

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 12, 2014

Takoma EC 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	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)
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Status Tasks completed: 0 of 4 (0%)

Assessment	Level of Development:	Initial: Limited Development 10/02/2013	
	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: At present, our ALT meets bi-weekly to discuss student achievement data.

Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The ALT will look at the following achievement data for deep analysis: - Dibels and TRC reading data - Paced Interim Assessment data - Writing with involves evidence-based responses -GOLD Early Childhood Data -Blended- Learning Math data, including ST Math and iReady data -Mathmatics Unit Assessments	

Target Date: 06/20/2014

Tasks:

1. The Academic Leadership Team will meet bi- monthly and will look at student achieveent data.

Assigned to:	[REDACTED]
Added date:	10/24/2013
Target Completion Date:	06/01/2014
Frequency:	twice monthly

		Comments:	Every week, as part of the ALT meeting, current student achievement data is analyzed to assess instructional effectiveness, effectiveness for RTI, and to provide intervention for students who are red- flagged.
	2. The principal, assistant principal, and instructional coordinators will observe classrooms weekly and bring feedback on trends to the instructional leadership team.		
		Assigned to:	██████████
		Added date:	10/24/2013
		Target Completion Date:	12/16/2013
		Comments:	
	3. Based on first quarter informal and formal assessment data, the ALT team will develop a professional development plan for the remainder of the school year.		
		Assigned to:	██████████
		Added date:	10/24/2013
		Target Completion Date:	12/16/2013
		Comments:	
	4. The ALT will recreate the Comprehensive School Plan in Indistar.		
		Assigned to:	██████████
		Added date:	10/24/2013
		Target Completion Date:	10/31/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 4 (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 8 (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, we provide professional development based on the school's literacy foci and on implementation of the new math curriculum and math blended learning opportunities. The school currently has provided additional support for reading and math based on classroom observations and former teacher evaluation data. For example, some teachers have had specific training for phonics instruction, using data to inform literacy instruction, and whole literacy block support for teachers. Some teachers have had training on Go-Math and ST Math. We will continue to provide training based on the needs of our teachers as assessed from classroom observations.
Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	Every teacher is has an individualized professional development plan that assess strengths and needs of each teacher. Some teachers, based on urgency and school needs, will participate in coaching cycles will address each teachers need as well as the school's instructional focus.
	Target Date:	01/31/2015
	Tasks:	
	1. Create a spreadsheet that will serve as a tracking system of all professional development that they have attended in the past.	
	Assigned to:	[REDACTED]
	Added date:	10/27/2013
	Target Completion Date:	11/27/2013
	Comments:	
	2. Create and administer a survey for a staff needs assessment for professional development.	
	Assigned to:	[REDACTED]
	Added date:	10/27/2013
	Target Completion Date:	11/15/2013
	Comments:	
	3. Collect survey data.	
	Assigned to:	[REDACTED]
	Added date:	10/27/2013

		Target Completion Date:	11/22/2013
		Comments:	
	4. Group teachers based on data and needs assessment to provide group professional development.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	12/06/2013
		Comments:	
	5. Create a plan for group professional development.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	12/13/2013
		Comments:	
	6. Create a plan for individual professional development by goal setting with each staff member.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	12/20/2013
		Comments:	
	7. Add group and individual professional development meetings/sessions to calendar.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	01/10/2014
		Comments:	
	8. Hold professional sessions.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	01/13/2014
		Frequency:	weekly
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 8 (0%)	

Indicator	IF13 - The LEA/School offers an induction program to support new teachers in their first years of teaching.(1693)		
Status	Tasks completed: 0 of 6 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/24/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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 group of new teachers to teaching and Takoma have been identified and the process for the program have been brainstormed	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	At the completion of this objective there will be a clear induction and mentoring program in place for new teachers to teaching and Takoma. A schedule for the year is created that outlines dates of monthly meetings and new teacher specific professional development. Evidence for this objective would include the new induction protocol, agendas for the meetings, evidence of topics for professional development and feedback statements of the effectiveness of the program from participants.	
	Target Date:	10/30/2014	
	Tasks:		
	1. Create survey for new teacher that captures their own individualized needs.		
	Assigned to:	[REDACTED]	
	Added date:	10/27/2013	
	Target Completion Date:	09/09/2013	
	Comments:		
	2. Create a calendar for meetings and professional development.		
	Assigned to:	[REDACTED]	
	Added date:	10/27/2013	
	Target Completion Date:	09/16/2013	
	Comments:		
	3. Create a calendar for meetings and professional development.		
	Assigned to:	[REDACTED]	
	Added date:	10/27/2013	
	Target Completion Date:	09/16/2013	
	Comments:		
	4. Create agendas for approval by ALT for each meeting/professional development session.		
	Assigned to:	[REDACTED]	
	Added date:	10/27/2013	
	Target Completion Date:	09/17/2013	

		Comments:	
	5. Administer feedback surveys for new staff.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	02/03/2014
		Frequency:	three times a year
		Comments:	
	6. ALT will analyze feedback and make adjustments to the induction plan.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	01/20/2014
		Frequency:	three times a year
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 6 (0%)	

Curriculum, Assessment, and Instructional Planning			
Engaging teachers in aligning instruction with standards and benchmarks			
Indicator	IIA03 - Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work).(90)		
Status	Tasks completed: 0 of 8 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/24/2013	
	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:	Teachers analyze data bi-weekly to determine objective focus. Additionally, teachers use varying program data to identify properly leveled objectives.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	Teacher teams build the curriculum from common core standards, curriculum guides, and a variety of resources, including teacher reated activities and materials. Teachers develop unit plans that are coherent, where objectives are taught in a logical and sequential order. Pre-tests and post-tests are given at the beginning and end of each objective and unit.	
	Target Date:	06/05/2014	
	Tasks:		
	1. Teachers plan for instruction during weekly grade level team meetings.		
		Assigned to:	██████████
		Added date:	10/27/2013

		Target Completion Date:	10/31/2013
		Frequency:	weekly
		Comments:	
	2. Teachers use the DCPS unit overviews in all subjects to guide their planning.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	10/31/2013
		Frequency:	weekly
		Comments:	
	3. Teachers, in collaboration, identify the standards that apply to the grade level and unit topic.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	10/31/2013
		Frequency:	monthly
		Comments:	Teachers, in collaboration, identify the standards that apply to the grade level and unit topic.
	4. Teachers develop all objectives that clearly align to the standards selected in the unit plan.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	10/31/2013
		Frequency:	monthly
		Comments:	
	5. Teachers arrange the objectives in sequential order.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	10/31/2013
		Frequency:	monthly
		Comments:	
	6. Teachers consider the most appropriate elements for mastery and constructs criteria for mastery, and when applicable, the corresponding rubric.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	10/31/2013
		Frequency:	monthly
		Comments:	
	7. Teachers develop pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	12/20/2013
		Comments:	

	8. Teachers use the PIA assessment data to plan for re-teaching of objectives before the next unit.
	Assigned to: [REDACTED]
	Added date: 10/27/2013
	Target Completion Date: 10/21/2013
	Frequency: four times a year
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 8 (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 11 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/24/2013	
	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:	Bi-weekly during team meetings, teachers review student data and make instructional decisions based on data analysis.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	At the completion of this objective teachers will effectively gather/analyze data and create support or enhancement for students on a regular basis without prompting from administration. Evidence for this objective would be agendas from meetings, documentation of supports and enhancements based on data and pre/post data in specified learning programs (Ex. Dibels, STMAth, i-Ready, etc).	
	Target Date:	06/19/2015	
	Tasks:		
	1. Teachers meet bi-weekly to analyze student assessments including post-assessments, reading assessments, district benchmark assessments, and writing assessments.		
	Assigned to:	[REDACTED]	
	Added date:	10/27/2013	
	Target Completion Date:	10/01/2013	
	Frequency:	twice monthly	
	Comments:		
	2. Teachers decide which students did not reach the benchmark that was prescribed to the assessment.		
	Assigned to:	[REDACTED]	

		Added date:	10/27/2013
		Target Completion Date:	10/01/2013
		Frequency:	twice monthly
		Comments:	
	3. Teachers discuss the overall progress of the class toward reaching the benchmark, and decide if the entire class needs to be re-taught the objective or if only a few students struggle with the assessment.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	10/01/2013
		Frequency:	twice monthly
		Comments:	
	4. Teachers re-teach whole class or groups of students, if necessary, the objective and re-assess.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	10/01/2013
		Frequency:	twice monthly
		Comments:	
	5. Teachers analyze data after the re-assessment and select students who continue to not meet benchmark.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	10/01/2013
		Frequency:	twice monthly
		Comments:	
	6. In grade level teams, teachers review student data and decide which students to refer for reading intervention.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	10/01/2013
		Frequency:	monthly
		Comments:	
	7. Students are progress- monitored using the Dibels/MClass system for reading progress.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	10/01/2013
		Frequency:	monthly
		Comments:	
	8. Based on student benchmark and reading data, in teams, teachers refer students to the student support team (SST) when they consistently struggle to meet benchmark.		
		Assigned to:	██████████

		Added date:	10/27/2013
		Target Completion Date:	10/01/2013
		Frequency:	twice monthly
		Comments:	
	9. Teachers in grades k-3 select activities for the integration block based on student data. Students receive support or receive enrichment during these blocks.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	10/01/2013
		Comments:	
	10. Teachers will check the progress of students in SST every three weeks.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	10/01/2013
		Frequency:	weekly
		Comments:	
	11. Students who are not making progress in SST will be referred to the MDT for possible evaluation.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	10/01/2013
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 11 (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 14 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/24/2013	
	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:	All teachers give students the PIA test. After the administration of the test teachers create re-teach plans, design enrichment and make intervention decisions based on the results.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	At the completion of this objective teachers will have a clear regular routine for reviewing PIA data and creating/implementing a reteach plan without prompting or guidance from administration. Evidence that can be used to demonstrate completion is a copy of PIA scores, reteach plans, and reteach scores.	
	Target Date:	06/19/2015	
	Tasks:		
	1. Teachers meet bi-weekly to analyze student assessments including post- assessments, reading assessments, district bench mark assessments, and writing assessments.		
	Assigned to:	[REDACTED]	
	Added date:	10/27/2013	
	Target Completion Date:	10/01/2013	
	Comments:		
	2. Teachers decide which students didn't reach the benchmark that was prescribed to the assessment.		
	Assigned to:	[REDACTED]	
	Added date:	10/27/2013	
	Target Completion Date:	10/01/2013	
	Comments:		
	3. Teachers discuss the overall progress of the class toward reaching the benchmark, and decide if the entire class needs to be re-taught the objective or if only a few student struggle with the assessment.		
	Assigned to:	[REDACTED]	
	Added date:	10/27/2013	
	Target Completion Date:	10/31/2013	
	Frequency:	twice monthly	
	Comments:		
	4. For PIA data, teachers and administrators review data together, and decide which standard and sub-skills need to be re-taught. This is called a data meeting.		

		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	10/31/2013
		Frequency:	four times a year
		Comments:	
	5. Teachers re-teach for one week during warm-ups and re-assessed.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	10/31/2013
		Frequency:	four times a year
		Comments:	
	6. Teachers meet during the data reflection meetings to review re-teaching and the re-assessment process, and develop next steps if necessary.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	10/31/2013
		Frequency:	four times a year
		Comments:	
	7. After teacher analyze data after the re-assessment, students who continue to not reach benchmark are discussed with the teaching team and administrators.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	10/31/2013
		Frequency:	four times a year
		Comments:	
	8. Students who continue to struggle after classroom modifications are referred by the homebase teacher to the SST for support.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	10/31/2013
		Frequency:	monthly
		Comments:	
	9. Students who are referred to the SST have an initial meeting where data is discussed and a six-week plan is implemented for each student.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	10/31/2013
		Frequency:	weekly
		Comments:	
	10. Students are progress monitored for six weeks, and the team checks the status of the student every three weeks.		
		Assigned to:	██████████

		Added date:	10/27/2013
		Target Completion Date:	10/31/2013
		Frequency:	twice monthly
		Comments:	
	11. Students who are not making progress with SST strategies are referred to the MDT team for possible evaluation.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	10/31/2013
		Frequency:	twice monthly
		Comments:	
	12. Students are given the WIST in grades 4-5 and are referred to the Just Words program for reading intervention.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	09/30/2013
		Frequency:	once a year
		Comments:	
	13. Students overall reading data is analyzed for placement into the Wilson Reading System. Students three or more grade levels below in reading are given the Wilson Reading program.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	09/30/2013
		Frequency:	once a year
		Comments:	
	14. Teachers will use junior great books in grades 4 and 5 for students who are proficient and advanced readers.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	10/31/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 14 (0%)

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 5 (0%)

Assessment	Level of Development:	Initial: No development or Implementation 10/23/2013	
	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 are reviewing current policies and procedures and evaluating their impact on school culture.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	At the completion of this objective there will be a clear detailed plan that identifies consequences for leveled behaviors. Additionally, data will be collected monthly to determine the need for change and implementation. Evidence for the completion of this objective will include copies of the collected data, the written policies and consequences tracking reports.	
	Target Date:	06/20/2014	
	Tasks:		
		1. School Discipline Policy will be updated and publicized	
	Assigned to:	[REDACTED]	
	Added date:	10/27/2013	
	Target Completion Date:	11/27/2013	
	Comments:		
		2. School will develop and afternoon and Saturday detention program	
	Assigned to:	[REDACTED]	
	Added date:	10/27/2013	
	Target Completion Date:	06/17/2014	
	Comments:	ALT will analyze results of survey and will adjust policies accordingly.	
		3. ALT will administer a culture and climate survey to teachers, administrators, and students.	
	Assigned to:	[REDACTED]	
	Added date:	10/27/2013	
	Target Completion Date:	10/15/2013	
	Comments:		
		4. All discipline referrals will be captured in the SBT system.	
	Assigned to:	[REDACTED]	

		Added date:	10/27/2013
		Target Completion Date:	11/08/2013
		Comments:	
	5. ALT will review discipline data to determine supports for teachers and students.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	11/04/2013
		Frequency:	weekly
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (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 6 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/23/2013	
	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:	Academic family nights have been scheduled monthly throughout the school year.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	<p>At the completion of this objective there will be a designated calendar that details a date for a Math, Reading, STEM, Social Studies night. As well academic content relative to academic engagement will be added to the PTO agenda. Finally, the school website will offer families a section that includes suggestions for increasing academic success in students.</p> <p>Evidence of this objective would be a printed copy of data from webiste, copies of PTO agendas and a copy of the agenda and calendar for Academic Family Nights.</p>	
	Target Date:	06/20/2014	
	Tasks:		
	1. Schedule family math nights.		
	Assigned to:	██████████	
	Added date:	10/27/2013	
	Target Completion Date:	12/20/2013	

		Comments:	
		2. Schedule family reading nights.	
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	12/20/2013
		Comments:	
		3. Schedule DC CAS night.	
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	12/20/2013
		Comments:	
		4. Schedule and plan Family STEM nights.	
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	12/20/2013
		Comments:	
		5. Schedule and plan Family Social Studies Nights.	
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	12/20/2013
		Comments:	
		6. Schedule and plan Early Childhood Parent Classes.	
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	12/20/2013
		Comments:	
Implement		Percent Task Complete:	Tasks completed: 0 of 6 (0%)

Parent, School, and Community

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

Indicator **IVE07 - The school provides additional time focused on learning strategies for effectively working with students with disabilities or ELLs.(2954)**

Status Tasks completed: 0 of 6 (0%)

Assessment	Level of Development:	Initial: No development or Implementation 10/23/2013	
	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:	Data has been reviewed to identify opportunity areas for ELL students. Teachers and the Leadership Team have brainstormed strategies for providing additional support to these students.	

Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	At the completion of this objective there will be a clear detailed plan that outlines the extra resources used to support ELL students. Additionally, there will be an increase in the amount of ELL students proficient or advanced in ELA and Math.
	Target Date:	06/19/2015

Tasks:

1. Schedule meeting for Georgetown University's ELL Tutoring Program.

Assigned to:	[REDACTED]
Added date:	10/27/2013
Target Completion Date:	11/01/2013
Comments:	

2. ALT and teachers brainstorm ways to support ELL learners in classroom.

Assigned to:	[REDACTED]
Added date:	10/27/2013
Target Completion Date:	10/01/2013
Comments:	

3. Strategy list provided to teachers.

Assigned to:	[REDACTED]
Added date:	10/27/2013
Target Completion Date:	10/31/2013
Comments:	

4. Students in ELL who are struggling with benchmark are referred to the SST team.

Assigned to:	[REDACTED]
Added date:	10/27/2013

		Target Completion Date:	10/01/2013
		Comments:	
	5. Professional development strategies in effective ELL instruction will be provided to teachers		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	12/20/2013
		Comments:	
	6. ALT creates a comprehensive schedule for reading support for ELL teachers using an inclusion and pull- out model.		
		Assigned to:	██████████
		Added date:	10/27/2013
		Target Completion Date:	09/30/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 6 (0%)	