

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

Drew ES NCES - 110003000097

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 ID01 - A team structure is officially incorporated into the school governance policy.(36)

Status Full Implementation

Assessment	Level of Development:	Initial: Full Implementation 02/15/2013
	Evidence:	<p>a. Drew ES follows an academy model with an upper school and lower school departmentalized academic structure, sped. and academic leadership team with respective roles and responsibilities.</p> <p>b. The roles and responsibilities of the various members adheres to district and school based mandates.</p>

Indicator ID04 - All teams prepare agendas for their meetings.(39)

Status Full Implementation

Assessment	Level of Development:	Initial: Full Implementation 02/15/2013
	Evidence:	<p>a. All agendas are saved and stored in both electronic and hard copies with members of the administrative team.</p> <p>b. A non negotiable of agendas and minutes were apart of the meeting structure at Drew ES.</p> <p>c. Minutes and agendas are reviewed as a school norm before the start of each meeting.</p>

Indicator ID05 - All teams maintain official minutes of their meetings.(40)

Status Full Implementation

Assessment	Level of Development:	Initial: Full Implementation 02/15/2013
	Evidence:	<p>a. All official minutes are housed in the main office of Drew ES.</p> <p>b. Official minutes are saved in hard and soft copies, with carbon copies sent to members of the administrative team.</p> <p>c. Minutes are reviewed by the administrative team at Drew ES.</p>

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: 2 of 2 (100%)		
Assessment	Level of Development:	Initial: Limited Development 02/15/2013	
	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:	Presently the IC, Principal and AP are the active members of the ALT and meet three hours per week.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The full ALT will include the following team members: Principal, Assistant Principal, Instructional Coach, Reading Specialist and Lead Teacher. While a core group may convene on a more frequent basis (particularly when confidential teacher info is shared), the expanded ALT will meet once bi-weekly, and operate with a focused agenda.	
	Target Date:	11/15/2013	
	Tasks:		
	1. The ALT will convene initially to discuss purpose as well as establish a mutually convenient time to meet on a bi-weekly basis.		
	Assigned to:	[REDACTED]	
	Added date:	09/30/2013	
	Target Completion Date:	10/18/2013	
	Comments:		
	Task Completed:	10/25/2013	
	2. The ALT will meet on a bi-weekly basis to discuss student data, professional development, and teacher support.		
	Assigned to:	[REDACTED]	
	Added date:	09/30/2013	
	Target Completion Date:	11/01/2013	
	Comments:		
	Task Completed:	11/01/2013	
Implement	Percent Task Complete:	Tasks completed: 2 of 2 (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	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 02/15/2013	

	Evidence:	<p>a. Data meetings takes place on a weekly basis with members of the leadership team to determine instructional effectiveness, interventions needed and next steps for professional development.</p> <p>b. Data meetings follows the Bambrick's "Data Driven Instructional" cycle provided by DCPS professional development training.</p> <p>c. Various data points are utilized to ensure school improvement based decisions: attendance, Text Reading Comprehension Assessment Data, Paced Interim Assessment Data, Drew Elementary Culture Surveys, Drew ES Short Cycle Assessments).</p>
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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 02/15/2013
	Evidence:	<p>a. Drew ES follows an academy model with an upper school (grades 2-5) and lower school (early childhood- grade 1).</p> <p>b. The physical classroom structure allows organization of the departmentalization structure with the upper school housed on floor 3 with the lower school housed on floor 1.</p> <p>c. Professional development is aligned to the grade-level clusters with weekly collaborative with the specific bands of upper school and lower school.</p>

Indicator	ID13 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(48)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/15/2013
	Evidence:	<p>a. There are monthly professional development days where instructional teams meet for data discernment, vision setting and instructional effectiveness to heighten student achievement.</p> <p>b. Drew ES Master Calendar provides evidence of these lengthened meeting times monthly, before and after the school year.</p>

Indicator	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)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 04/12/2013	
	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 Drew Elementary's focus is to increase the awareness of student data, specifically growth areas and areas of need in reading and math. It is our goal to help parents understand what their child's data specifically means and how to identify what actions need to take place in the home with the support of the Local School Advisory Team. Additionally, Drew is currently building stronger home-school connections to include performance based activities that can be completed as a family to enhance the understanding of children and to provide exposure to the adults in the home.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	When this objective is being fully met in your School the following would be accomplished: 1. Established weekly schedule of aligned performance based takes in reading and math for K-5. 2. Monthly established and implemented parent data chats. 3. Bi-weekly established and implemented parent workshops facilitated with a focus on how to make reading and math come alive at home. 4. Home visits will have occurred with minimally 80% of our students homes to give support to families.	
	Target Date:	06/15/2013	
	Tasks:		
	1. Establish and implement evaluation tools for accountability and continuous ELA learning to support families better.		
	Assigned to:	[REDACTED]	
	Added date:	04/12/2013	
	Target Completion Date:	06/07/2013	
	Comments:		
	2. Implement robust communication systems that speak to the life of ELA in our school.		
	Assigned to:	[REDACTED]	
	Added date:	04/12/2013	
	Target Completion Date:	06/14/2013	
	Comments:	Drew Elementary is currently sustaining our bi-weekly scheduled parent workshops with the plan to continue in May. During this time, we will continue the focus on reading and math support. Home visits and performance based tasks will also continue through the month of May.	

		3. Ensure purposeful family connections to learning involving math.
		Assigned to: [REDACTED]
		Added date: 04/12/2013
		Target Completion Date: 06/14/2013
		Comments:
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

School Leadership and Decision Making

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

Indicator	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)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/01/2013
	Evidence:	As a school team, our school community stakeholders joined together to collaboratively create our school's mission and goals. Our staff members also created mission agreements communicating their actions of promise to fulfill the mission created. Additionally, our mission is communicated in a central location. Each classroom also has the mission posted.

Indicator	IE05 - The principal participates actively with the school's teams. (56)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/15/2013
	Evidence:	<p>a. The principal sits on a variety of team meetings with evidence provided from sign in sheets/ minutes taken.</p> <p>b. The principal and assistant principal serves as a contributing member of various teams outside of the academic based team structures at Drew ES (Local School Advisory Team, School Support Team, Multidisciplinary Team, etc).</p>

Indicator	IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)		
Status	Objective Met 4/18/2013		
Assessment	Level of Development:	Initial: Limited Development 02/01/2013	
		Objective Met - 04/18/2013	
	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 captured from PIA, DIBELS, TRC, Short-cycle assessments provides the necessary information to help support guidance in creating next steps to improve instruction and learning outcomes. Teachers identify patterns of student skill-based needs and create re-teach plans. This data also allows our school to sustain flexible grouping in order to better support differentiated instruction.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:		
	Target Date:	05/03/2013	
	Tasks:		
	1. Create and sustain an assessment calendar to drive effective assessing to capture student mastery.		
	Assigned to:	[REDACTED]	
	Added date:	02/01/2013	
	Target Completion Date:	09/01/2012	
	Comments:	Our school assessment calendar was created and distributed to all school stakeholders. Necessary changes per the need to change in-house deadlines are always communicated to everyone. Effective assessing continuously occurs. This included paced interim assessments, and exit tickets with careful monitoring of skills reflecting a strong deficit.	
	Task Completed:	08/31/2012	
	2. Provide professional developed on running records specifically miscue data analysis.		
	Assigned to:	[REDACTED]	
	Added date:	02/01/2013	
	Target Completion Date:	02/15/2013	
	Comments:	Drew Elementary's Instructional Coach facilitated the running record miscue data analysis professional development in early February.	

		Task Completed:	02/06/2013
Implement	Percent Task Complete:		
	Objective Met:		4/18/2013
	Experience:		4/18/2013 Pursuing this objective was achievable with ease as it was implemented during one of our PLC vertical team meeting with all of the necessary stake hodlers.
	Sustain:		4/18/2013 The necessary continued work includes careful monitoring of the running record implementation in noted assessment days for this particular tasks.
	Evidence:		4/18/2013 Please note that a sign in sheet for this training will be up loaded.

Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/15/2013
	Evidence:	a. Monitoring of curriculum and instruction takes place in several formal school based structures including weekly collaborative professional development, one to one teacher instructional debriefing of classroom observations for immediate feedback and unit based step backs to review curriculum documents.

Indicator	IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/15/2013

	Evidence:	<p>a. The schedule structure of each member of the leadership delegates at least half of the day conducting observations of instructional practices.</p> <p>b. Weekly collaborative is led by the principal and members of the leadership team in efforts to improve instruction for over a 2-3 hour period.</p>
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Indicator	IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)
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Status	Full Implementation
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Assessment	Level of Development:	Initial: Full Implementation 02/01/2013
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	Evidence:	On a weekly basis, all teachers at Drew Elementary receive feedback on what is observed during the instructional walk-through sessions. This feedback includes an action to rectify and support teaching practices. Additionally, our leadership team provides support with the analysis of student data to make the necessary changes in weekly lesson plans to better serve students. Every Wednesday, there are vertical collaborative team meeting training sessions to support teacher practices that yield in student gains.
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Indicator	IE14 - The principal provides timely, clear, constructive feedback to teachers.(1676)
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Status	Tasks completed: 0 of 3 (0%)
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Assessment	Level of Development:	Initial: Limited Development 02/01/2013
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	Index:	9	(Priority Score x Opportunity Score)
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	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>On a weekly basis Principal and AP conduct instructional 10 - 20 minute walk-throughs observing instruction using a walk-through template. The templates are aligned to ELA or Math focus areas, which serve purposes for both planning and lesson execution. Present feedback is not entirely aligned across ALT team members, and the time frame for feedback occurs by the end of the week.</p>	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>On a weekly basis Principal and AP will conduct 10 - 20 minute informal observations using a walk-through template for either ELA or Math focus areas. The ALT will increase our alignment with sharing information for support, such that we are providing a cohesive and documented support plan, as well as close the time gap for providing feedback (from end of week to within 48 hours).</p>	
	Target Date:	11/15/2013	
	Tasks:		

		1. ALT will provide feedback regarding, "look for" classroom planning / lesson observation checklist	
		Assigned to:	██████████
		Added date:	09/30/2013
		Target Completion Date:	10/11/2013
		Comments:	
		2. The ALT will provide teachers PD regarding "look for" checklist elements.	
		Assigned to:	██████████
		Added date:	09/30/2013
		Target Completion Date:	10/25/2013
		Comments:	
		3. The principal and AP will perform informal observations to monitor "look for" implementation and provide coaching and feedback within 48 hours.	
		Assigned to:	██████████
		Added date:	09/30/2013
		Target Completion Date:	11/08/2013
		Comments:	
Implement		Percent Task Complete:	Tasks completed: 0 of 3 (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 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/30/2013	
	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 ALT uses data garnered from reviewing teachers' unit and lesson plans, student assessment data reports, and informal classroom observation to identify teachers' need areas. The Principal, AP, and Instructional Coach provided whole group, small group, and individualized support based on the data received.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The ALT consistently uses data garnered from reviewing teachers' unit and lesson plans, student assessment data reports, and informal classroom observation to identify teachers' need areas. The Principal, AP, and Instructional Coach provided whole group, small group, and individualized support based on the data received.	
	Target Date:	12/13/2013	
	Tasks:		
	1. The ALT will use lesson and unit plans, as well as the ELA and Math informal observation checklist to document teachers' need areas.		
	Assigned to:	[REDACTED]	
	Added date:	09/30/2013	
	Target Completion Date:	11/08/2013	
	Comments:		
	2. Using information garnered from the informal observation checklist, the ALT will adjust the school-wide PD calendar to include PD (whole group, small group, or individualized) to address teachers' need areas.		
	Assigned to:	[REDACTED]	
	Added date:	09/30/2013	
	Target Completion Date:	11/22/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

School Leadership and Decision Making

Recruiting, evaluating, rewarding, and replacing staff

Indicator **IG01 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(1670)**

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 06/13/2013
	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 school leadership team has developed a teacher-lead recruitment team. This team participates in hiring fairs to identify and screen eligible candidate. The school also utilizes the DCPS database in order to review lesson planning capabilities of candidates.
Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	All teachers engage in a strategic instructional planning process and deliver high-quality, rigorous, standards-based instruction to ensure continuous growth and high levels of student achievement.
	Target Date:	08/22/2013
	Tasks:	
	1. Schedule aligned planning time to enhance collaboration of teachers across grade levels. Provide more time for planning time and sustained growth.	
	Assigned to:	[REDACTED]
	Added date:	06/13/2013
	Target Completion Date:	08/23/2013
	Comments:	
	2. Develop protocol and process documents to guide the lesson planning process.	
	Assigned to:	[REDACTED]
	Added date:	06/13/2013
	Target Completion Date:	07/26/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

Indicator	IG09 - The principal includes evaluation of student outcomes in teacher evaluation. (1672)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/30/2013	
	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 presently receive evaluations, which are tied to student outcomes via Impact TAS and IVA. The ALT must establish SY2013-14 guidelines for TAS.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will understand their student outcome data as it relates to local school goals and individual students. Teachers will be able to communicate both classroom and student level goals to students and parents. Consequently, teachers, students, and parents will be able to articulate classroom and individual present levels and goals.	
	Target Date:	06/20/2014	
	Tasks:		
	1. The principal will provide the template for non-negotiable local school elements of the Teacher Assessed Student Achievement Data (TAS).		
	Assigned to:	[REDACTED]	
	Added date:	09/30/2013	
	Target Completion Date:	10/18/2013	
	Comments:		
	2. The principal will provide teachers professional development regarding the TAS elements, which will include student outcomes for growth and mastery, and how to perform goal setting with parents and students. Additionally, the PD will include goal-setting with students and parents.		
	Assigned to:	[REDACTED]	
	Added date:	09/30/2013	
	Target Completion Date:	10/18/2013	
	Comments:		
	3. Teachers will participate in monthly data check-ins, but will ultimately be evaluated according to the established elements for IVA and TAS in Cycle 3 (and somewhat for CSC in cycle 1 and 3).		
	Assigned to:	[REDACTED]	
	Added date:	09/30/2013	
	Target Completion Date:	06/20/2014	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Indicator	IG10 - The LEA has negotiated expedited processes for performance-based dismissals in transformation schools.(1688)
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Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 06/13/2013
	Evidence:	The school communicates instructional expectations of employees and implements the IMPACT evaluation system. The ALT has developed a culture in which all school-based personnel have a clear understanding of what defines excellence in their work and are provided with constructive and data-based feedback about their performance. The ALT provides support to increase teacher effectiveness.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator **IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)**

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 05/07/2013	
	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:	Our professional learning communities for Upper and Lower school plan together during our vertical team planning sessions. During the planning sessions, the following are used: unit plan templates, pacing guides, exit ticket data, short cycle data, and district wide common core standards.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Once this objective is fully met in our school, our teachers will be able to complete in advanced long range unit plan inclusive of the necessary short cycle assessments and daily exit tickets with data captures for each. Additionally, once this is fully implemented we will have embraced the practice of lesson study to accurately identify skills embedded in the standards addressed and be better able to unpack the standard to ensure depth of skills and concepts.	
	Target Date:	06/14/2013	
	Tasks:		
		1. Teachers will continuously be professionally developed via Lesson Studies and in unpacking the standard to better support the creation of standards-aligned units of study.	
		Assigned to:	[REDACTED]
		Added date:	05/07/2013
		Target Completion Date:	06/14/2013
		Frequency:	twice monthly
		Comments:	
		2. Provide unit and lesson planning templates to better support standards-aligned units.	

	Assigned to:	██████████
	Added date:	05/07/2013
	Target Completion Date:	06/14/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

Indicator **IIA02 - Units of instruction include standards-based objectives and criteria for mastery. (89)**

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 05/07/2013
	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:	Many, though not all, teachers' present instructional units and lesson plans include standards-based objectives. On the other hand, some teachers' lessons include activity-based objectives. Some teachers' present instructional units and lesson plans include criteria for mastery.

Plan	Assigned to:	██████████
	How it will look when fully met:	With full implementation, teachers' units and lesson plans will include standards based objectives with criteria for mastery.
	Target Date:	01/31/2014

Tasks:

1. The ALT will establish quarterly sessions to meet with teachers to support unit planning. Unit plans will be aligned to DCPS unit guides, CCSS, as well as "look for" unit planning checklist. Additionally, the team will support teachers with establishing criteria for mastery during planning sessions.

	Assigned to:	██████████
	Added date:	05/10/2013
	Target Completion Date:	10/11/2013
	Comments:	

2. The ALT will provided teachers unit planning professional development, which will be aligned to DCPS unit guides, CCSS, and "look for" checklist elements. Additionally, the team will support teachers with establishing criteria for mastery during unit planning sessions.

	Assigned to:	██████████
	Added date:	05/10/2013
	Target Completion Date:	10/25/2013
	Comments:	

3. The ALT will review unit plans at within a week of each opening window to monitor "look for" implementation and provide coaching and feedback. Furthermore, the ALT will review lesson plans on a weekly basis.

	Assigned to:	██████████
	Added date:	09/30/2013

		Target Completion Date:	12/20/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed:	0 of 3 (0%)

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator	IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team.(93)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 05/07/2013	
	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 Drew Elementary our instructional team creates and utilizes Short Cycle Assessments (SCA) that are used as our pre and post assessments. The tests that are created are reviewed to ensure proper rigor, test validity, and reliability. Once the SCAs are taken by the students, our instructional team reviews a sampling of the completed assessments and analyzes the data from each class' data capture. A growth area for our school includes the following: rapid turn around with grading and completing the necessary data captures and communicating the results to necessary stakeholders.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Upon full implementation, the following actions are observed: a. Evidence of student mastery for standards through rigorous standard aligned assessments b. Reteach efforts and daily/unit based student goals are accessible and achieved. c. Necessary members of the school community are aware of student individual and collective mastery and informed to make sound instructional decisions and next steps.	
	Target Date:	05/31/2013	
	Tasks:		
	1. a. Unit trackers are made public and assessable acknowledging class average mastery, student average mastery and progress towards end of year TAS goals.		
	Assigned to:	[REDACTED]	
	Added date:	05/10/2013	
	Target Completion Date:	05/31/2013	
	Frequency:	monthly	
	Comments:	. Teachers will be held responsible for using TAS trackers provided at the beginning of the year to track data and attainment of short cycle assessments.	

	2. Educators at Drew Elementary will share unit mastery of standards through the use of Short Cycle Assessments to family and community members through family and community engagement initiatives on a monthly basis, pre populated letters from MClass Beacon noting reading trends and individual trackers for student mastery from Short Cycle Assessment data.
	Assigned to: Educators at Drew Elementary
	Added date: 05/10/2013
	Target Completion Date: 05/31/2013
	Comments: Teachers will be provided a framework for the following: a. Sample letter sharing data and individual student mastery template. b. Guidance for upcoming Parent Teacher Conference Day to share mastery attainment for all stakeholders.
Implement	Percent Task Complete: Tasks completed: 0 of 2 (0%)

Indicator	IIB05 - All teachers re-teach based on post-test results.(95)		
Status	Tasks completed: 2 of 6 (33%)		
Assessment	Level of Development:	Initial: Limited Development 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:	Teachers currently review data after each interim assessment. Re-teach plans are of varying quality and are inconsistently implemented.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will regularly review data after each interim assessment. Teachers will also develop high-quality re-teach plans and effectively deliver its contents.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Teachers conduct item analysis from the Unit 4 paced interim assessment data in both English language arts and math		
	Assigned to:	[REDACTED]	
	Added date:	02/25/2013	
	Target Completion Date:	04/12/2013	
	Comments:		
	2. Teachers identify learning objectives for re-teaching in the fifth instructional window		
	Assigned to:	[REDACTED]	
	Added date:	02/25/2013	
	Target Completion Date:	04/16/2013	
	Comments:		
	3. Teachers develop re-teach plans and assessments/performance tasks for the identified learning objective for re-teach		
	Assigned to:	[REDACTED]	

		Added date:	02/25/2013
		Target Completion Date:	04/19/2013
		Comments:	
	4. Teachers submit re-teach plans to the Academic Leadership team for review and feedback		
		Assigned to:	██████████
		Added date:	02/25/2013
		Target Completion Date:	04/19/2013
		Comments:	On February 6th all necessary re-teach plans were submitted for review and feedback from the leadership team.
		Task Completed:	02/06/2013
	5. Academic Leadership team provides feedback on the re-teach plan		
		Assigned to:	██████████
		Added date:	02/25/2013
		Target Completion Date:	05/03/2013
		Comments:	On February 5, 2013 the administrative team provided feedback to teachers in support of the re-teach plans that they created after analyzing their PIA data.
		Task Completed:	02/05/2013
	6. A member of the Academic Leadership team or grade-level peer observes each teacher's re-teach lesson and provides informal feedback		
		Assigned to:	██████████
		Added date:	02/25/2013
		Target Completion Date:	05/17/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 2 of 6 (33%)

Curriculum, Assessment, and Instructional Planning

Engaging teachers in differentiating and aligning learning activities

Indicator IIC01 - Units of instruction include specific learning activities aligned to objectives.(96)

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 05/07/2013	
	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 teachers at Drew Elementary create lesson plans in advance that include activities that are differentiated to meet the needs of all students. These student activities are aligned to mastery objectives. While this practice is implemented there are at least 3 out of 8 teachers that are striving to perfect this daily with the support of administration.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Upon full implementation each unit of study will have evidence of student learning through a rubric based learning task as provided by the DCPS scope and sequence/instructional calendar.	
	Target Date:	05/31/2013	
	Tasks:		
	1. a. The instructional coach will select one performance task that encompasses the priority standards for math in targeted grade levels.		
	Assigned to:	[REDACTED]	
	Added date:	05/10/2013	
	Target Completion Date:	05/24/2013	
	Comments:		
	2. b. Teachers will implement, score and publicly share the completion of the performance task that is aligned to the mastery objective.		
	Assigned to:	[REDACTED]	
	Added date:	05/10/2013	
	Target Completion Date:	05/31/2013	
	Frequency:	monthly	
	Comments:	b. Assistant Principal Fields will look for the completion of the rigorous performance based task with evidence on bulletin boards on a monthly basis.	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Indicator IIC02 - Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(97)

Status In Plan / No Tasks Created

Assessment Level of Development: Initial: **Limited Development** 06/13/2013

	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 school is striving to develop a true community of practice among instructional staff members. Teachers have participated in videotaped sessions that allows a snap shot of practice. Videos are reviewed by all teachers through collaborative reflective sessions. Minimal progress made on lesson study and collaborative review of work.	
Plan	Assigned to:	Not yet assigned	

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/30/2013	
	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 team reviews SY2012-13 as well as present school year CAS, DIBELS, PIA, and TRC data to identify target students and instructional skill deficits.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Content teams will use multiple data streams to target students for remediation and enrichment. The ALT will support teachers in reviewing instructional data and plans to identify priority skill deficits and students to target support. Teachers will use the data to adjust instruction to include re-teach and/or enrichment objectives.	
	Target Date:	01/10/2014	
	Tasks:		
	1. ALT will develop a monthly assessment / data review calendar.		
	Assigned to:	[REDACTED]	
	Added date:	09/30/2013	
	Target Completion Date:	10/25/2013	
	Comments:		
	2. Principal, IC, and APL will meet with teachers on a monthly basis to review the results of data streams and provide support around identifying target students and developing re-teach plans.		
	Assigned to:	[REDACTED]	

	Added date:	09/30/2013
	Target Completion Date:	12/20/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

Indicator **IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)**

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 05/07/2013
	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 team reviews SY2012-13 as well as present school year CAS, DIBELS, PIA, and TRC data to identify target students for intervention. Additionally, Tier II support is provided via Burst and soon Just Words. Tier III support is provide via the Wilson program and Reading Specialist support.

Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	With full implementation, instructional teams will use pre and post units tests to adjust instruction and differentiate per student need. Data driven differentiation will be evident in teachers' lesson plans and in classroom observation.
	Target Date:	03/28/2014

Tasks:

1. After teachers consistently implement the present unit / lesson plan checklist, it will be updated to include the use of unit pre and post tests.

	Assigned to:	[REDACTED]
	Added date:	05/10/2013
	Target Completion Date:	01/10/2014
	Comments:	

2. Principal, AP, and APL will add the pre and post unit assessments to the monthly data chat and provide teachers support around identifying target students for re-teach or enrichment.

	Assigned to:	[REDACTED]
	Added date:	05/10/2013
	Target Completion Date:	02/14/2014
	Comments:	Fields will open up the computer lab from 8:20-:8:50 for identified students to access technology platforms to enhance student learning that is adaptive and based upon their needs.

Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
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Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

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

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 06/23/2013	
	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:	Most teachers follow DCPS unit guidelines for unit and lesson plan development.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	All teachers will develop lesson plans based on DCPS aligned units of instruction.	
	Target Date:	12/20/2013	
	Tasks:		
		1. Provide follow up professional development regarding unit and lesson planning, which is aligned to DCPS units.	
		Assigned to:	[REDACTED]
		Added date:	06/23/2013
		Target Completion Date:	11/08/2013
		Comments:	
		2. After reviewing unit and lesson plans, provide weekly coaching and feedback regarding lesson alignment and pacing.	
		Assigned to:	[REDACTED]
		Added date:	06/23/2013
		Target Completion Date:	11/22/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Indicator	IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 03/13/2013	
	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 deficit in reading fluency is a barrier to student comprehension, especially in the intermediate grades (3rd – 5th). Additionally, the implementation of intervention programs in grades 1-3 is inconsistent, and does not serve as an effective phonics program and intervention.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Assignments should be crafted in a way that allows them to reinforce targeted specific skills in a specific aspect of a procedure. Sustain motivation to learn challenging concepts by linking ideas to resources or contexts that reflect student interests and socio-cultural background. Teachers should provide modeling of academic tasks such as reading, writing, and use of learning strategies. Classroom instructors will employ different strategies with different student populations to achieve more manageable learning environments. Differentiation of instruction will be delivered in a variety of collaborative contexts: whole group instruction, heterogeneous small group cooperative work, and individual instruction.	
	Target Date:	06/13/2013	
	Tasks:		
	1. On weekly basis, administrative support is given to all teachers via feedback from instructional walk-throughs.		
	Assigned to:	[REDACTED]	
	Added date:	03/13/2013	
	Target Completion Date:	04/25/2013	
	Comments:		
	2. Implementation of student and teacher performance portfolios to ground all planning efforts in student achievement data		
	Assigned to:	[REDACTED]	
	Added date:	03/13/2013	
	Target Completion Date:	04/26/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Indicator	IIIA31 - All teachers interact instructionally with students (explaining, checking, giving feedback).(140)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 03/13/2013	
	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:	In mathematics, teachers struggle with their own conceptual understanding of the standards taught at their grade level and need additional support with math teaching strategies. As a result many teachers teach procedures and algorithms in math, but do not develop or deepen student understanding of the mathematical concepts. Students then struggle with applying skills taught to word problems as well as applying skills across new settings.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Increase math block from 90 minutes to 145 minutes to include ST Math support daily. Effectively implement the components of the math block with fidelity utilizing DDI.	
	Target Date:	04/26/2013	
	Tasks:		
	1. All teachers engage in a strategic instructional planning process and deliver high-quality, rigorous, standards-based instruction to ensure continuous growth and high levels of student achievement.		
	Assigned to:	[REDACTED]	
	Added date:	03/13/2013	
	Target Completion Date:	04/26/2013	
	Comments:		
	2. Increase math block from 90 minutes to 145 minutes to include ST Math support daily. Effectively implement the components of the math block with fidelity utilizing DDI.		
	Assigned to:	[REDACTED]	
	Added date:	03/13/2013	
	Target Completion Date:	04/26/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Classroom Instruction

Expecting and monitoring sound classroom management

Indicator **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)**

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 06/28/2013	
	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 school's social worker provides guidance to students with exhibiting behavioral/emotional difficulties. In addition, special education teachers provide a check-in with students involved in infractions. These supports have resulted in better problem solving than previous years.
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Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	The school will provide collaborative opportunities for the social worker and special education team to conduct professional development with general education teachers focusing on student engagement, deescalation techniques, and process of therapeutic supports. The school will also establish a cross-functional Student Support Team (SST) in order to collaborate, develop prescriptive therapeutic interventions, and support the instructional milieu.
	Target Date:	09/27/2013

Tasks:

- Develop a Student Support Team involving (but not limited to) the school social worker, nurse, attendance coordinator, general and special education representatives.

Assigned to:	[REDACTED]
Added date:	06/28/2013
Target Completion Date:	08/30/2013
Comments:	
- Develop process documents for the analysis of student data and action planning.

Assigned to:	[REDACTED]
Added date:	06/28/2013
Target Completion Date:	09/27/2013
Comments:	
- Provide professional development for school staff on the SST process.

	Assigned to:	
	Added date:	06/28/2013
	Target Completion Date:	09/27/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

Indicator	IIIC14 - The school uses relevant data to inform appropriate actions for continually improving the climate and culture of the school.(2946)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 06/13/2013
	Evidence:	The school utilizes data from the behavioral tracker system to identify challenges and appropriately apply evidenced-based interventions. Data is reviewed by both administration and teachers to decide on appropriate courses of action. Students and parents area also provided with opportunities to review data in order to celebrate growth in appropriate behavior, celebrate successes, and understand areas of concern.

Parent, School, and Community

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

Indicator	IVB03 - The school, where appropriate, places a climate and culture specialist in the school funded with school-level Title I funds to work with the leadership, staff, and families to develop or adopt a plan for creating a climate conducive to learning and a culture of high expectations.(2947)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 06/13/2013
	Evidence:	School has developed incentive-based programs that are implemented every week and focus on reinforcing positive behavior. In addition, the school has developed a cross-functional SST that reviews tier 3 behavioral concerns and reviews academic and behavioral data. Behavioral trackers are used by the leadership team to identify problematic areas and review the effectiveness of interventions. Teachers are also provide professional development professional on classroom management and behavioral procedures.

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 09/30/2013	
	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 school communicated school-wide and classroom-level expectations with parents during Back to School Night.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Students and parents can articulate present levels of performance, the student's goals, as well as the action steps for the student to meet the goal.	
	Target Date:	06/13/2014	
	Tasks:		
		1. Provide teachers professional development regarding the significance of parent outreach.	
	Assigned to:	[REDACTED]	
	Added date:	09/30/2013	
	Target Completion Date:	10/25/2013	
	Comments:		
		2. Provide teachers planning time to develop parent engagement plans for Parent Teacher Conferences.	
	Assigned to:	[REDACTED]	
	Added date:	09/30/2013	
	Target Completion Date:	02/21/2014	
	Comments:		
		3. Provide parents support in understanding his or her child's present levels according to recent assessments, and well as how parents can support at home during Back to School Night and Parent Teacher Conference days.	
	Assigned to:	[REDACTED]	
	Added date:	09/30/2013	
	Target Completion Date:	03/14/2014	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Parent, School, and Community

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

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

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 04/12/2013	
	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 current level of implementation in this area includes monthly workshops and parent data chats to address the needs to increase their skill level in developing academically focused engagement opportunities for families and the community.

Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	When this objective is fully met Drew would have completed the following: 1. Increased parent engagement participation in parent workshops will have increased from an average of 20 participants to 50 participants. 2. Increased parent participation in parent teacher conferences from 20% to 50%. 3. Increased number of parent leaders serving as academic homeroom supporters.
	Target Date:	06/14/2013

Tasks:

	1. Invest in high quality programming models for staff via the implementation of the Flamboyan model.	
	Assigned to:	[REDACTED]
	Added date:	04/12/2013
	Target Completion Date:	06/14/2013
	Comments:	
	2. Implement robust communication systems that speak to the life of math in our school.	
	Assigned to:	[REDACTED]
	Added date:	04/12/2013
	Target Completion Date:	06/14/2013
	Comments:	
	3. Establish and implement evaluation tools for accountability and continuous ELA learning to support families better.	
	Assigned to:	[REDACTED]
	Added date:	04/12/2013

		Target Completion Date:	06/14/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed:	0 of 3 (0%)

Parent, School, and Community

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

Indicator IVE05 - The school provides additional instruction time for all teachers focused on effective instruction.(2953)

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 06/13/2013
	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 school currently utilizes an advanced scheduling process in order to become more forward thinking about maximizing time, planning, transition, setting instructional blocks to determine
Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	With the addition of another instructional coach, teachers will be better informed on instruction. A collaboration between the intervention coach and teacher mentor will produce a more robust coaching model and provide a more in-depth look into data. Support will be provided to increase instruction on identified needs, maximize instructional time, and assist with the lesson study process. Teachers will be grouped for a more targeted and intensive, approach to instruction.
	Target Date:	06/21/2013
	Tasks:	
	1. Develop a schedule that incorporates increased intervention for students in tier 3	
	Assigned to:	[REDACTED]
	Added date:	06/13/2013
	Target Completion Date:	06/21/2013
	Comments:	
	2. Provide planning opportunities for teachers to collaborate on the implementation of interventions for students within the tier 3 domain.	
	Assigned to:	[REDACTED]
	Added date:	06/13/2013
	Target Completion Date:	06/28/2013

		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	