

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

Malcolm X ES NCES - 110003000036

District of Columbia Public Schools

School Improvement Indicators (RI)

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/18/2013	
	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:	Currently the ALT is meeting however a schedule needs to be created which shows all scheduled meetings	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The leadership team facilitates communication and coordination among the grade levels and the departments of the school. The typical composition of the Leadership Team is the principal and team leaders from the Instructional Teams. The Leadership Team will meet twice each month for an hour during such time they will address school issues and create next steps, analyze and disaggregate data, as well as address school culture needs.	
	Target Date:	12/02/2013	
	Tasks:		
	1. Create a ALT calendar for the remainder of the year		
	Assigned to:	[REDACTED]	
	Added date:	11/18/2013	
	Target Completion Date:	11/29/2013	
	Comments:		
	2. Decide on agenda items with the collaboration of the grade level teams		
	Assigned to:	[REDACTED]	

		Added date:	11/18/2013
		Target Completion Date:	11/25/2013
		Comments:	
	3. Correlate schedules of pre-cycle planning, and all other teams		
		Assigned to:	██████████
		Added date:	11/18/2013
		Target Completion Date:	11/25/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 3 (0%)

Indicator	ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/18/2013	
	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:	Students are enrolled in TEA Time (Tutorial Enrichment Achievement) as well as Saturday school to provide extra need base instruction and implement interventions to those students who are working below grade level to enhance learning opportunities.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	Teachers will use data to guide instruction. Teachers will work collaboratively to address the most challenging areas of the PIA as it relates to common core instruction to prepare students for the DCCAS. Teachers will develop and review formative assessments and plan units of instruction with differentiated activities for all students.	
	Target Date:	11/25/2013	
	Tasks:		
	1. Create action plan sheets (Driven by Data)		
		Assigned to:	██████████
		Added date:	11/18/2013
		Target Completion Date:	11/25/2013
		Comments:	
	2. Create a calendar		
		Assigned to:	██████████
		Added date:	11/18/2013
		Target Completion Date:	11/25/2013
		Comments:	

	3. Ensure all grade level teams are meeting to create formative assessments and unit plans.
	Assigned to: [REDACTED]
	Added date: 11/18/2013
	Target Completion Date: 11/25/2013
	Frequency: monthly
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 3 (0%)

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 **Objective Met**No decision has been made 2/25/2013

Assessment Level of Development: Initial: **Limited Development** 01/22/2013
Objective Met - 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: Grade level teams meet weekly after school for at least one hour a week to include SPED teachers, Music teacher, and Health and Physical Education teacher. These meetings will allow the teams to evaluate their weekly data, create interventions to assist their students and develop proper grouping to ensure that all students are moving towards mastery of the expected standards.

Plan Assigned to: [REDACTED]

How it will look when fully met: This objective is being fully met when 100% of all grade level teams meet weekly to develop their weekly instruction plans and evaluate student data. The scheduled instructional meetings will produce a weekly teaching skeleton using the Marzano's strategies, short cycle assessments, and a data analysis of the student progress.

Target Date: 06/14/2013

Tasks:

1. Early Childhood Team - Produce the Unit plans as outlined in Tools of the Mind

	Assigned to: [REDACTED]
	Added date: 01/22/2013
	Target Completion Date: 11/25/2013
	Frequency: twice monthly
	Comments: Submit all Tools of the Mind Unit Plans
	Task Completed: 02/25/2013

2. Primary Grades Team - Submit Reading Skeleton

		Assigned to:	██████████
		Added date:	01/22/2013
		Target Completion Date:	11/25/2013
		Frequency:	weekly
		Comments:	Teachers are provided a lesson skeleton template and provided training to said expectations using Marzano's learning strategies. Teachers submit lesson skeletons to the designee of the ALT prior to the new school week for review and constructed feedback. The feedback is written in a skeleton review template where teachers are able to receive support in various ways (i.e. conferences, informal observations, and strategy suggestions, etc.). The skeletons will be loaded into the system as an assessment and to have as a tangible archive.
		Task Completed:	02/25/2013
	3. Primary Grades Team - Submit Math Skeleton		
		Assigned to:	██████████
		Added date:	01/22/2013
		Target Completion Date:	03/08/2013
		Frequency:	weekly
		Comments:	Weekly skeletons will be submitted in the area of Math from grades K-1.
		Task Completed:	02/25/2013
	4. Secondary Grades Team - Submit Reading Skeleton		
		Assigned to:	██████████
		Added date:	01/22/2013
		Target Completion Date:	03/08/2013
		Frequency:	weekly
		Comments:	Weekly skeletons will be submitted in the area of Reading from grades 2-5.
		Task Completed:	02/25/2013
	5. Secondary Grades - Submit Math Skeletons		
		Assigned to:	██████████
		Added date:	01/22/2013
		Target Completion Date:	11/25/2013
		Frequency:	weekly
		Comments:	Teachers are provided a lesson skeleton template and provided training to said expectations using Marzano's learning strategies. Teachers submit lesson skeletons to the designee of the ALT prior to the new school week for review and constructed feedback. The feedback is written in a skeleton review template where teachers are able to receive support in various ways (i.e. conferences, informal observations, and strategy suggestions, etc.). The skeletons will be loaded into the system as an assessment and to have as a tangible archive.
		Task Completed:	02/25/2013

	6. Primary Grades - Submit student learning data based on weekly assessments in the area of reading.
	Assigned to: [REDACTED]
	Added date: 01/22/2013
	Target Completion Date: 11/25/2013
	Frequency: weekly
	Comments: Teachers are responsible for reviewing assessment data, identifying students for interventions based on data, reteaching schedule for standards and grouping of students based on the needs assessment at their weekly grade level meetings. This information should be given to the person responsible for this task to share back at the Indistar team meeting. All information will be loaded into the system as an assessment and to have as a tangible archive.
	Task Completed: 02/25/2013
	7. Secondary Grades - Submit student learning data based on weekly assessments in the area of Reading.
	Assigned to: [REDACTED]
	Added date: 01/22/2013
	Target Completion Date: 11/25/2013
	Frequency: weekly
	Comments: Teachers are responsible for reviewing assessment data, identifying students for interventions based on data, reteaching schedule for standards and grouping of students based on the needs assessment at their weekly grade level meetings. This information should be given to the person responsible for this task to share back at the Indistar team meeting. All information will be loaded into the system as an assessment and to have as a tangible archive.
	Task Completed: 02/25/2013
	8. Primary Grades - Submit student learning data based on weekly assessments in the area of Math.
	Assigned to: [REDACTED]
	Added date: 01/22/2013
	Target Completion Date: 11/25/2013
	Frequency: weekly
	Comments: Teachers are responsible for reviewing assessment data, identifying students for interventions based on data, reteaching schedule for standards and grouping of students based on the needs assessment at their weekly grade level meetings. This information should be given to the person responsible for this task to share back at the Indistar team meeting. All information will be loaded into the system as an assessment and to have as a tangible archive.
	Task Completed: 02/25/2013
	9. Secondary Grades - Submit student learning data based on weekly assessments in the area of Math.
	Assigned to: [REDACTED]

		Added date:	01/22/2013
		Target Completion Date:	11/25/2013
		Frequency:	weekly
		Comments:	Teachers are responsible for reviewing assessment data, identifying students for interventions based on data, reteaching schedule for standards and grouping of students based on the needs assessment at their weekly grade level meetings. This information should be given to the person responsible for this task to share back at the Indistar team meeting. All information will be loaded into the system as an assessment and to have as a tangible archive.
		Task Completed:	02/25/2013
	10. Special Education - Submit Reading skeleton.		
		Assigned to:	██████████
		Added date:	01/22/2013
		Target Completion Date:	11/25/2013
		Frequency:	weekly
		Comments:	Teachers are provided a lesson skeleton template and provided training to said expectations using Marzano's learning strategies. Teachers submit lesson skeletons to the designee of the ALT prior to the new school week for review and constructed feedback. The feedback is written in a skeleton review template where teachers are able to receive support in various ways (i.e. conferences, informal observations, and strategy suggestions, etc.). The skeletons will be loaded into the system as an assessment and to have as a tangible archive.
		Task Completed:	02/25/2013
	11. Music Skeleton - Submit weekly skeletons in the area of Music Education		
		Assigned to:	██████████
		Added date:	01/22/2013
		Target Completion Date:	11/25/2013
		Frequency:	weekly
		Comments:	
		Task Completed:	02/25/2013
	12. Special Education - Submit Math skeleton		
		Assigned to:	██████████
		Added date:	01/22/2013
		Target Completion Date:	11/25/2013
		Frequency:	weekly

		Comments:	Teachers are provided a lesson skeleton template and provided training to said expectations using Marzano's learning strategies. Teachers submit lesson skeletons to the designee of the ALT prior to the new school week for review and constructed feedback. The feedback is written in a skeleton review template where teachers are able to receive support in various ways (i.e. conferences, informal observations, and strategy suggestions, etc.). The skeletons will be loaded into the system as an assessment and to have as a tangible archive.
		Task Completed:	02/25/2013
		13. Physical Education - Submit weekly skeletons in the area of Health and Physical Education.	
		Assigned to:	██████████
		Added date:	01/22/2013
		Target Completion Date:	11/25/2013
		Frequency:	weekly
		Comments:	
		Task Completed:	02/25/2013
		14. Submit Primary Grades Reading and Math Skeletons for Unit 5 and Unit 6	
		Assigned to:	██████████
		Added date:	03/06/2013
		Target Completion Date:	11/25/2013
		Frequency:	weekly
		Comments:	Teachers are provided a lesson skeleton template and provided training to said expectations using Marzano's learning strategies. Teachers submit lesson skeletons to the designee of the ALT prior to the new school week for review and constructed feedback. The feedback is written in a skeleton review template where teachers are able to receive support in various ways (i.e. conferences, informal observations, and strategy suggestions, etc.). The skeletons will be loaded into the system as an assessment and to have as a tangible archive.
		Task Completed:	06/11/2013
		15. Submit weekly skeletons for Intermediate grades for Unit 5 and Unit 6	
		Assigned to:	██████████
		Added date:	03/06/2013
		Target Completion Date:	06/14/2013
		Comments:	Teachers are provided a lesson skeleton template and provided training to said expectations using Marzano's learning strategies. Teachers submit lesson skeletons to the designee of the ALT prior to the new school week for review and constructed feedback. The feedback is written in a skeleton review template where teachers are able to receive support in various ways (i.e. conferences, informal observations, and strategy suggestions, etc.). The skeletons will be loaded into the system as an assessment and to have as a tangible archive.
		Task Completed:	06/11/2013

	16. Submit weekly skeleton for SPED for Unit 5 and Unit 6
	Assigned to: [REDACTED]
	Added date: 03/06/2013
	Target Completion Date: 06/14/2013
	Comments: Teachers are provided a lesson skeleton template and provided training to said expectations using Marzano's learning strategies. Teachers submit lesson skeletons to the designee of the ALT prior to the new school week for review and constructed feedback. The feedback is written in a skeleton review template where teachers are able to receive support in various ways (i.e. conferences, informal observations, and strategy suggestions, etc.). The skeletons will be loaded into the system as an assessment and to have as a tangible archive.
	Task Completed: 06/11/2013
	17. Submit weekly skeleton for Music and Health and Physical Education for Unit 5 and Unit 6
	Assigned to: [REDACTED]
	Added date: 03/06/2013
	Target Completion Date: 06/14/2013
	Comments: Teachers are provided a lesson skeleton template and provided training to said expectations using Marzano's learning strategies. Teachers submit lesson skeletons to the designee of the ALT prior to the new school week for review and constructed feedback. The feedback is written in a skeleton review template where teachers are able to receive support in various ways (i.e. conferences, informal observations, and strategy suggestions, etc.). The skeletons will be loaded into the system as an assessment and to have as a tangible archive.
	Task Completed: 06/11/2013
	18. Primary Grades - Submit student learning data based on weekly assessments in math and reading for Unit 5 and Unit 6
	Assigned to: [REDACTED]
	Added date: 03/06/2013
	Target Completion Date: 06/14/2013
	Comments: Teachers are responsible for reviewing assessment data, identifying students for interventions based on data, reteaching schedule for standards and grouping of students based on the needs assessment at their weekly grade level meetings. This information should be given to the person responsible for this task to share back at the Indistar team meeting. All information will be loaded into the system as an assessment and to have as a tangible archive.
	Task Completed: 06/11/2013
	19. Secondary Grades - Submit student learning data based on weekly assessments in the area of Math and Reading for Unit 5 and Unit 6
	Assigned to: [REDACTED]
	Added date: 03/06/2013
	Target Completion Date: 06/14/2013

		Comments:	Teachers are responsible for reviewing assessment data, identifying students for interventions based on data, reteaching schedule for standards and grouping of students based on the needs assessment at their weekly grade level meetings. This information should be given to the person responsible for this task to share back at the Indistar team meeting. All information will be loaded into the system as an assessment and to have as a tangible archive.
		Task Completed:	06/11/2013
		20. Early Childhood Team - Produce the Unit plans as outlined in Tools of the Mind	
		Assigned to:	[REDACTED]
		Added date:	03/06/2013
		Target Completion Date:	06/14/2013
		Comments:	Submit unit plans prescribed by the Tools of the Mind Curriculum.
		Task Completed:	06/11/2013
		21. 100% of weekly skeletons/unit plans are reviewed by the ALT for Unit 3 and Unit 4	
		Assigned to:	[REDACTED]
		Added date:	03/06/2013
		Target Completion Date:	03/08/2013
		Comments:	All lesson skeletons will be reviewed by the ALT to ensure that all teachers are incorporating higher level thinking strategies into their weekly lesson plans to stretch student learning and provide the necessary rigor.
		Task Completed:	03/08/2013
		22.	
		ALT conducted informal observations of lesson skeletons to monitor implementation at least twice within the instructional window and provide feedback to teachers in written format with the option to have a conference for more instructional support. (Unit 3 and Unit 4)	
		Assigned to:	[REDACTED]
		Added date:	03/06/2013
		Target Completion Date:	11/25/2013
		Frequency:	weekly
		Comments:	Pit Stop observation forms were used to provide the informal observation.

		Task Completed:	03/08/2013
	23. 100% of weekly skeletons/unit plans are reviewed by the ALT for Unit 5 and Unit 6		
		Assigned to:	██████████
		Added date:	03/06/2013
		Target Completion Date:	06/14/2013
		Comments:	
		Task Completed:	06/11/2013
	24. ALT conducted informal observations of lesson skeletons to monitor implementation at least twice within the instructional window and provide feedback to teachers in written format with the option to have a conference for more instructional support. (Unit 5 and Unit 6)		
		Assigned to:	██████████
		Added date:	03/06/2013
		Target Completion Date:	11/25/2013
		Comments:	Pit Stop Observation form will be used for these informal observations.
		Task Completed:	06/11/2013
Implement	Percent Task Complete:		
	Objective Met:		2/25/2013
	Experience:		2/25/2013 In pursuing this objective, the teams had to commit to regular team meetings and planning. Their plans had to include student data and how they would handle reteaching standards that students had not mastered.
	Sustain:		2/25/2013 The teams will continue to meet weekly to assess student data and to plan for the upcoming week for the remainder of the school year. This is an ongoing effort to improve our planning and ensure that we are meeting the academic needs of all of our students.
	Evidence:		2/25/2013 Weekly skeletons and student data are submitted to the administrative leadership team and follow-up comments are provided to help teachers improve their planning. The student data and skeletons are kept electronically for review.

School Leadership and Decision Making

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

Indicator **IE05 - The principal participates actively with the school's teams. (56)**

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 11/15/2013	
	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:	Currently the ECE Dept. meets regularly within their grade level groups. During these meetings minutes are recorded and submitted to the Principal. Also, the ECE team meets weekly with the Instructional Coach. All other schools will meet weekly and submit minutes to their respective school administrators. The IC will collaborate with the grade level teams weekly. During these meetings, data will be discussed and evaluation system to assess practices will be reviewed.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	All teams will meet regularly to discuss best instructional practices, instructional strategies, progress of individual students as well as analyze and manipulate data to support instruction. Faculty team meetings are held weekly that are driven by data and instructional needs of the school as well as to address the instructional climate.	
	Target Date:	12/02/2013	
	Tasks:		
		1. Weekly minutes will be given to the IC.	
		Assigned to:	[REDACTED]
		Added date:	11/15/2013
		Target Completion Date:	12/02/2013
		Frequency:	weekly
		Comments:	
		2. The ALT will review and discuss concerns from grade level team meetings. Feedback and next steps from the ALT will be provided to the team.	
		Assigned to:	[REDACTED]
		Added date:	11/15/2013
		Target Completion Date:	12/02/2013
		Frequency:	weekly
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58)		
Status	Tasks completed: 1 of 4 (25%)		
Assessment	Level of Development:	Initial: Limited Development 03/15/2013	
	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:	Pit Stop observations are done by the principal periodically to observe if the teachers are teaching with fidelity. Ideally they would be done almost daily on a random schedule, but that is not the case most days.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Daily informal and impromptu opportunities observe instruction in classrooms throughout the school. The principal and assistant principal will see 2-3 teachers a day in a 15 - 30 minute window to check for standards being taught, rigor in the instruction, and classroom management procedures. Teachers strengths and and next steps will be addressed.	
	Target Date:	08/26/2013	
	Tasks:		
	1. [REDACTED] will create a pit stop schedule to visit at least 8 teachers a week for informal checks on instructional practices and classroom management procedures. The pit stops will provide an opportunity for the administration to provide immediate feedback to the staff to provide support and/or praise.		
	Assigned to:	[REDACTED]	
	Added date:	03/15/2013	
	Target Completion Date:	06/07/2013	
	Comments:	Pit Stop observations forms will be completed and filed in the Pit Stop Notebook.	
	Task Completed:	05/17/2013	
	2. Identify a weekly foci for the walkthrough		
	Assigned to:	[REDACTED]	
	Added date:	11/15/2013	
	Target Completion Date:	11/22/2013	
	Frequency:	weekly	
	Comments:		
	3. Create a capture sheet for walkthroughs		
	Assigned to:	[REDACTED]	
	Added date:	11/15/2013	
	Target Completion Date:	11/13/2013	
	Comments:	ALT will collaborate	

	4. Post observations and conversations will be held to address findings and teachers will be expected to make adjustments. Other ALT members will cycle through to see if adjustments were made.
	Assigned to: [REDACTED]
	Added date: 11/15/2013
	Target Completion Date: 11/18/2013
	Frequency: twice monthly
	Comments:
Implement	Percent Task Complete: Tasks completed: 1 of 4 (25%)

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/08/2013
	Evidence:	DIBELS/TRC is given three times a year with bi-weekly (red) and monthly (yellow) progress monitoring as mandated by DCPS for grades K-5. Paced Interim Assessments (PIA) are given four times a year to monitor student mastery of standards taught each grading period as mandated by DCPS for grades 2-5. The PIA is administered at the end of grading period 1, 2, 3, 5. DC-CAS is the yearly assessments for students in grades 2-5 as mandated by OSSE to determine mastery of standards taught for the year.

Indicator	IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)		
Status	Tasks completed: 10 of 11 (91%)		
Assessment	Level of Development:	Initial: Limited Development 03/01/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers are creating re-teach action plans based on PIA data and their short cycle assessments. Several teachers are comfortable with creating the plans, but some teachers struggle to create their plans and follow through with them. Our goal is to plan horizontally and vertically. However, this is an ongoing area where we need more support. We need to ensure that all teachers are creating their plans, utilizing their plans, and assessing the areas of re-teaching.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>All teachers will actively assess student data and automatically know to create a re-teach plan. Full implementation will be when re-teaching is happening seamlessly with this school and teachers are comfortable in the full process:</p> <ul style="list-style-type: none"> * Create Assessment * Plan * Teach * Assess * Review Data * Create Re-Teach Plan * Re-teach * Re-Assess * Review Data * Remediation Plan for Struggling Students <p>Teachers will also be able create the re-teach plan with instruction given in a different manner than how it was introduced the first time it was taught with relatively ease.</p>	
	Target Date:	06/14/2013	
	Tasks:		
	1. Re-Teach Action Plan based on the short-cycle assessment data, teachers will regenerate a list of students that have shown growth and determined remediation steps for the students that are 79% or below proficiency and enrichment steps for the students that are 80% or higher.		
	Assigned to:	[REDACTED]	
	Added date:	03/01/2013	
	Target Completion Date:	05/03/2013	
	Comments:		
	Task Completed:	05/16/2013	
	2. Remediation plans and enrichment plans should be developed and students identified based on academic needs.		
	Assigned to:	[REDACTED]	

		Added date:	03/01/2013
		Target Completion Date:	05/03/2013
		Comments:	These plans should really be solid interventions or enrichment strategies to help build student capacity. It is crucial that we move students toward mastery and keep those students at or above mastery.
		Task Completed:	05/10/2013
	3.		
			The creation of a focus standards calendar starting from next week to April 19, 2013. This would simply list the standard that would be the reteach focus for each day. Each grade could work in collaborative teams to identify the weakest standards in ELA and math that will be the focus areas.
		Assigned to:	██████████
		Added date:	03/06/2013
		Target Completion Date:	04/19/2013
		Comments:	This calendar will compare the PIA data and the DC-CAS blueprint standards to ensure we are targeting the standards that will be assessed on the state standardized assessment (DC-CAS) to help determine the standards in need of reteaching.
		Task Completed:	04/08/2013
	4.		Primary Grade level team will provide their re-teach/enrichment plans to the IC for review and feedback based on the PIA data from PIA1-3 (Grade 2) and Dibels/TRC for grades K-2.
		Assigned to:	██████████
		Added date:	03/06/2013
		Target Completion Date:	03/18/2013
		Comments:	The re-teach/enrichment plans should identify students and content in need of re-teaching or enrichment.
		Task Completed:	03/15/2013
	5.		ALT will provide feedback on re-teach/enrichment plan for both Primary grades and Intermediate grades.
		Assigned to:	██████████
		Added date:	03/06/2013
		Target Completion Date:	03/22/2013
		Comments:	
		Task Completed:	03/20/2013
	6.		Intermediate Grade level team will provide their re-teach/enrichment plans to the IC for review and feedback based on the PIA data from PIA1-3.
		Assigned to:	██████████
		Added date:	03/06/2013

		Target Completion Date:	03/18/2013
		Comments:	The re-teach/enrichment plans should identify students and content in need of re-teaching or enrichment.
		Task Completed:	03/15/2013
	7. Teachers with support from IC will create pre-test for each instructional unit (Unit 5).		
		Assigned to:	[REDACTED]
		Added date:	03/06/2013
		Target Completion Date:	03/22/2013
		Comments:	
		Task Completed:	03/20/2013
	8. Teachers with support from IC will create pre-test for each instructional unit (Unit 6).		
		Assigned to:	[REDACTED]
		Added date:	03/06/2013
		Target Completion Date:	05/17/2013
		Comments:	
		Task Completed:	05/15/2013
	9. Teachers will administer pre and post test for each instructional unit (5 and 6).		
		Assigned to:	[REDACTED]
		Added date:	03/06/2013
		Target Completion Date:	06/18/2013
		Comments:	
	10. Teachers will track student growth during instructional unit 5 for (progress monitoring) for team discussions at teacher meetings (DIBELS/TRC/PIA/Short cycle assessment/Pre Assessment/Post Assessments).		
		Assigned to:	[REDACTED]
		Added date:	03/06/2013
		Target Completion Date:	04/19/2013
		Comments:	
		Task Completed:	04/12/2013
	11. Teachers will track student growth during instructional unit 6 for (progress monitoring) for team discussions at teacher meetings (DIBELS/TRC/PIA/Short cycle assessment/Pre Assessment/Post Assessments).		
		Assigned to:	[REDACTED]
		Added date:	03/06/2013
		Target Completion Date:	06/14/2013
		Comments:	
		Task Completed:	06/11/2013
Implement	Percent Task Complete:		Tasks completed: 10 of 11 (91%)

Indicator	IID09 - Instructional Teams use student learning data to plan instruction.(107)		
Status	No decision has been made Tasks completed: 2 of 2 (100%)		
Assessment	Level of Development:	Initial: Limited Development 02/08/2013	
	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:	Instructional teams meet weekly to plan weekly lessons based on the needs of the students as indicated by their student data and the pacing directives set forth by DCPS. These teams effectively collaborate with the ALT team and the Instructional Coach for support and professional feedback. All teams are not successful at fully implementing this indicator, but with adequate support from the ALT, these teams should be at full implementation within a reasonable amount of time as determined by the team.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>Reteach and Action plans will be submitted by grades 2-5 based on PIA data to determine grouping of students and how to effectively meet the academic needs of the students. The actions plans are to include differentiated instruction, standards monitored, performance assessments and teach methods.</p> <p>When this objective is being fully met, all teachers will be able to fully articulate the academic needs of their students individually based on the data have on their students. The use of student data will be used fully by all teachers in all areas of instruction.</p>	
	Target Date:	11/25/2013	
	Tasks:		
	1. Reteach Action Plans are submitted to determine which students need additional instructional support grades K-5 based on assessment results PIA, DIBELS, and TRC. K-1 teachers will submit an action plan reflective of DIBELS progress monitoring and running records to effectively identify students' current needs. Grades 2-5 teachers will submit an action plan based on the needs of their students as identified by the PIA assessment. Special subject teachers will incorporate skills/standards into their lessons to support students in meeting their academic goals based on collaboration with classroom teachers.		
	Assigned to:	[REDACTED]	
	Added date:	02/08/2013	
	Target Completion Date:	11/23/2013	
	Frequency:	monthly	
	Comments:	Grades 2-5 teachers will submit completed re-teach plans upon data analysis team meetings of PIA results. K-1 teachers will make data driven decisions based on anecdotal records and DIBELS progress monitoring to adjust lesson skeletons. All teachers re-teach action plans and lesson skeletons will be reviewed by an ALT member and receive written feedback.	
	Task Completed:	03/28/2013	

		2. Teachers in grades K-5 will submit reading group plans based on DIBELS/TRC performance to identify which students need progress monitoring. Progress monitoring for grades K- 5 grade are checked every two weeks for students in intensive need and every four weeks for students in strategic need). The reading group plans should include the students' current reading levels based on the data received from DIBELS/TRC.
		Assigned to: [REDACTED]
		Added date: 02/08/2013
		Target Completion Date: 11/23/2013
		Comments: This grouping plan should include students names in groups and their results on various DIBELS assessments (oral reading fluency, nonsense word fluency, etc). Students reading levels on TRC will be tracked. Teachers will describe selected academic intervention - (e.g., extended day - small group tutoring and individual support)
		Task Completed: 03/28/2013
Implement	Percent Task Complete:	Tasks completed: 2 of 2 (100%)

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	Objective Met 6/11/2013	
Assessment	Level of Development:	Initial: Limited Development 03/06/2013
		Objective Met - 06/11/2013

	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:	<p>The instructional teams meet regularly to assess student development based on unit pre-/post-test data. This data identifies the students that need to receive extended/enhanced academic support during the extended school day and these students have an extensive individual learning plan to address their learning deficits or to support and maintain mastery.</p> <p>Implement research based interventions all students behind 2+ grade levels. Extended day program for all students in grades 3-5 to address the learning deficits and reduce the academic gaps with the school day extended to 4:30 pm. Students in grades 4-5 will participate in a math DC-CAS Boot camp to address the math deficits identified in the PIA data results. First grade students in Aftercare will participate in a primary grade version of extended day to address academic deficits identified from DIBELS/TRC and short cycle assessments.</p>	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>All students in grades 3-5 will fully participate in Extended Day school programming to address their academic deficits in the areas of reading and math. Student data will show areas of growth for all students where they have been historically low. Academic extension/enhancement will be offered to students that have shown mastery to prevent these students from slipping backwards.</p> <p>First grade students enrolled in after care will show academic growth in the areas identified by their teacher for remediation in areas of academic weakness.</p> <p>All students in grades 4-5 will show signs of growth in the area of math after the completion of the DC-CAS Math boot camp prior to the DC-CAS assessment.</p>	
	Target Date:	06/20/2013	
	Tasks:		

	1. Extended day students attendance and data will be tracked for growth of under performing students or stability for students who have shown mastery of academic standards to determine if this program is providing the academic support needed for all students.
	Assigned to: [REDACTED]
	Added date: 03/06/2013
	Target Completion Date: 06/14/2013
	Comments: Teachers in grades 3 - 5 should carefully monitor the students that participate daily in the Extended Day program and track their growth on PIA/DIBELS/TRC/DC-CAS data.
	Task Completed: 06/11/2013
	3. First grades students that participate in after care will have their attendance and academic performance tracked to determine if their participation increased their academic ability in class, DIBELS/TRC, and Short Cycle Assessments.
	Assigned to: [REDACTED]
	Added date: 03/06/2013
	Target Completion Date: 06/14/2013
	Comments:
	Task Completed: 06/11/2013
Implement	Percent Task Complete:
	Objective Met: 6/11/2013
	Experience: 6/11/2013 Most of the students that have participated in the Extended Day program have seen some level of academic and/or social success. Many of the students continue to have academic deficits but their academic lag is not as pronounced as it was when we began this program in August 2013.
	Sustain: 6/11/2013 To continue to see the growth in our students, we must continue to target the academic areas where are students are the weakest. We must also convince our parents that this program will help close the achievement gaps that our students are facing and their presence is necessary for them to see the full benefit of this program.
	Evidence: 6/11/2013 Growth in DIBELS/TRC Growth in PIA scores in the areas of Reading and Math Short-cycle assessment growth in all academic areas

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator IIIA22 - All teachers use open-ended questioning and encourage elaboration.(131)

Status Tasks completed: 0 of 5 (0%)

Assessment	Level of Development:	Initial: Limited Development 05/10/2013	
	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 K-5 have reflected on their instructional delivery based on informal observation feedback from ALT and debriefs with the Master Educators. They have found that higher order questioning has been identified as an area needing more attention. Teachers in ILC and CLC have begun initial work in refining lesson skeletons, reviewing the Blooms taxonomy, selecting instructional materials to support expected student outcomes.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>Teachers will show "use of open-ended questioning and encourage elaboration" through collaborative lesson planning and creation of focus questions.</p> <p>Teachers will work with paraprofessional, grade level partners, and within grade level clusters to develop lesson skeletons and review question prompts.</p> <p>Teachers will work with the Instructional Coach through the Collaborative Learning Cycle and Individual Learning Cycle to develop new engagement strategies.</p> <p>Weekly, IC will model, co-teach, and instruct side-by-side with teachers on a rotating basis.</p> <p>Weekly, IC will conduct class observations and debrief with teachers in the learning cycles. IC will facilitate two professional development sessions on scaffolding and higher order thinking questions during the first quarter of the next school year.</p> <p>Teachers will review Blooms Taxonomy and review literature.</p>	
	Target Date:	06/13/2014	
	Tasks:		
		1. IC will facilitate two professional development sessions on scaffolding and higher order thinking questions during the first quarter of the next school year.	
	Assigned to:	[REDACTED]	
	Added date:	05/10/2013	
	Target Completion Date:	12/20/2013	
	Frequency:	twice a year	

		Comments:	The PD Sessions should be done in the August and October PD Days to help teachers navigate scaffolding and higher level questioning for the remaining part of the year. Teachers that are still struggling will receive additional support from the IC to address their deficiencies.
		2. Weekly, IC will conduct class observations and debrief with teachers in the learning cycles.	
		Assigned to:	██████████
		Added date:	05/10/2013
		Target Completion Date:	06/13/2014
		Frequency:	weekly
		Comments:	
		3. Weekly, IC will model, co-teach, and instruct side-by-side with teachers on a rotating basis.	
		Assigned to:	██████████
		Added date:	05/10/2013
		Target Completion Date:	06/13/2014
		Frequency:	weekly
		Comments:	
		4. Teachers will work with the Instructional Coach through the Collaborative Learning Cycle and Individual Learning Cycle to develop new engagement strategies.	
		Assigned to:	██████████
		Added date:	05/10/2013
		Target Completion Date:	06/13/2014
		Frequency:	weekly
		Comments:	
		5. Teachers will create focus questions that they should include in their lesson skeletons. These questions should guide the direction of each teachers' lesson to ensure that the lessons are geared toward what the students are expected to know by the end of each weekly lesson/skeleton to display student mastery.	
		Assigned to:	██████████
		Added date:	05/16/2013
		Target Completion Date:	06/06/2014
		Frequency:	weekly
		Comments:	
Implement		Percent Task Complete:	Tasks completed: 0 of 5 (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 8 (0%)

Assessment	Level of Development:	Initial: Limited Development 06/11/2013	
	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:	Partnered with TurnAround For Children (TFC) to provide social/emotional support with professional development and on-site coaching to address the proper use of Kagen Strategies within the classroom. TFC also helps to provide all of our students and their families with the wrap around services of Hillcrest Behavioral Support Services.
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Plan	Assigned to:	██████████
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How it will look when fully met:	All students and their families in need of social/emotional support will be easily identified in a expeditious manner so that services can be offered in a reasonable amount of time following the teacher's recommendation to the social worker. The teachers will be able to fully evaluate and identify students and families in need and are able to move quickly to make the referral to the SST/TFC team for their review. The teachers will have anecdotal notes to support their referral that are immediately available for the team to review to help determine the needs of the students and their families.
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Target Date:	03/28/2014
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Tasks:

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| 1. Identify SST Team - To include the appropriate behavior related services and academic professionals. |
| Assigned to: ██████████ |
| Added date: 06/11/2013 |
| Target Completion Date: 11/25/2013 |
| Comments: |
| 2. Create a SST Referral form for teachers. |
| Assigned to: ██████████ |
| Added date: 06/11/2013 |
| Target Completion Date: 09/13/2013 |
| Comments: |
| 3. Create a chart of warning signs for teachers to use to help them identify students in a crisis (socially and/or emotionally). |
| Assigned to: ██████████ |

		Added date:	06/11/2013
		Target Completion Date:	09/27/2013
		Comments:	
	4. SST tracking log - to notate the date the referral was received from the teacher; the day the SST team met and discussed the student.		
		Assigned to:	██████████
		Added date:	06/11/2013
		Target Completion Date:	06/06/2014
		Frequency:	four times a year
		Comments:	
	5. SST Meeting Notes		
		Assigned to:	██████████
		Added date:	06/11/2013
		Target Completion Date:	09/02/2013
		Frequency:	weekly
		Comments:	
	6. Quarterly SST Referral Training for all staff. Case studies and scenarios for teachers to dialogue the expectancies for the presented case studies and scenarios.		
		Assigned to:	██████████
		Added date:	06/14/2013
		Target Completion Date:	09/23/2013
		Frequency:	four times a year
		Comments:	
	7. Girls on the Run: addresses (Social skills/wellness/team building/social emotional)		
		Assigned to:	██████████
		Added date:	11/15/2013
		Target Completion Date:	02/10/2014
		Comments:	
	8. PEARLS, Girls Scout/Boys Scout		
		Assigned to:	██████████
		Added date:	11/15/2013
		Target Completion Date:	01/13/2014
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 8 (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 7 (0%)

Assessment	Level of Development:	Initial: Limited Development 06/11/2013	
	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: Parent/Teacher meetings that offer parents an opportunity to work with their students academically. The area of focus this year is extending our instruction to both students and parents via home visits to increase reading fluency and comprehension.

Plan Assigned to: [Redacted]

How it will look when fully met: The school will aim for 65% parental/community engagement across all activities designed throughout the year. Some of the activities that will be designed will include:
 -Cool School Project - Attendance/conduct based incentive project for both students and parents
 -Million Minute March - Students will strive to collectively read 1 million minutes between school and home as stated in the contract sent home
 -Monthly HAS (Home and School Connections) Meetings - Meetings held for 1 hour monthly that are school wide for all students and parents (Back to School Night, Young Author's Night, History Day, Math Family Night, Science Walk, Dr Seuss Day, Career Fair Day)
 -"The Hook" Parental Workshops - Monthly parental engagement opportunities that are aligned to various academic foci (Literacy Comprehension, Math Fluency, etc) Parent that attend will receive Mega Bucks as aligned to Cool School Project mentioned above

Target Date: 05/16/2014

Tasks:

1. Create a family engagement calendar with activities outlined for parents/teachers

Assigned to:	[Redacted]
Added date:	06/11/2013
Target Completion Date:	11/27/2013
Comments:	
2. Create an agenda and activities for each HAS night. All activities and materials needed should be ordered and prepared 2 weeks in advance of each HAS night. Parent outreach and invitations should be distributed at least two weeks in advance with reminders leading up to the day of the event.

		Assigned to:	██████████
		Added date:	06/11/2013
		Target Completion Date:	05/23/2014
		Frequency:	monthly
		Comments:	
	3. Parent participation is tracked and used to encourage greater participation.		
		Assigned to:	██████████
		Added date:	06/11/2013
		Target Completion Date:	06/06/2014
		Frequency:	monthly
		Comments:	
	4. Survey staff using survey monkey about possible academic foci for "Hook" Workshops and if they are interested in participating.		
		Assigned to:	██████████
		Added date:	11/13/2013
		Target Completion Date:	11/15/2013
		Comments:	Geddis will have survey completed by Friday during morning collaborative.
	5. Exit ticket/feedback form will be given at the conclusion of each activity /event.		
		Assigned to:	██████████
		Added date:	11/13/2013
		Target Completion Date:	05/30/2014
		Frequency:	monthly
		Comments:	
	6. Feedback from parental/community engagement activities is reviewed at the upcoming ALT meetings. Next step discussion will center on how to improve subsequent parental/community activities based in feedback.		
		Assigned to:	██████████
		Added date:	11/13/2013
		Target Completion Date:	05/30/2014
		Frequency:	monthly
		Comments:	Geddis will collect and compile feedback forms from all parental activities from Mrs. Newby or as appointed.
	7. Parents will give a brief testimony of how they utilized strategies from previous workshops, etc.		
		Assigned to:	██████████
		Added date:	11/13/2013
		Target Completion Date:	05/30/2014
		Frequency:	monthly

		Comments:	Principal HC will contact parents to discuss guidelines and procedures of the format.
Implement	Percent Task Complete:	Tasks completed:	0 of 7 (0%)

Parent, School, and Community

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

Indicator **IVE06 - The LEA/School has allocated funds to support extended learning time, including innovative partnerships.(1706)**

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 03/29/2013	
	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 currently have the extended day program for our students in grades 3 -5. Extended day is an extension of the school day for our intermediate students and it is currently working for our school population. These students are receiving remediation and enrichment learning activities with limited fine arts. Extended day is not operating as the administration planned due to the late release of PWP funds.
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Plan	Assigned to:	
	How it will look when fully met:	To fully meet this objective, extended day will be mandatory of all students for the entirety of the program. The program will be developed with a schedule, guideline manual for staff and students, and extended day would begin at 2:30 pm with enrichment and remediation and the sports and fine arts starting at 3:40 pm and ending at 4:30 pm.
	Target Date:	12/13/2013

Tasks:

1. 2013-2014 Extended Day budget developed to identify programs and staffing needs.

Assigned to:	
Added date:	03/29/2013
Target Completion Date:	08/26/2013
Comments:	Budget will be based on funds released from DCPS.

2. Extended day manual and guidelines will be developed for staff and students.

Assigned to:	
Added date:	03/29/2013
Target Completion Date:	08/26/2013

		Comments:	This guideline should be designed to help teachers and students understand the expectations. It should resemble a program manual.
	3. Track attendance and academic growth of students that are enrolled in the extended day program. Correlate progress based on attendance. Identify areas of weakness and communicate the importance of attending to parents and students.		
		Assigned to:	██████████
		Added date:	03/29/2013
		Target Completion Date:	01/24/2014
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	