parent that the student has an unexcused absence, for the parent to send in a note for the absence, and the importance of students to be in school everyday.The teachers log-in their communication with the parent in a communications log.	
		Assigned to:	██████████
		Added date:	09/29/2013
		Target Completion Date:	03/20/2014
		Frequency:	daily
		Comments:	
		4. Create a tardy slip template. The tardy slip will be filled out by a front office staff member and/or security to be given to tardy students to give to their classroom teacher for entry to class.	
		Assigned to:	██████████
		Added date:	11/19/2013
		Target Completion Date:	12/02/2013
		Comments:	
		Task Completed:	11/25/2013
		5. Parent conferences are setup by the social worker and/or psychologist with students of parents who have 3-5 unexcused absences. If the parent does not show up for the conference then the social worker and/or psychologist do a home visit.	
		Assigned to:	██████████
		Added date:	09/29/2013
		Target Completion Date:	06/20/2014
		Frequency:	weekly
		Comments:	
		6. Businesses will be contacted to donate to school for monthly incentives for student attendance.	
		Assigned to:	██████████
		Added date:	09/29/2013
		Target Completion Date:	06/20/2014
		Comments:	
		7. School-wide perfect attendance incentives- daily morning announcement for class with perfect attendance and weekly morning announcement with the classes that have highest perfect attendance percentage for the week.	
		Assigned to:	██████████
		Added date:	09/29/2013
		Target Completion Date:	10/18/2013
		Frequency:	daily

		Comments:	
		Task Completed:	10/16/2013
		8. Partnership with outside agencies to help support parents and students.	
		Assigned to:	██████████
		Added date:	09/29/2013
		Target Completion Date:	05/14/2014
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 4 of 8 (50%)	

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: 4 of 6 (67%)		
Assessment	Level of Development:	Initial: Limited Development 09/18/2013	
	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:	School has two full time social workers who are engaged in developing community partnerships. These community partners bring in resources to the school (e.g., First Home Care). The school has an active PTA, with an elected chair. There is a parent resource center onsite.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	Workshops and engagement with parents and community to build capacity to help to increase skill set in order to help increase students' academic abilities.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Create a survey for staff and parents that will help to identify what parents need to know in order to help with continuous learning beyond the school day that can be done at home with parents.		
	Assigned to:	██████████	
	Added date:	09/29/2013	
	Target Completion Date:	10/18/2013	
	Comments:		
	Task Completed:	10/16/2013	
	2. Gather results from parent survey and analyze data in order to prioritize focus areas for parent workshops.		

		Assigned to:	██████████
		Added date:	09/29/2013
		Target Completion Date:	01/10/2014
		Comments:	
		Task Completed:	01/10/2014
	3. Conduct parent workshops that have a priority focus.		
		Assigned to:	██████████
		Added date:	09/29/2013
		Target Completion Date:	06/30/2014
		Frequency:	four times a year
		Comments:	
	4. Create a survey for all instructional staff that will identify teachers' need for further professional development in specific content areas and/or instructional practices.		
		Assigned to:	██████████
		Added date:	11/19/2013
		Target Completion Date:	11/25/2013
		Comments:	
		Task Completed:	11/25/2013
	5. Gather, prioritize, and analyze results from teacher survey of content and/or instructional needs. This data will be used to identify topics/focus areas for all-staff monthly morning collaboratives.		
		Assigned to:	██████████
		Added date:	11/19/2013
		Target Completion Date:	01/13/2014
		Comments:	
		Task Completed:	01/13/2014
	6. Once a month during morning collaborative the entire instructional staff will come together for a Professional Learning Community in order to share instructional best practices.		
		Assigned to:	██████████
		Added date:	11/19/2013
		Target Completion Date:	06/13/2014
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 4 of 6 (67%)