

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

November 04, 2013

Kimball 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	ID10 - The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/10/2013	
	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:	Currently the ALT is reviewing data, but not classroom observation data. The ALT has been expanded to include more teachers. The team is looking at the data and determining what next steps will be.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Once this indicator is fully implemented, the ALT use this data to a) diagnose and determine next steps for universal/ differentiated professional development, b) determine which interventions are used with specific students c) to inform and drive instruction and d) to celebrate successes.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Map out bi-weekly focus and create a calendar of focused learning walks.		
	Assigned to:	[REDACTED]	
	Added date:	10/17/2013	
	Target Completion Date:	11/01/2013	
	Frequency:	twice monthly	
	Comments:		
	2. Debrief classroom observation data bi-weekly in ALT meetings and provide feedback to teachers.		

	Assigned to:	
	Added date:	10/17/2013
	Target Completion Date:	11/01/2013
	Frequency:	twice monthly
	Comments:	
3. Provide celebration of small wins.		
	Assigned to:	
	Added date:	10/17/2013
	Target Completion Date:	11/01/2013
	Frequency:	twice monthly
	Comments:	
4. Implement Engrade.com or checkpoints to progress monitor student growth every 2 weeks for both reading and math.		
	Assigned to:	
	Added date:	10/17/2013
	Target Completion Date:	12/02/2013
	Frequency:	twice monthly
	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 IF12 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (1695)

Status In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 10/10/2013
	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 instructional coach works with individual and collaborative learning cycles on a specific focus. There are a variety of opportunities around planning, data analysis and sharing best practice. Teachers have one on one planning with the principal to support their growth.
Plan	Assigned to:	
	How it will look when fully met:	When this indicator is fully implemented, Kimball will have a highly effective, researched based PLC (professional learning community) that will include teacher selected focus areas, shared facilitation and differentiated, individual learning goals.
	Target Date:	06/30/2014

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 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/10/2013	
	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:	Objectives are generic and intended for whole group.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Through the use of a shared electronic progress monitoring/record keeping system, teachers will maintain up-to-date information on each child, which will support flexible grouping, targeted skill-specific interventions and appropriate whole-group re-teaching. During planning, teachers will plan for skill-specific high/medium/low groups, ensuring that students who have already mastered the objective are stretched, while children who have not yet mastered it have more time to do so.	
	Target Date:	06/20/2014	
	Tasks:		
	1. Provide PD on electronic progress monitoring tools - Engrade and Excel - aligned with the beginning of the second marking period.		
	Assigned to:	[REDACTED]	
	Added date:	10/24/2013	
	Target Completion Date:	11/22/2013	
	Comments:	Give all teachers access to Engrade, and the option to use it. Explain that all PIA BCR scores for Reading and Math, and weekly/bi-weekly Checkpoint scores must be recorded electronically. Meet in the computer lab to give teachers ample time to practice and generate questions. If a teacher chooses not to use Engrade, s/he can instead use an Excel spreadsheet saved in Dropbox, and training can be provided as needed.	
	2. Monitor data entry. Analyze and discuss with teacher.		
	Assigned to:	[REDACTED]	
	Added date:	10/24/2013	
	Target Completion Date:	12/20/2013	

		Comments:	Schedule regular time to review progress monitoring tracker and generate questions to support targeted student learning.
Implement	Percent Task Complete:		Tasks completed: 0 of 2 (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 In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 10/10/2013	
	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 teachers assess at the beginning of the year and group according to TRC data.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Grade level teams will review progress monitoring tracker on a bi-weekly basis to determine flexible grouping for upcoming instruction and re-teaching. The ALT will monitor trackers to identify grade level or school-wide trends, and to determine target skills for the intervention block.	
	Target Date:	01/31/2014	

Classroom Instruction**Expecting and monitoring sound instruction in a variety of modes**

Indicator	IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)
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Status	Tasks completed: 0 of 2 (0%)
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Assessment	Level of Development:	Initial: Limited Development 10/10/2013	
	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 assess at the beginning of the year and at the end of learning units. Currently teachers do not have a consistent to maintain results.	

Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	Teachers will track student learning electronically in order to analyze and share results with students and colleagues.
	Target Date:	01/31/2014

Tasks:

1. Before the beginning of the next unit, grade level teams will design a project-based summative unit assessment and scoring rubric. Teachers will follow the outlined directions and create an exemplar, identifying potential "hot spots" where students might struggle or misunderstand.

Assigned to:	[REDACTED]
Added date:	10/24/2013
Target Completion Date:	01/31/2014
Comments:	

2. Grade level teams will create weekly/bi-weekly checkpoints to track student mastery of target skills during that instructional period.

Assigned to:	[REDACTED]
Added date:	10/24/2013
Target Completion Date:	01/31/2014
Frequency:	twice monthly
Comments:	

Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
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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)
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Status	In Plan / No Tasks Created
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Assessment	Level of Development:	Initial: Limited Development 10/10/2013	
	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 have a new SST coordinator. We are working to establish a high functioning SST Program.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The school will have systems to support the "whole child," including consistent school-wide behavioral expectations/consequences, celebrations to recognize positive behaviors, structures for staff to identify concerns and solicit additional resources/supports, and a comprehensive list of external agencies and partners ("who can help with what").	
	Target Date:	01/31/2014	

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 [In Plan / No Tasks Created](#)

Assessment	Level of Development:	Initial: Limited Development 10/10/2013	
	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 primary point of contact position was cut. We are currently re-establishing the a Family and Community Engagement Team.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Partnering with the Early Childhood Community Liaison and the PTA, the school will offer "Parent University" workshops to provide families tools to support their students' learning at home. Parents will understand their children's academic goals and select one-two skills they commit to support beyond the instructional day.	
	Target Date:	01/31/2014	