

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.

December 06, 2013

Whittier 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 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/20/2013	
	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 Academic Leadership Team will have regular meetings to look at overall school performance data meetings. At the teacher level, teachers will meet bi-weekly to review standard-level data to identify key standards to reinforce and re-teach. The administrative team also regularly observes classroom instruction and program fidelity and meets weekly to debrief those observations to make course corrections.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers and administrators will gather data from various assessments (DIBELS, TRC, PIA, SRI, mClass, informal and short cycle assessments). In bi-weekly data meetings, the teams will analyze the data and identify standards that students are not mastering. At the meeting the team will develop a re-teach plan for the targeted standards. Over the two week span, teachers will re-teach and assess progress. The team will discuss the re-teach data and additional identify strategies for student mastery.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Teachers will meet with administrators bi-weekly to review data (attendance, discipline, achievement) and prepare individualized learning plans and interventions		

		Assigned to:	██████████
		Added date:	09/20/2013
		Target Completion Date:	06/30/2014
		Frequency:	twice monthly
		Comments:	October 15-29, 2013 - During the data meetings teachers developed re-teach plans for standards assessed on PIA 1. They submitted an instructional calendar mapping standards that will be taught during Learning Cycle 2. They created learning goals for students using TRC and SRI data. They used the DC CAS Content Standard Report to analyze standards that were heavily tested on the 2012 and 2013 DC CAS and they created individual learning plans for targeted students.
Implement	Percent Task Complete:	Tasks completed:	0 of 1 (0%)

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/20/2013	
	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:	Staff will implementing the Bambrick model for peer observations where on a weekly basis teachers are observed and provided feedback on a weekly basis.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	The teaching staff is divided by the number of administrators. The administrative team conducts weekly informal observations of the teachers on their caseload. The administrative team provides bite-size feedback to teachers in order to improve teaching and learning. The data gathered at the observations is discussed at the administrative team meetings. The data is used to make decisions regarding professional development and individualize support for teachers.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Teachers will observe each other on a weekly basis		
	Assigned to:	██████████	
	Added date:	09/20/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	weekly	

		Comments:	10/30 - Teachers completed their first round of peer observations. They were distributed the calendar for November.
Implement	Percent Task Complete:		Tasks completed: 0 of 1 (0%)

Indicator	IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (68)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/20/2013	
	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 will regularly observe a teacher who is strong in a particular area or instructional strategy and debrief.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Whittier Education Campus will implement peer observations. A monthly schedule will be created for teachers to observe the instructional practices of other teachers. An administrator will accompany the teacher during the observation for norming purposes. The teacher and administrator will use a checklist to gather data during the observation. There will be a debriefing session after each observation.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Teachers will be identified and observed by a group of teachers on a particular instructional strategy on a monthly basis		
	Assigned to:	[REDACTED]	
	Added date:	09/20/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	weekly	
	Comments:		
Implement	Percent Task Complete:		Tasks completed: 0 of 1 (0%)

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 09/20/2013
	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 using various methods of short cycle assessments including PIA, Glencoe, teacher-made assessments to identify key standards for mastery and reinforcement.
Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	Teachers are using various methods of short cycle assessments including PIA, Glencoe, teacher-made assessments to identify key standards for mastery and reinforcement. Pre-assessments are created prior to the unit according backwards planning design. Each unit include a pre and post assessment and interim unit short-cycle assessment. Administrators also review the interim and short cycle assessments.
	Target Date:	06/30/2014
	Tasks:	
	1. Teachers are regularly reviewing results of interim assessments.	
	Assigned to:	[REDACTED]
	Added date:	09/20/2013
	Target Completion Date:	06/30/2014
	Frequency:	twice monthly
	Comments:	
	2. Teachers create assessments prior to each unit and administrators review each assessment and learning map of standards.	
	Assigned to:	[REDACTED]
	Added date:	09/20/2013
	Target Completion Date:	06/30/2014
	Frequency:	four times a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

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 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/20/2013	
	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:	Special Education teachers plan weekly with general education teachers. Ongoing interventions are built into the schedule for SpEd students such as Read 180 and Plato. At elementary levels, students are receiving approximately 2.5 hours of intervention support through Foundations and Just Words with small group instruction	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will use data from various assessments to identify targeted standards for re-teach. Teachers will also use the data to identify students targeted to move proficiency bands. Individual learning plans will be developed for students with strategies and targeted interventions identified to increase achievement. Teachers and administrators will discuss the progress of identified students in bi-weekly data meetings.	
	Target Date:	06/30/2014	
	Tasks:		
		1. Teachers will use data from various assessments to identify targeted standards for re-teach. Teachers will also use the data to identify students targeted to move proficiency bands. Individual learning plans will be developed for students with strategies and targeted interventions identified to increase achievement. Teachers and administrators will discuss the progress of identified students in bi-weekly data meetings.	
		Assigned to:	[REDACTED]
		Added date:	10/30/2013
		Target Completion Date:	06/30/2013
		Comments:	10/28 - Teachers updated individual learning plans for students.
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator **IIIA17 - All teachers re-teach when necessary. (126)**

Status Tasks completed: 0 of 1 (0%)

Assessment	Level of Development:	Initial: Limited Development 09/20/2013	
	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 regularly review standard-level data to prepare re-teach plans.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers regularly review standard-level data to prepare re-teach plans. Re-teaching should be happening on a daily basis during the 30-minute intervention block but formal re-teaching plans will be submitted to the ALT on a bi-weekly basis. The ALT is also planning to incorporate blended learning programs (Lexia, Plato, First in Math, iReady etc.) to reinforce key skills.	
	Target Date:	06/30/2014	
	Tasks:		
		1. Teachers will create and implement formal re-teach plans on a bi-weekly basis. Re-teach plans are reviewed and observed by administrators.	
		Assigned to:	[REDACTED]
		Added date:	09/20/2013
		Target Completion Date:	06/30/2014
		Frequency:	twice monthly
		Comments:	10/29 - This week teachers submitted re-teach plans to administration.
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (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 1 (0%)

Assessment	Level of Development:	Initial: Limited Development 09/20/2013	
	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:	There are multiple services in place for students who need additional socio emotional supports like Art Therapy, Ramapo and First Home Care.	

Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>There are multiple services in place for students who need additional socio-emotional supports like Art Therapy, Ramapo, First Home Care and the Georgia Avenue Collaborative.</p> <p>First Home Care is a wrap around program that provides regular intake and counseling supports for students. The school has a full time First Home Care Counselor working on-site.</p> <p>Art Therapy-3 days a week; Currently, the Art Therapist works with about 30 Special Education students on a rotating basis.</p> <p>Ramapo is a group that works directly with teachers to give them strategies on working with students to provide socio-emotional supports. Ramapo observes teachers and provide coaching on how to manage students' needs.</p> <p>The Georgia Avenue Collaborative works with Whittier to support students who are truant. The Collaborative also work closely with students and families to provide the necessary supports for students to be successful socially and academically.</p>	

	Target Date:	06/30/2014	
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Tasks:

1. There are multiple services in place for students who need additional socio-emotional supports like Art Therapy, Ramapo, First Home Care and the Georgia Avenue Collaborative. First Home Care is a wrap around program that provides regular intake and counseling supports for students. The school has a full time First Home Care Counselor working on-site. Art Therapy-3 days a week; Currently, the Art Therapist works with about 30 Special Education students on a rotating basis. Ramapo is a group that works directly with teachers to give them strategies on working with students to provide socio-emotional supports. Ramapo observes teachers and provide coaching on how to manage students' needs. The Georgia Avenue Collaborative works with Whittier to support students who are truant. The Collaborative also work closely with students and families to provide the necessary supports for students to be successful socially and academically.

	Assigned to:	██████████
	Added date:	10/30/2013
	Target Completion Date:	06/30/2013
	Comments:	Ramapo visited the school on 10/23-10/25 to observe and coach teachers.
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)

Parent, School, and Community

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

Indicator IVD01 - Professional development programs for teachers include assistance in working effectively with parents. (1588)

Status Tasks completed: 0 of 1 (0%)

Assessment	Level of Development:	Initial: Limited Development 09/20/2013	
	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: Whittier has a core group of teachers (2) who receive direct professional development and training from the Flamboyant foundation on effective engagement strategies. These teachers then deliver the same professional development to the remainder of teachers after the session.

Plan	Assigned to:	██████████
	How it will look when fully met:	Whittier has a core group of teachers (2) who receive direct professional development and training from the Flamboyant foundation on effective engagement strategies. These teachers then deliver the same professional development to the remainder of teachers after the session.
	Target Date:	06/30/2014

Tasks:

1. Teachers deliver Flamboyant professional development to the remainder of teachers after each session

	Assigned to:	██████████
	Added date:	09/20/2013
	Target Completion Date:	06/30/2014
	Frequency:	monthly
	Comments:	

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)