

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 27, 2013

Amidon-Bowen ES NCES - 110003000121

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	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)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 05/15/2013	
	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:	The school currently has a cross-functional and collaborative group to coordinate matters pertaining to family engagement matters. The team consists of the school Principal, social worker and teachers. Home visits are conducted by members of the leadership team. The social-emotional concerns are discussed and outreach strategies are developed. The school is seeking ways to develop more structure and resources for outreach.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The cross-functional parent engagement team will be able to provide school-based enrichment programs and establish improved referral conduits to community-based support organizations. The team will also be able to expand opportunities for home visitation and parent contact methods.	
	Target Date:	06/13/2013	
	Tasks:		
	1. Develop a system for tracking parent communication and home visits in order.		
	Assigned to:	[REDACTED]	
	Added date:	05/15/2013	
	Target Completion Date:	06/13/2013	
	Comments:		

		2. Establish a process for school-based collaboration on parent engagement and community outreach.
	Assigned to:	██████████
	Added date:	05/15/2013
	Target Completion Date:	06/14/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

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 Full Implementation

Assessment	Level of Development:	Initial: Full Implementation 01/10/2013
	Evidence:	<p>Amidon-Bowen has developed a structure with new school's mission and vision with an input from ALL stake holders. We are all working to become a high performing elementary school in Washington D.C. as measured by multiple means; we provide a rigorous, responsive, challenging, and joyous learning environment where every student will develop a love for learning, innate curiosity and be eager to fully participate in the learning process, and we exemplify exceptional teaching and learning practices in every classroom.</p> <p>At Amidon-Bowen Elementary School, students are accepted, appreciated, nurtured, and challenged according to their individual needs. Through their education at school, students gain the skills, strategies, and desire necessary for continued learning. They also develop a strong sense of responsibility for themselves and toward each other, their community, and the Earth's resources.</p> <p>At Amidon-Bowen Elementary School, staff uses various sources of data to drive instruction and promote individual growth. We foster collaboration among adults in service of our students. We align resources to support our students and their needs; foster their unique identities, and create and sustain a responsive, inclusive, diverse, safe, and welcoming school community.</p>

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

Status Full Implementation

Assessment	Level of Development:	Initial: Full Implementation 01/10/2013
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	Evidence:	<p>The principal participates and leads most of the teams. She is fully engaged in leading the Academic Leadership Team meetings, which take place every Monday except for 1st Monday of each month. She reviews the progress, monitors data and intervention implementations and discusses with team members the strategies and their outcomes. [REDACTED] also participates in all Local School Advisory Meetings that take place once a month. She meets regularly with community members to discuss and address their concerns and ideas for the school improvement.</p> <p>The principal runs monthly Staff meetings and most morning Professional developments for teachers.</p>
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Indicator	IE06 - The principal keeps a focus on instructional improvement and student learning outcomes. (57)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/10/2013

Evidence:

The principal works with teachers using Paced Interim Assessments during full day of professional development. After each interim, the teachers and the academic leadership team review the data and isolate the weakest areas. Then the teachers prepare a re-teach plan with re-assessment. The Academic Leadership Team reviews the plans and provides feedback to the teachers. The teachers re-teach the skill and re-assess the students to see whether their understanding has improved. The principal also regularly reviews progress-monitoring data for DIBELS and TRC. She works closely with the Literacy Consultant on creating reading intervention groups and monitors their progress. The principal also monitors teachers' implementation of the guided reading.

Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly. (58)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/10/2013	
		Objective Met - 04/11/2013	
	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:	<p>The principal monitors the classroom instruction regularly.</p> <p>However there is no curriculum in place fore ELA. The teachers create their lessons and units using the guided standards and the suggested map but each class looks different. The math teachers use EnVision Math curriculum that is aligned with Common Core Standards.</p> <p>The principal does not require the submission of the completed curriculum for reading. The principal though asks for completed unit assessments as well as complex texts used in the classrooms.</p>	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	DCPS Units will be implemented with fidelity to create ELA Curriculum. ELA curriculum will be calendared out and aligned with DCPS unit plans. Literacy work stations will be implemented a minimum of 3 times a week with a recommendation of 4 times a week. (Tuesday-Friday). This will be monitored through observations and walk throughs.	
	Target Date:	06/30/2014	
	Tasks:		

	1. During the unit planning meeting, we will adjust instruction according to data and write/edit curriculum for the next unit.
	Assigned to: [REDACTED]
	Added date: 01/10/2013
	Target Completion Date: 06/30/2014
	Frequency: twice weekly
	Comments:
	2. Teachers submit unit plans for upcoming unit a week in advance. Feedback is given within that week from IC.
	Assigned to: [REDACTED]
	Added date: 01/10/2013
	Target Completion Date: 06/30/2014
	Frequency: four times a year
	Comments:
	3. Monitoring implementation of unit through walk throughs on average once a week in every classroom.
	Assigned to: [REDACTED]
	Added date: 01/10/2013
	Target Completion Date: 06/30/2014
	Comments:
	4. After each PIA, we will have a BCR retreat to analyze data, provide feedback and create re-teach plans.
	Assigned to: [REDACTED]
	Added date: 11/25/2013
	Target Completion Date: 06/30/2014
	Frequency: four times a year

		Comments:	
Implement	Percent Task Complete:		
	Objective Met:		4/11/2013
	Experience:		4/11/2013 The first two tasks were straight forward and lead during morning PDs by the Lead Teacher, [REDACTED]. The last one is an on-going practice that is developing throughout the year.
	Sustain:		4/11/2013 The ALT continues to hold team data review teams at the end of each benchmark. The principal and Literacy Consultant review TRC and DIBELS progress monitoring data every two weeks and meet with teachers to discuss their Guided Reading groups and strategies taught. The above meetings and planning times need to continue throughout the year to show effect.
	Evidence:		4/11/2013 1. Morning PD Attendance Spreadsheet 2. Agenda and Sign-in sheet from Data Review and Calibrations 3. Re-teach plans

Indicator	IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)		
Status	Full Implementation		
Assessment	Level of Development:		Initial: Full Implementation 01/10/2013
	Evidence:		The Principal provides Professional Development 2-3 times a week and participates in PDs with the teachers. She regularly observes teachers and at times co-plans, co-teaches and debriefs the lessons. She uses an application on iPad "Walk-through" to submit quick feedback to teachers.

Indicator	IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/10/2013
	Evidence:	<p>The principal observes and regularly provides feedback to staff. Based on the observation, she and the instructional coach develop a plan to support teachers in their areas of improvement.</p> <p>Each quarter, the principal reviews the needs and suggestions from teachers and plans accordingly with their input.</p> <p>The Principal provides an informal feedback in all formats, written, oral and anecdotal.</p> <p>In response to the needs, she prepares morning PD to support teachers' growth. Each Teacher participates in self chosen book club that supports their professional growth.</p>

Indicator	IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (61)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/10/2013
	Evidence:	The principal celebrates the success regularly. She celebrates every month a students who read the highest number of books on their reading level or above, a teacher that has gone above and beyond in working with students, classes that had perfect attendance, highest improvement rates on the benchmark assessments, etc.

Indicator	IE14 - The principal provides timely, clear, constructive feedback to teachers. (1676)	
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Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/10/2013
	Evidence:	The principal provides constructive feedback regularly focusing on an area that teacher can improve on right away as well as on the long-term goals.

Indicator	IE16 - There is an established procedure for documenting the evaluation process. (1675)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/10/2013
	Evidence:	IMPACT

School Leadership and Decision Making

Recruiting, evaluating, rewarding, and replacing staff

Indicator	IG12 - The LEA/School assesses the evaluation process periodically to gauge its quality and utility. (1678)	
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Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 06/14/2013	
	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:	The school's leadership team utilizes observations and IMPACT evaluations to assess areas of instructional strength and challenges. The Principal uses the walk-through format to provides information for teacher feedback in specific areas of growth needs.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The Academic Leadership Team will consistently complete scheduled classroom observations to gather qualitative information on instructional delivery. The team will debrief over the findings and provide feedback to the teachers. Both IMPACT scores and follow-up observations will serve to evaluate the process and compare to the evidenced-based Bembridge model.	
	Target Date:	08/30/2013	
	Tasks:		
	1. The ALT will schedule meetings bi-monthly meetings to review and discuss the application teacher evaluation methods.		
	Assigned to:	[REDACTED]	
	Added date:	06/15/2013	
	Target Completion Date:	09/26/2013	
	Comments:		

		2. The Principal will meet with DCPS master educators to enhance understanding of the IMPACT rubric and improve fidelity to the process.
		Assigned to: [REDACTED]
		Added date: 06/15/2013
		Target Completion Date: 10/25/2013
		Comments:
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

Curriculum, Assessment, and Instructional Planning

Engaging teachers in differentiating and aligning learning activities

Indicator IIC02 - Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves. (97)

Status Tasks completed: 0 of 4 (0%)

Assessment	Level of Development:	Initial: Limited Development 06/14/2013
	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:	The school's collaborative focus is for teachers to develop an in-depth understanding of the ELA learning process and gain a conceptual understanding of mathematics. Although there has been significant progress as shown by teacher deliverables and student progress, teachers continue to need guidance in implementing standards-based instruction and adhere to the format of the literacy and math blocks with fidelity.

Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	Once fully implemented teachers will be able to determine the needs of the students through the data and create literacy and math work stations that meet the needs of the students. Instruction in centers will include standards based objectives,
	Target Date:	06/30/2014

Tasks:

		1. Schedule common planning time to support grade-level/departmental teaming.
		Assigned to: [REDACTED]
		Added date: 06/15/2013
		Target Completion Date: 06/28/2013
		Comments:
		2. Schedule professional development sessions to assist teachers in implementing effective literacy and math stations including planning and activities.
		Assigned to: [REDACTED]
		Added date: 06/15/2013

		Target Completion Date:	06/30/2014
		Frequency:	monthly
		Comments:	
	3. Develop templates and guiding documents to assist teachers creating effective literacy and math stations.		
		Assigned to:	██████████
		Added date:	06/15/2013
		Target Completion Date:	06/30/2014
		Frequency:	four times a year
		Comments:	
	4. Focused follow up will be provided for teachers to ensure they are implementing literacy and math stations effectively and with fidelity.		
		Assigned to:	██████████
		Added date:	11/25/2013
		Target Completion Date:	06/30/2014
		Frequency:	twice monthly
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	

Indicator	IIC03 - Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (98)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 06/14/2013	
	Evidence:	The school utilized funds to develop a leveled reading library for the school's guided reading effort and resources for the Responsive Classroom initiative. Materials are organized for professional development and instruction. School and classroom libraries are well-organized and there is a system for checking out materials by school staff.	

Indicator	IIC04 - All teachers, working in teams, differentiate and align learning activities with state standards. (1716)		
Status	Tasks completed: 1 of 3 (33%)		
Assessment	Level of Development:	Initial: Limited Development 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:	The focus for teachers is to gain understanding of deep conceptual understanding of math and best practices for ELA instruction. Teachers are currently implementing the first steps of backwards mapping. We are planning the next step of project-based learning to be introduced in 2013-2014.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Develop an RTI model implemented within a three-tiered framework. Application focuses on delivering academic intervention and supplemental services in an effort to augment the general curriculum. Instructional assistance provided according to the screening data and tailored to the needs of the students.	
	Target Date:	06/13/2013	
	Tasks:		
	1. Identify students receiving services in each RTI tier using a variety of data sets.		
	Assigned to:	[REDACTED]	
	Added date:	03/13/2013	
	Target Completion Date:	06/13/2013	
	Comments:	All RTI groups have been created by 10/15. The students have been assigned to one to one tutoring, and BURST small group instruction.	
	Task Completed:	10/16/2013	
	2. Implement collaborative learning and grouping modules.		
	Assigned to:	[REDACTED]	
	Added date:	03/13/2013	
	Target Completion Date:	06/13/2013	
	Comments:		
	3. Progress monitor the students and shift according to needs.		
	Assigned to:	[REDACTED]	
	Added date:	11/25/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	four times a year	

	Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 3 (33%)

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 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 04/15/2013	
	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:	The Academic Leadership Team and and Local School Advisory Team regularly uses/reviews data to generate focus for the upcoming trainings, CLS, ILC, etc. Progress monitoring occurs every ten days that includes reassessment of BURST students using data (15 BURST Group) to inform interventions and guidance of teachers.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The progress monitoring system will function as a tool to provide a school with an understanding of targets expected. Marker variables will be examined quarterly and will allow for efficient and effective root cause analysis administered within short increments. The monitoring format will be administered repeatedly and use multiple data points to facilitate the triangulation of the data for an in-depth understanding of student, teacher, and intervention performance factors. In regards to student outcome data, grade-level teams effectively utilize the progress monitoring system and in turn, will be provided with information that showcases performance by different subgroups.	
	Target Date:	06/14/2013	

Tasks:

	1. Develop a calendar for scheduling of Collaborative Learning Cycles (CLC) and Individual Learning Cycles (ILC).		
	Assigned to:	[REDACTED]	
	Added date:	04/15/2013	
	Target Completion Date:	05/31/2013	
	Comments:		

	2. Create and utilize process documents to assist with data analysis and lesson plan development.
	Assigned to: [REDACTED]
	Added date: 04/15/2013
	Target Completion Date: 05/31/2013
	Comments:
	3. Provide professional development to teachers on utilizing data systems and developing data-informed lesson plans.
	Assigned to: [REDACTED]
	Added date: 04/15/2013
	Target Completion Date: 05/31/2013
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 3 (0%)

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 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:	Teachers are tracking student scores through system of progress monitoring. However, differentiation of instructional delivery through guided learning groups and workstations in response to data are inconsistently implemented.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Couched within a school's collaborative emergent-intervention milieu will be a highly-structured and formalized data processing mechanism to collect, disaggregate, and analyze data from all aspects of outcome data, mainly academic performance and behavior. An accurate interpretation of this data will become that mechanism that supports the employment of any multi-tiered student support model that provides prescriptive strategies and interventions for academic enhancement.	
	Target Date:	04/26/2013	
	Tasks:		
	1. Implementation of reading and language intervention modules.		
	Assigned to:	[REDACTED]	
	Added date:	03/13/2013	

		Target Completion Date:	05/24/2013
		Comments:	
	2. Provide professional development on Implementing math fluency strategies		
		Assigned to:	██████████
		Added date:	03/13/2013
		Target Completion Date:	05/16/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Indicator	IIIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (142)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 06/14/2013	
	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 school has utilized Title I and SIG funds to provide training on the Responsive Classroom program. teachers were provided with professional development opportunities and have individuals within the faculty to turn-key teacher development and implementation of the program. The program was chosen to provide a structure to assist teachers in developing a classroom context that is conducive to learning and socio-emotional development.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>The school will implement evidenced-based strategies that bring together social and academic learning throughout the school day. Every classroom will implement the morning meeting where the whole class gathers each to greet one another, share news, and warm up for the day ahead. Teachers will utilize interactive modeling to teaching children to notice and internalize expected behaviors through a proven modeling techniques. Consistently applied positive teacher language will provide appropriate words and tone to promote active learning and self-discipline. Universally applied logical consequences will be used by teachers in responding to misbehavior in a way that encourages students to learn self-redirection and reinforce positive behavior.</p> <p>Logical Consequences—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity</p> <ul style="list-style-type: none"> • Guided Discovery—introducing materials using a format that encourages creativity and responsibility 	
	Target Date:	08/23/2013	
	Tasks:		
	1. Provide reinforcement of Responsive Classroom strategy application through professional development.		
	Assigned to:	[REDACTED]	
	Added date:	06/15/2013	
	Target Completion Date:	06/14/2013	

		Comments:	
		2. Create (purchase) a Responsive Classroom library for teachers to use as resources for planning.	
		Assigned to:	██████████
		Added date:	06/15/2013
		Target Completion Date:	06/28/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Parent, School, and Community

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

Indicator	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)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 06/14/2013
	Evidence:	The school utilizes several modes of communication to inform parents of school academic expectations. Math and literacy nights are provided for students to engage in additional learning and demonstrate to parents different activities that can be implemented at home for learning enhancement. The Principal facilitates book students for parents in order to assist them in their understanding of the learning process, improve parenting skills, and provide guidance for at-home learning. Amidon-Bowen also provides parents with academic learning materials for home use and homework packets for reinforcement of ELA and math fluency.

Parent, School, and Community

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

Indicator	IVD03 - The school builds capacity around development and implementation of effective, academically-focused family and community engagement, particularly for students with disabilities and ELLs and their families. (2949)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 05/15/2013

	Evidence:	<p>The Academic Leadership Team facilitated meetings with parents from each grade level during the school year to discuss educational expectations, ELA curriculum, students/parents expectations and resources.</p> <p>The classroom teachers facilitate meetings with parents to discuss academic scope and sequencing and reading/writing expectations for each student. In February, the Academic Leadership Team implemented a series of activities for 5th grade students and their parents to assist in understanding middle school expectations and resources.</p> <p>Parents are also provided opportunities to participate in book studies focusing on academic enrichment and parenting skills.</p>
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