

# 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

**Walker Jones EC** NCES - na

District of Columbia Public Schools

**School Improvement Indicators (RI)**

Key Indicators are shown in **RED**.

## School Leadership and Decision Making

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

**Indicator** ID10 - The 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%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/01/2013
	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:	<p>Informal and formal assessments utilized to capture data on student performance along with work samples</p> <p>Scheduled meetings on Tuesday and Wednesday for grade level and content teams. Blocked for 2 hours to look specifically at data.</p> <p>use data to inform instructional focus and practice - we know whether to reteach or push forward use it to group students by ability levels use it to inform PD focus (CLC)</p> <p>Admin team conducts classroom observations daily. Meet every Friday as an admin team to debrief re: previous week's observations and analyze collected data. IC conducts classroom observations, comes to admin team with concerns.</p>
<b>Plan</b>	Assigned to:	[REDACTED]
	How it will look when fully met:	When this indicator is fully met, school leadership will regularly utilize the ANet data process to determine needs of students and teachers, and an environment of constant learning will be the norm at Walker-Jones. Best practices will be exhibited in all teachers' classrooms, and there will be an overall increase in teachers' IMPACT scores and student performance. Rigorous, student-centered instruction will be observed at all levels as teachers receive PD that improves their practice based on needs identified through the IMPACT process and data cycle.
	Target Date:	06/30/2015
	<b>Tasks:</b>	
	1. Create informal and formal observation schedules.	
	Assigned to:	[REDACTED]
	Added date:	10/11/2013
	Target Completion Date:	06/30/2014
	Frequency:	four times a year
	Comments:	

	2. Focus walks with teachers to observe best practices in classrooms	
	Assigned to:	[REDACTED]
	Added date:	10/11/2013
	Target Completion Date:	06/30/2014
	Frequency:	monthly
	Comments:	grade level meetings in classrooms to look at environment, centers, demonstration lessons
	3. Focus walk at high performing school to observe best practices	
	Assigned to:	[REDACTED]
	Added date:	10/11/2013
	Target Completion Date:	10/04/2013
	Comments:	Went to School Within a School to observe best practices to bring back to Walker-Jones
	4. LT attends PD re: norming observation feedback for IMPACT	
	Assigned to:	[REDACTED]
	Added date:	10/11/2013
	Target Completion Date:	10/11/2013
	Frequency:	once a year
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

<b>Indicator</b>	<b>ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 10/01/2013	
	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:	xxx	
<b>Plan</b>	Assigned to:	Not yet assigned	

**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** Tasks completed: 0 of 4 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/01/2013	
	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:	Currently, about 80% of school staff fully understands and is on board with the mission of The Walker Jones Education Campus. The goal for the next phase is to get all stakeholders (parents, students, community partners, etc) to understand our mission and long-term goals, and acknowledge what we are working towards and their role in making this happen. While some stakeholders are able to speak in the abstract re: where we are headed, we are working towards more specific understanding and ownership of their roles in this process.
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<b>Plan</b>	Assigned to:	[Redacted]
	How it will look when fully met:	When this objective is fully met, all stakeholders will understand... accountability... etc...  All stakeholders know where school currently stands re: data, goals moving forward and their role in meeting these goals. All stakeholders are able to articulate the mission of the school and share responsibility for making this a reality.

	Target Date:	06/30/2015
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- Tasks:**
1. Meet with teachers to review student achievement data.
 

Assigned to:	[Redacted]
Added date:	10/11/2013
Target Completion Date:	06/30/2014
Frequency:	four times a year
Comments:	Teachers leads at different grade levels managed these conversations; to be revisited during data meetings
  2. Conduct parent outreach - develop an active PTA
 

Assigned to:	[Redacted]
Added date:	10/11/2013
Target Completion Date:	10/31/2013

		Comments:	Explain school goals (short and long term) to school's PTA, and obtain feedback on how they can support us in reaching those goals.
	3. Engage students in conversations re: school's mission, keeping them informed of how they help to support this		
		Assigned to:	██████████
		Added date:	10/11/2013
		Target Completion Date:	06/30/2014
		Frequency:	twice a year
		Comments:	
	4. Teachers hold conferences with students re: individual goals		
		Assigned to:	██████████
		Added date:	10/11/2013
		Target Completion Date:	06/30/2014
		Frequency:	three times a year
		Comments:	Students should be aware of their data...
<b>Implement</b>	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

### School Leadership and Decision Making

#### Aligning classroom observations with evaluation criteria and professional development

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 10/03/2013	
	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:	Admin team uses IMPACT evaluation system (district-mandated system) to assess teacher practice;	
<b>Plan</b>	Assigned to:	Not yet assigned	

## Curriculum, Assessment, and Instructional Planning

### Assessing student learning frequently with standards-based assessments

**Indicator** IID09 - Instructional Teams use student learning data to plan instruction. (107)

**Status** Tasks completed: 0 of 2 (0%)

<b>Assessment</b>	Level of Development:	Initial: Limited Development 10/01/2013	
	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:	Currently use student data to purposefully group students so that students are mixed based on ability, properly differentiating to address needs of students based on data; making sure that we are being conscientious of time and getting to underlying standards.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Differentiated groups increase in student engagement balance between teacher-directed and student-centered instruction Instructional planning is data driven and centered around student needs. Reteach plans are revisited as necessary to ensure that all students move towards mastery of appropriate objectives.	
	Target Date:	06/30/2015	
	<b>Tasks:</b>		
	1. Establish school-wide data cycle		
	Assigned to:	[REDACTED]	
	Added date:	10/11/2013	
	Target Completion Date:	10/31/2013	
	Frequency:	once a year	
	Comments:		
	2. Ensure that students are regrouped according to progress monitoring calendar		
	Assigned to:	[REDACTED]	
	Added date:	10/11/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	four times a year	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/01/2013	
	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:	Currently following district's pacing guide until we take ANet 1 for baseline data; have taken TRC and DIBELS assessments and are changing groups based on that; no math assessments until ANet is completed.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>Teachers in Grade 1 &amp; 2 have used TRC and DiBELS data to inform FUNdations groups. (already being implemented); every student is in a group with a specific teacher - intervention groups span across team, not within the classroom</p> <p>Teachers will use iReady Math Assessment to determine student levels and to inform instruction and small groupings, with the goal of having math intervention groups similar to the reading intervention groups next school year.</p> <p>During ANet data meetings, MS teachers will assign specific students based on their needs to intervention groups; intervention groups will be held for 45 mins Mon-Thurs; data meetings will be held on Friday</p> <p>Every student in grades 1-8 will receive some form of individualized instruction based on their needs as determined by a formal diagnostic assessment.</p>	
	Target Date:	07/31/2014	
	<b>Tasks:</b>		
	1. Administer TRC and DIBELS BOY assessments		
	Assigned to:	[REDACTED]	
	Added date:	10/11/2013	
	Target Completion Date:	10/04/2013	
	Frequency:	once a year	
	Comments:		
	2. Disaggregate data from TRC and DIBELS assessment, and group students accordingly		
	Assigned to:	[REDACTED]	
	Added date:	10/11/2013	
	Target Completion Date:	10/31/2013	
	Frequency:	three times a year	

		Comments:	Teacher teams developed action plans to move forward and place students in intervention groups according to the data. Progress monitoring piece is embedded in the school calendar.
		3. Teachers develop TAS assessments that represent cumulative standards to be taught during school year and administer to students	
		Assigned to:	██████████
		Added date:	10/11/2013
		Target Completion Date:	06/30/2014
		Frequency:	twice a year
		Comments:	Teachers administer these pre-assessments in the beginning of the year and again at the end of the year to determine growth.  Teachers bring assessments to TAS conferences in order to develop their goals.
<b>Implement</b>		Percent Task Complete:	Tasks completed: 0 of 3 (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 2 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/01/2013
	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:	<p>have partnered w/ TFC to help us address socio-emotional needs and concerns in building</p> <p>have dedicated selves to restructuring and strenghtening SST process</p> <p>have hired additional social worker (2 total); have a school psychologist; DMH Clinician and 2 Deans</p> <p>Nurse on staff</p> <p>partner with Boys Town (truancy); the High Tea Society (young ladies)</p>
<b>Plan</b>	Assigned to:	██████████
	How it will look when fully met:	Fluid SST process that provides behavioral and academic supports for identified students through the team currently in place. SST team will use student achievement and behavioral data (referrals, etc.) to identify students in need of support, and work them through the SST process to ensure that they are receiving tiered supports necessary to meet their needs. Students who have previously been identified as SPED will also participate in the SST process to determine whether additional classroom/school level supports will allow that they be exited from the SPED program
	Target Date:	12/19/2014
	<b>Tasks:</b>	
	1. Establish pre-SST process to identify students who can be supported with Tier 1 or low Tier 2 interventions	
	Assigned to:	██████████
	Added date:	10/11/2013
	Target Completion Date:	03/28/2014
	Comments:	
	2. Develop system/schedule that allows mental health providers to support identified students within the classrooms	
	Assigned to:	██████████

		Added date:	10/11/2013
		Target Completion Date:	12/20/2013
		Comments:	Develop observation/follow-up schedule to ensure that providers have the time/ability to work with identified students and teachers to help build classroom behavior plans, etc.
<b>Implement</b>	Percent Task Complete:	Tasks completed:	0 of 2 (0%)

### Parent, School, and Community

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

<b>Indicator</b>	<b>IVD01 - Professional development programs for teachers include assistance in working effectively with parents. (1588)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/01/2013	
	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:	We were a Flamboyant school, no longer partnering with them. Currently working to grow our PTA back.  Parent Engagement is an area of growth for the school.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Communication between teachers and parents is ongoing and positive; increased engagement at parent activities; parents understand importance of working with their children at home, and seek support from teachers if unsure re: how to support. Increased PTA and P/T conference attendance.	
	Target Date:	06/30/2015	
	<b>Tasks:</b>		
	1. Hold Meet & Greet with Early Childhood Parent Engagement Specialist		
	Assigned to:	[REDACTED]	
	Added date:	10/11/2013	
	Target Completion Date:	10/31/2013	
	Comments:		
	2. Specialist works with ECE staff to plan parent workshop and activities calendar		
	Assigned to:	[REDACTED]	
	Added date:	10/11/2013	
	Target Completion Date:	03/31/2014	
	Comments:		
	3. Plan Math and Literacy Nights		

		Assigned to:	██████████
		Added date:	10/11/2013
		Target Completion Date:	06/30/2014
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	