

# 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

**Aiton ES** NCES - 110003000122

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

<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy. (36)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 04/12/2013
	Evidence:	Bi-Weekly Leadership Team Meetings Focused agenda items are created and discussed Team approach is used to complete tasks

<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings. (39)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 04/12/2013
	Evidence:	Agendas for teams (school discipline, PBIS, reading, math) Meetings from team meetings

<b>Indicator</b>	<b>ID05 - All teams maintain official minutes of their meetings. (40)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 04/12/2013
	Evidence:	Meeting Agendas and minutes are documented

<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 05/15/2013
	Evidence:	Agendas for meetings as well as meeting minutes. A meeting schedule created at the beginning of each year to calendar meetings well in advance of meeting date.

<b>Indicator</b>	<b>ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)</b>	
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<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 06/14/2013	
	Evidence:	Grade level structure and teams are complete and protocol for planning is in place	
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 1 of 2 (50%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 06/14/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Collaborative meetings, After-School Planning.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	When this objective is fully met it will yield different curriculum products for teachers and parents (criteria for success, long range curriculum planners, detailed teacher newsletters).	
	Target Date:	11/04/2013	
	<b>Tasks:</b>		
	1. Create a master schedule that provides at least 100 minutes of common planning time per grade level or instructional band (3rd-5th).		
	Assigned to:	[REDACTED]	
	Added date:	06/14/2013	
	Target Completion Date:	06/14/2013	
	Comments:	Evidence is completed Master Schedule for 2013-2014 SY.	
	<b>Task Completed:</b>	<b>06/14/2013</b>	
	2. Professional Development to train teachers how to analyze and use data to inform instruction.		
	Assigned to:	[REDACTED]	
	Added date:	06/14/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	twice monthly	
	Comments:	Using data from short cycle assessments, PIA, TRC and DIBELS to discuss student progress and scaffolding/re-teaching strategies employed.	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 2 (50%)	

<b>Indicator</b>	<b>ID14 - A School Community Council consisting of the principal, parent facilitator, social worker or counselor, and parents oversees family-school relationships and the "curriculum of the home." (49)</b>		
<b>Status</b>	Tasks completed: 1 of 3 (33%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/12/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently we have held Family Math and Family Reading Nights for parents to introduce the curriculum. These nights were developed by staff work groups.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Parents will know the content that students are learning per unit in math and english/language arts	
	Target Date:	06/30/2014	
	<b>Tasks:</b>		
	1. Periodic curriculum nights will be established to provide parents with support in the instruction that students are receiving at the time. Special performances and student recognition will be incorporated into the night as well.		
	Assigned to:	[REDACTED]	
	Added date:	04/12/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	four times a year	
	Comments:	Agendas Sign-In Sheets for event	
	<b>Task Completed:</b>	<b>01/15/2013</b>	
	2. Create curriculum one-sheeter of focus indicators per grade level for parents.		
	Assigned to:	[REDACTED]	
	Added date:	04/12/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	four times a year	
	Comments:		
	3. Include a "Healthy Living" in the newsletter with strategies and tips for parents to help them address anger and coping skills with children.		
	Assigned to:	[REDACTED]	
	Added date:	04/12/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	monthly	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 3 (33%)	

## School Leadership and Decision Making

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

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Objective Met</b> 4/18/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/30/2013	
		<b>Objective Met</b> - 04/18/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	School vision and comprehensive school goals are communicated multiple times throughout the year (beginning, after winter break) via email, PTA meetings, parent newsletter, collaborative teaching sessions, and monthly staff meetings.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	All stakeholders (staff, students, parents) can articulate school ELA and Math Goals for the year. They will also be able to describe the focus for our children and can speak to it in terms of "unpacking" what it means. Posted throughout the school and included in newsletters and articulated in all school-wide events.	
	Target Date:	06/30/2014	
	<b>Tasks:</b>		
	1. After establishing relationships with all stakeholders, the principal will develop an advisory committee to create a shared vision, mission and goals.		
	Assigned to:	[REDACTED]	
	Added date:	01/30/2013	
	Target Completion Date:	06/30/2014	
	Comments:		
	<b>Task Completed:</b>	<b>01/15/2013</b>	
	2. Debrief with school staff during a staff meeting on how to "unpack" the school vision. Update on progress in written document.		
	Assigned to:	[REDACTED]	
	Added date:	03/15/2013	
	Target Completion Date:	02/28/2014	
	Frequency:	monthly	

		<p>Comments:</p>	<p>Vision Relevance to Our Work Are We There Yet?  AES is a union of learners made up of staff, families, students and neighborhood community partners. *Family Engagement  *Stakeholder Motivation  *Team Effort No- We are in the initial phases of family engagement and goal specific teaching and learning. Next steps:  Key focus on Teach Standards, Improve relationships with students and families  Our key focus is to provide children a world-class education that is relevant and rigorous so that they are successful.  *Teaching and Learning Framework  *Differentiated Instruction  *Systemic School-wide Interventions No- Building our content and pedagogy to improve instruction is our "big lift" over the next two years. Developing effective RTI and SST process is underway.  This success is measured by:  *Proficient Academic Performance *TRC  *PIA  *DC CAS  *Short Cycle Assessments No- Slow progress is made each advisory and data window. More PD is necessary to improve data analysis and how it will impact teacher instruction. We are open and reflective and that bodes well for the months to come.  This success is measured by:  *Positive Character/Positive Relationships *Office Referrals  *Adherence to Discipline Policy  *Following RESPECT Core Value No- We have come a long way with school culture in a short amount of time but we still have difficulty with student behavior.  This success is measured by:  *Passion for Learning *Student Engagement  *Truancy  *Staff Morale  *Goal Oriented No- Student attendance is not where we want to be, however children generally enjoy school when they are here. Next steps- Improving PBIS, Improving first delivery of instruction. Staff morale seems to be above 80% positive.</p>
		<p>Task Completed:</p>	<p>01/15/2013</p>
		<p>3. Reiterate vision at parent meetings. Professional Development on buy-in of a vision to solidify understanding of school vision for staff members at staff meetings. Written activities for staff to identify school actions aligned with school vision.</p>	
		<p>Assigned to:</p>	<p><span style="background-color: black; color: black;">[REDACTED]</span></p>
		<p>Added date:</p>	<p>03/15/2013</p>
		<p>Target Completion Date:</p>	<p>06/30/2014</p>
		<p>Frequency:</p>	<p>monthly</p>
		<p>Comments:</p>	<p>Discussion at Back To School Night: September 20, 2012 (Agenda)  Discussion at PTA meeting (4/17/13)  Discussion at ELA Night; Math Night  Information Sheet with student data goals and vision statement (4/18/13)</p>

		<b>Task Completed:</b>	04/18/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		4/18/2013
	Experience:		4/18/2013 Pursuit in this objective is conveying to adult stakeholders that the work is a process and aligns with our goals of reaching 50% proficiency in reading and math by 2018. Consistent discussions on growth model and clearly defining each year the progress expected to all stakeholders.
	Sustain:		4/18/2013 Building teacher capacity with communication of progress on comprehensive school goals in math and reading. Building student capacity with articulating school goals and initiating student goal-setting using data notebooks.
	Evidence:		4/18/2013 Artifacts:  Agendas PTA Meeting Minutes Informational Hand-Outs

<b>Indicator</b>	<b>IE05 - The principal participates actively with the school's teams. (56)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 02/01/2013
	Evidence:	I attend common planning times for grade levels and provided feedback. I meet twice a month with Academic Leadership Team.

<b>Indicator</b>	<b>IE06 - The principal keeps a focus on instructional improvement and student learning outcomes. (57)</b>		
<b>Status</b>	<b>Objective Met</b> 4/12/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/01/2013	
		<b>Objective Met</b> - 04/12/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Observation and feedback to teachers regarding TLF 2 or 3 teachers per week. IMPACT observations with recommendations for improvement. Staff meetings that focus on professional development centered on teaching and learning. Principal emails that focus on instructional strategies.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Student academic performance will show increase/growth. School goals will be achieved. Average teacher TLF scores will be 2.5 or higher.	
	Target Date:	05/01/2013	
	<b>Tasks:</b>		
	1. Analyze growth from BOY to MOY reading levels across grade levels and comparative analysis of PIA 1 and PIA 3.		
	Assigned to:	[REDACTED]	
	Added date:	02/01/2013	
	Target Completion Date:	03/15/2013	
	Comments:	Teachers analyzed PIA 1 and 3 data. Looked for growth on priority standards. Teachers created re-teach plans for focus indicators from PIA 3.	
	<b>Task Completed:</b>	<b>02/15/2013</b>	
	2. Provide teaching staff a copy of progress monitoring tool monthly that compiles PIA, TRC and Report Card data for students in grades 2-5.		
	Assigned to:	[REDACTED]	
	Added date:	02/15/2013	
	Target Completion Date:	03/15/2013	
	Comments:	Provided during Professional Development Meeting. Expectation communicated to review monthly and reflect on practices that yielded success.	

		<b>Task Completed:</b>	02/15/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		4/12/2013
	Experience:		4/12/2013 Staff meetings, PD after school hours and time during morning collaborative is used to support teachers in the pursuit of this objective.
	Sustain:		4/12/2013 Structured time to analyze data Use of strategies in instruction to improve student performance
	Evidence:		4/12/2013 Agendas Teacher Reflection Sheets Data Analysis Templates

<b>Indicator</b>	<b>IE07 - The principal monitors curriculum and classroom instruction regularly. (58)</b>		
<b>Status</b>			
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/01/2013	
	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:	Observation and feedback to two or three teachers per week. Monthly PD on upcoming units of instruction. Providing planning time for teachers prior to beginning of new units for long range planning.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Compile a calendar that shows observation in classrooms by principal and document feedback dates.	
	Target Date:	06/30/2014	
	<b>Tasks:</b>		
	1. Through instructional rounds the principal will share teach standards that trend throughout the building as a standard in need of teacher reflection and improvement monthly as well as share strategies for improved implementation in the classroom.		
	Assigned to:	[REDACTED]	
	Added date:	02/15/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	four times a year	
	Comments:	Form was presented in hard copy fashion and discussed during morning collaborative meetings.	
	<b>Task Completed:</b>	<b>03/15/2013</b>	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 1 (100%)	

<b>Indicator</b>	<b>IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 02/01/2013	
	Evidence:	Monthly calendar that highlights observation and feedback. Planning sessions with individual teachers. IMPACT cycles completed with conferencing.	

<b>Indicator</b>	<b>IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 02/01/2013	
	Evidence:	Feedback written and verbal to teachers on instruction. IMPACT observations with recommendations. Examples of strategies and practices to have quick turn-arounds with instructional practices.	

<b>Indicator</b>	<b>IE14 - The principal provides timely, clear, constructive feedback to teachers. (1676)</b>		
<b>Status</b>	Tasks completed: 1 of 2 (50%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/01/2013	
	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:	Timely feedback provided as best as possible with constraints of a single administrator and issues depending on the day. Feedback can be provided verbally or written. Scheduling is most important to be more efficient with timeliness of feedback.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Compile observation data and dates of feedback provided to teachers. Teacher survey regarding constructive feedback at the end of the third marking period.	
	Target Date:	06/10/2013	
	<b>Tasks:</b>		
	1. Provide feedback to teachers highlighting a "Quick Turn-around" adjustment to instruction and one additional piece of feedback per each informal observation.		
	Assigned to:	[REDACTED]	
	Added date:	04/18/2013	
	Target Completion Date:	05/10/2013	
	Frequency:	monthly	
	Comments:	See hard copies of feedback forms. Provided on 5/23/13 to the School Improvement Team.	
	<b>Task Completed:</b>	<b>05/15/2013</b>	
	2. Complete cycle 3 of Impact evaluations for teachers and support staff.		
	Assigned to:	[REDACTED]	
	Added date:	04/18/2013	
	Target Completion Date:	06/10/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 2 (50%)	

### School Leadership and Decision Making

#### Recruiting, evaluating, rewarding, and replacing staff

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

**Status** **Full Implementation**

**Assessment** Level of Development: Initial: **Full Implementation** 06/14/2013

Evidence:	The ALT has created a hiring team and created rigorous interview questions for different positions (Reading Specialist, Classroom Teacher, Para Educator, Art Teacher, Music Teacher, P.E. Teacher). The interview team committed hours after-school to interview potential candidates and attended 3 Job Fairs this year (2013) so far. Continuing this work is necessary so that all positions are filled by July 1, 2013.
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<b>Indicator</b>	<b>IG09 - The principal includes evaluation of student outcomes in teacher evaluation. (1672)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 06/14/2013
	Evidence:	TAS Goals are embedded in the teacher evaluation system (IMPACT). The scores for TAS Goals (Gold Data, Dibels, Reading TRC, Writing, Teacher-Made Math Assessments) are inputted in the IMPACT database before June 20, 2013.

**Curriculum, Assessment, and Instructional Planning**

**Engaging teachers in aligning instruction with standards and benchmarks**

<b>Indicator</b>	<b>IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)</b>		
<b>Status</b>	Tasks completed: 1 of 2 (50%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 06/14/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers currently plan using the DCPS scope and sequence and align mastery objectives to the Unit plans. Next steps are to meet monthly in level alike groups and long term plan for units.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Grade level teams or upper grade band (3, 4, and 5) will plan after school in order to create common assessment and/or review data that will be completed for each unit. Included will be criteria for success of standards to mastery for each unit of study. These common assessments will then be used to align weekly and daily lesson planning as well as reteaching.	
	Target Date:	06/30/2014	
	<b>Tasks:</b>		
		1. Develop an after school planning schedule for developing common assessments, unit planning and data review.	
	Assigned to:	[REDACTED]	
	Added date:	06/14/2013	

	Target Completion Date:	06/30/2014
	Comments:	
	2. Create an electronic folder to warehouse all long range plans for Pre-School to Grade 5 for viewing and modification.	
	Assigned to:	██████████
	Added date:	06/14/2013
	Target Completion Date:	09/02/2013
	Comments:	Currently we use the Dropbox folder to house instructional documents.
	<b>Task Completed:</b>	<b>09/15/2013</b>
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 2 (50%)

<b>Indicator</b>	<b>IIA02 - Units of instruction include standards-based objectives and criteria for mastery. (89)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 06/14/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(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:	Academic Leadership Team and teaching staff will need to set grade level criteria for success for mastery of standards for weekly instruction.	
<b>Plan</b>	Assigned to:	██████████	
	How it will look when fully met:	Using Math and ELA standards, the teachers will create weekly common assessments to determine mastery on weekly Math and ELA standards taught. The Leadership Team will monitor through reviewing documents electronically. We will use "Drop Box" or other electronic application to house documents.	
	Target Date:	06/30/2014	
	<b>Tasks:</b>		
	1. The Administrative Team will develop a plan for monitoring common assessments developed by teachers. The Administrative Team will also monitor the Dropbox to ensure fidelity.		
	Assigned to:	██████████	
	Added date:	06/14/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	weekly	
	Comments:		
	2. Create a monthly curriculum update in newsletter for parents which will include the criteria for success on ELA and Math standards for the month.		
	Assigned to:	██████████	
	Added date:	06/14/2013	
	Target Completion Date:	11/04/2013	

	Frequency:	monthly
	Comments:	Transfer actions from planning sessions to a monthly template created by [REDACTED] that will go home to all students according to their grade levels.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

## Curriculum, Assessment, and Instructional Planning

### Engaging teachers in assessing and monitoring student mastery

<b>Indicator</b>	<b>IIB05 - All teachers re-teach based on post-test results. (95)</b>		
<b>Status</b>	Tasks completed: 4 of 5 (80%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/25/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers regularly look at data after each PIA. Teachers are not regularly using this data to develop meaningful re-teach plans.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will complete and implement effective re-teach plans informed by paced interim assessment results.	
	Target Date:	06/30/2014	
	<b>Tasks:</b>		
	1. Teachers conduct item analysis from the Unit 4 paced interim assessment data in both English language arts and math		
	Assigned to:	[REDACTED]	
	Added date:	02/25/2013	
	Target Completion Date:	04/11/2014	
	Comments:	Task completed as evidence of data cycle plans constructed by each classroom teacher. Evidence also with submitted data cycle plans to Instructional Superintendent [REDACTED] on 2/6/13	
	<b>Task Completed:</b>	<b>04/18/2013</b>	
	2. Students will conduct item analysis of PIA in order to determine their own errors and misconceptions. Students will then redo those problems.		
	Assigned to:	[REDACTED]	
	Added date:	10/07/2013	
	Target Completion Date:	04/12/2013	
	Frequency:	four times a year	
	Comments:		
	3. Teachers identify learning objectives for re-teaching in the each instructional window		
	Assigned to:	[REDACTED]	

		Added date:	02/25/2013
		Target Completion Date:	06/30/2014
		Frequency:	four times a year
		Comments:	Task completed during PD day on 4/15/13 as evidence by re-teach plan.
		<b>Task Completed:</b>	<b>04/18/2013</b>
	4. Teachers develop re-teach plans and assessments/performance tasks for the identified learning objective for re-teach.		
		Assigned to:	██████████
		Added date:	02/25/2013
		Target Completion Date:	06/30/2014
		Frequency:	four times a year
		Comments:	Completed and shared during PD on 4/15/13> Evidence also from 2/6/13 provided to Instructional Superintendent ██████████
		<b>Task Completed:</b>	<b>04/18/2013</b>
	5. Teachers submit re-teach plans to the Academic Leadership team for review and feedback.		
		Assigned to:	██████████
		Added date:	02/25/2013
		Target Completion Date:	06/30/2014
		Frequency:	four times a year
		Comments:	Submission provided on 4/15/13
		<b>Task Completed:</b>	<b>04/18/2013</b>
<b>Implement</b>	Percent Task Complete:		Tasks completed: 4 of 5 (80%)

**Curriculum, Assessment, and Instructional Planning**

**Engaging teachers in differentiating and aligning learning activities**

<b>Indicator</b>	<b>IIC04 - All teachers, working in teams, differentiate and align learning activities with state standards. (1716)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/13/2013
	Evidence:	Teachers will collaboratively plan outside of the school day to ensure multi-modal instruction is pervasive in order to address the different learning styles of students. Using the curriculum scope and sequences, teachers will be able to identify instructional resources that will enhance scaffolding strategies for students.

**Curriculum, Assessment, and Instructional Planning**

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

<b>Indicator</b>	<b>IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)</b>	
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<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 05/15/2013
	Evidence:	Quarterly data presentations on Professional Development days throughout the school year. Re-teach plans created by each teacher quarterly. Data cycle meetings with the Instructional Coach.

<b>Indicator</b>	<b>IID09 - Instructional Teams use student learning data to plan instruction. (107)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 05/15/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers currently participate in data cycle meetings. Re-teach plans are created on a monthly basis using PIA data. Upgrades are to increase frequency and use of weekly formative assessments to inform instruction.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will compile a portfolio of weekly assessments given to students in ELA and Math. Student data will be analyzed bi-monthly. Data will be used to determine scaffolding and modifications for reteaching and weekly lesson plans.	
	Target Date:	06/30/2014	
	<b>Tasks:</b>		
	1. Compile weekly ELA and Math formative assessments to be analyzed by the Leadership Team with feedback to teachers. Huggins: Social Studies/Science, Walker: ELA, Rodney: Math.		
	Assigned to:	[REDACTED]	
	Added date:	05/15/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	weekly	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

### **Classroom Instruction**

#### **Expecting and monitoring sound instruction in a variety of modes**

<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/13/2013	
	Evidence:	The school utilizes weekly and daily lesson planning templates that guide in the development of standards-based lesson plans.	

<b>Indicator</b>	<b>IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)</b>		
<b>Status</b>	Tasks completed: 2 of 3 (67%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/13/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	School has purchased manipulatives for teachers to teach mathematics in a conceptual manner. Professional development was also provided to support differentiation in instructional delivery. Although teachers have begun to implement teaching procedures for prescriptive teaching, methods are not yet practiced school wide.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Math instruction will focus on the development of meaningful and rigorous learning stations focused on mastery of specific content identified as in need of development based on student data. The school will provide students with the opportunity to engage in a 90-minute mathematics and literacy learning sessions that includes opportunities for direct instruction, independent practice, and learning station instruction.	
	Target Date:	06/30/2014	
	<b>Tasks:</b>		
		1. Provide professional development sessions that will continue to guide teachers in strategic planning for literacy and mathemtaics instruction.	
		Assigned to:	[REDACTED]
		Added date:	03/13/2013
		Target Completion Date:	06/30/2014
		Frequency:	weekly
		Comments:	Evidence from PD Day 4/15/13 as well as on-going teach cycle PD during morning collaborative
		<b>Task Completed:</b>	<b>04/18/2013</b>
		2. Prepare and monitor teachers in the use of non-linguistic representations in instruction such as graphic organizers, flow charts, pictures, and graphs to create mental imagery for students.	
		Assigned to:	[REDACTED]
		Added date:	03/13/2013
		Target Completion Date:	04/30/2013
		Comments:	Included in teacher planning notes. Evidence by hard copies of documents
		<b>Task Completed:</b>	<b>06/30/2013</b>
		3. Teachers will utilize a leveled-reading system as a resource to improve fluency and comprehension at all grade levels.	

	Assigned to:	██████████
	Added date:	03/13/2013
	Target Completion Date:	06/30/2014
	Frequency:	weekly
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 2 of 3 (67%)

**Parent, School, and Community**

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

<b>Indicator</b>	<b>IVB02 - The school's Compact includes responsibilities (expectations) that communicate what parents can do to support their students' learning at home (curriculum of the home). (1540)</b>
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**Status** Tasks completed: 0 of 3 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 06/23/2013
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Aiton staff will work with Flamboyant coaches to develop and implement a school Compact with students, parents and teachers in establishing academic and behavioral expectations.

<b>Plan</b>	Assigned to:	██████████
	How it will look when fully met:	The school will provide information on enhancing learning at the home with specific activities that can be easily implemented by parents. Information will be updated on a regular basis and tethered to CCSS and reflect instruction in the classroom.
	Target Date:	06/30/2014

**Tasks:**

1. Collect a bank of ELA and math activities for parents to implement at home.

	Assigned to:	██████████
	Added date:	06/23/2013
	Target Completion Date:	06/30/2014
	Frequency:	monthly
	Comments:	

2. Schedule dates for home activity information to be sent via newsletter.

	Assigned to:	██████████
	Added date:	06/23/2013
	Target Completion Date:	06/30/2014
	Frequency:	monthly
	Comments:	

		3. Schedule home activity demonstration lessons for parents
		Assigned to: [REDACTED]
		Added date: 06/23/2013
		Target Completion Date: 01/31/2014
		Frequency: twice a year
		Comments:
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

### Parent, School, and Community

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

<b>Indicator</b>	<b>IVD01 - Professional development programs for teachers include assistance in working effectively with parents. (1588)</b>		
<b>Status</b>	<b>Objective Met</b> 5/15/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/12/2013	
		<b>Objective Met</b> - 05/15/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(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:	Current level of implementation is limited. Focus of majority of PD has been on instruction and instructional practice/strategies due to low teacher capacity. Many new teachers who have no teaching experience prior to this school year.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Full implementation will look like mutual respect and trust between teachers and families. The school will partner with families and share tools and information that will help families support student learning.	
	Target Date:	05/23/2014	
	<b>Tasks:</b>		
	1. Create a parent center where parents can discuss/meet with school and system personnel to problem-solve issues and provide training and assistance.		
	Assigned to:	[REDACTED]	
	Added date:	04/12/2013	
	Target Completion Date:	08/31/2012	
	Comments:	Ensure parent center is stocked with resources, literature, books and technology to support parents.	
	<b>Task Completed:</b>	<b>04/18/2013</b>	

	2. Teachers will create monthly newsletters, aprising parents of the content students will be learning each month in ELA and Math.
	Assigned to: [REDACTED]
	Added date: 04/12/2013
	Target Completion Date: 05/31/2013
	Frequency: monthly
	Comments: See hard copies of newsletters.
	<b>Task Completed:</b> 05/15/2013
	3. Apply for a partnership with the Flamboyant Foundation to improve family engagement. The focus of the partnership will be implementing home visits and academic parent meetings.
	Assigned to: [REDACTED]
	Added date: 04/12/2013
	Target Completion Date: 04/12/2013
	Comments: Aiton has been selected as a Flamboyant Foundation Partner for the 2013-2014 School Year. Application Paperwork and ensuing emails as evidence
	<b>Task Completed:</b> 04/18/2013
<b>Implement</b>	Percent Task Complete:
	Objective Met: 5/15/2013
	Experience: 5/15/2013 A collaborative effort from staff to ensure clear communication of learning objectives was necessary. Our 3 family curriculum nights were good bridges to opening up lines of communication.
	Sustain: 5/15/2013 Continued focus on communication of learning objectives for all students, meeting the yearly goals of the Flamboyant Foundation Partnership over the next two years (Home Visits, Academic Parent Teacher Meetings).
	Evidence: 5/15/2013 Photos of Parent Center Flyers for parent workshops Emails from Flamboyant partnership Teacher Newsletters Flyers and pictures from family curriculum nights