

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 14, 2013

Ballou HS NCES - 110003000084

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 16 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 08/30/2013	
	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:	Currently, we have quarterly partnership meetings with organizations that provide various resources and supports for our students and their families. However, parents and students generally do not attend these meetings. We have an established school-home compact, however this document is not taken serious—nor is it reviewed and referenced throughout the school year. We do not have a school community council. Need to incorporate the PTSA, the LSAT, and other known parent groups, as currently do not have a strong voice in school environment. The LSAT and PTSA are underutilized with low attendance from all relevant stakeholders.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	All stakeholders are aware of, understand, and uphold their end of the agreement within the school compact. SCC will attend and participate in quarterly Community Partnership Meetings. There is an established School Community Council which meets quarterly to discuss current practices and progress in school goals. The goals of the PTSA are reflected in the school council. Council meets consistently and productively and provides feedback regarding school initiatives. Stakeholders are informed of school activities via local media outlets and social media. Information about activities disseminated to church and community groups.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Introduce and review the school compact with the community		
	Assigned to:	[REDACTED]	
	Added date:	08/30/2013	
	Target Completion Date:	09/25/2013	
	Comments:	Introduce and review the school compact with the community at Back to School Night.	
	2. Establish preliminary schedule of meetings		
	Assigned to:	[REDACTED]	

		Added date:	08/31/2013
		Target Completion Date:	09/06/2013
		Comments:	██████████ will organize a schedule of preliminary meetings that will support the creation and organization of the council.
	3. Establish a School Community Council		
		Assigned to:	██████████
		Added date:	08/31/2013
		Target Completion Date:	10/31/2013
		Comments:	██████████ will solicit parents, staff, and community members for their participation in the SCC, with the majority of the participants being parents.
	4. SCC Kick-Off Meeting – Breakfast with Branch		
		Assigned to:	██████████
		Added date:	08/31/2013
		Target Completion Date:	10/04/2013
		Comments:	
	5. Survey SCC members for convenient meeting times		
		Assigned to:	██████████
		Added date:	08/31/2013
		Target Completion Date:	10/04/2013
		Comments:	At the Kick-Off Meeting, SCC members will complete a short survey to determine the most appropriate days and times to hold meetings.
	6. Create a SCC meeting schedule		
		Assigned to:	██████████
		Added date:	08/31/2013
		Target Completion Date:	10/11/2013
		Comments:	
	7. Establish a constitution, by-laws, goals, and outcomes		
		Assigned to:	School Community Council
		Added date:	08/31/2013
		Target Completion Date:	10/25/2013
		Comments:	
	8. Introduce SCC to school community		
		Assigned to:	██████████
		Added date:	08/31/2013
		Target Completion Date:	10/30/2013
		Comments:	██████████ and ██████████ will introduce the council to the staff during the October staff meeting.
	9. Introduce SCC to community partners		
		Assigned to:	██████████
		Added date:	08/31/2013

		Target Completion Date:	12/20/2013
		Comments:	██████████ and ██████████ will introduce the council to community partners during the 2nd Quarterly Community Partners Meeting in December.
	10. Create a quarterly newsletter to issue to parents and stakeholders that provides information about school activities, goals, and policy.		
		Assigned to:	School Community Council
		Added date:	08/31/2013
		Target Completion Date:	06/30/2014
		Frequency:	four times a year
		Comments:	It can also encourage parents to participate in parental activities sponsored by the school.
	11. Have monthly SCC meetings		
		Assigned to:	School Community Council
		Added date:	08/31/2013
		Target Completion Date:	06/30/2014
		Frequency:	monthly
		Comments:	
	12. Create a calendar of events and outreach aligned to SCC goals		
		Assigned to:	School Community Council
		Added date:	08/31/2013
		Target Completion Date:	10/31/2013
		Comments:	Events will include parent-child workshops on: parent-child relationships, routine of family life, supervision and expectations, understanding transcripts, adolescent behavior etc.
	13. Facilitate Town Hall Meetings to ensure stakeholder understanding, development, and adherence of school goals, resources, practices, and processes		
		Assigned to:	School Community Council
		Added date:	08/31/2013
		Target Completion Date:	06/30/2014
		Frequency:	twice a year
		Comments:	
	14. Reestablish "Parents as Partners" Training Program with Parent Information Resource Center (PIRC)		
		Assigned to:	██████████
		Added date:	08/31/2013
		Target Completion Date:	10/31/2013
		Comments:	
	15. Organize a Literacy/Math Family Night		
		Assigned to:	School Community Council
		Added date:	08/31/2013
		Target Completion Date:	01/31/2014

		Comments:	At this time, the council will: - share latest literacy and math goals with students/parents - Update parents on the common core state standards - Inform parents about the academic preparation of the PARCC high stakes testing
	16. Establish a Ballou stakeholder blog		
		Assigned to:	██████████ /School Community Council
		Added date:	08/31/2013
		Target Completion Date:	01/31/2014
		Comments:	Stakeholders are informed of school activities via local media outlets and social media. Information about activities disseminated to church and community groups. Contact media outlets and provide them with information for dissemination in a timely manner.
Implement	Percent Task Complete:		Tasks completed: 0 of 16 (0%)

School Leadership and Decision Making

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

Indicator	IE06 - The principal keeps a focus on instructional improvement and student learning outcomes. (57)		
Status	Tasks completed: 0 of 5 (0%)		
Assessment	Level of Development:	Initial: Limited Development 08/29/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	<p>Describe current level of development:</p>	<p>What is the current level of development or implementation for this indicator?</p> <p>The Academic Leadership Team (ALT), which includes school principal and assistant principals, as well as other staff members, created Ballou’s blueprint for instruction. The Ballou Instructional Handbook is a conglomerate of best practices and successful approaches, detailing how teaching and learning will operate at Ballou. Professional development has been planned to provide an overview of the manual. This handbook outlines a common way of instruction, which cultivates a common language and supports our common goals – and most importantly promotes high expectations throughout the school.</p> <p>Currently school leadership conduct classroom observations.</p> <p>Why isn’t it fully implemented?</p> <ul style="list-style-type: none"> • Instructional leadership is not highly visible in the classroom. • There is a lack of consistency throughout the school practices and therefore unreliable because of frequent changes in policy and new mandates. • Time management is issue with ALT members. • Teachers do not perceive leaders as always optimistic. They often feel as though this is an environment that is negatively charged specifically when addressing teaching staff and student outcomes. • There lies disconnect between congruence between words and actions. We say that we want to implement process; however the processes are too many, not assessed with fidelity or altered/aborted midway through the process.
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Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	<ul style="list-style-type: none"> • Principal will be viewed by all stakeholders as the instructional lead • Principal designees (APs and ALT members) will be empowered to identify, monitor and access instructional improvement and student learning outcomes. • ALT visit classrooms and provide informal feedback (Feedback correspondence) • Data drives all meetings (Meeting notes) • Stakeholders are knowledgeable of school goals and progress towards reaching the desired outcomes (Website, newsletter, mailings, etc) • All communication about school actions indicates the connection to instruction (Meeting agendas, website, newsletters, etc) • Data is used in all meetings (Meeting notes, agenda, next steps) • Teachers update grades at least bi-weekly (Engrade, STARS) • Departments have bi-weekly meeting to discuss instruction and outcomes (Meeting notes) • Conduct Team meetings for ATA and 2017 Academy focused on student instructional outcomes and barriers to students succeeding in the ABCs (Meeting notes) • Academic leadership teams are observing classes and providing meaningful feedback (feedback correspondence)
	Target Date:	06/20/2014
	Tasks:	
	1. Principal outlines instructional program for the school year	
	Assigned to:	[REDACTED]
	Added date:	08/29/2013
	Target Completion Date:	06/20/2014
	Comments:	<p>a) Principal and ALT review previous year's data and current instructional methods (ALT – Sept)</p> <p>b) SY 2013-2014 goals are established and communicated to relevant stakeholders (Principal – Sept)</p> <p>c) Principal identifies the members, roles and responsibilities of the academic leadership team in regards to mastering instructional goals and student outcomes (Principal – Sept)</p> <p>d) Weekly correspondence regarding instruction and student outcomes (Principal – ongoing)</p>

	2. Principal identifies and implements of school-wide data driven instruction
	Assigned to: [REDACTED]
	Added date: 08/29/2013
	Target Completion Date: 06/20/2014
	Comments: a) Provides all staff with Ballou Instructional Handbook ([REDACTED] – Aug) b) Coordinates Ballou Instructional Handbook professional development (ALT – August 2013) c) Conduct common departmental and team planning sessions focused on instructional improvement and student learning outcomes (ALT and Department Chairs) d) Conduct PDs on effective use of data in daily instructional practices (ALT – November)
	3. Principal accesses instructional improvement and student learning outcomes
	Assigned to: [REDACTED]
	Added date: 08/29/2013
	Target Completion Date: 06/20/2014
	Comments: a) Create and adhere to observation calendar (ALT – quarterly) b) Create and adhere to assessment calendar (ALT/Dept Chairs – quarterly) c) Review data meeting deliverables (ALT – On-going) d) ALT, Master Educators and Program Leads (TFA, TF, etc) meet to review instructor performance (Admin Team - Quarterly) e) Conduct student surveys regarding instructional improvement and student outcomes (ALT/Dept Chairs – quarterly)
	4. Principal celebrates instructional improvements and student learning outcomes
	Assigned to: [REDACTED]
	Added date: 08/29/2013
	Target Completion Date: 06/20/2014
	Comments: a) Create data communication (walls, newsletters, progress reports, etc) ([REDACTED] – every reporting cycle) b) Conduct timely On a Roll and Honor Roll Ceremonies [REDACTED] – quarterly) c) Student led data conversations (Teachers – every reporting cycle) d) Conduct teacher academic improvement celebrations (Admin Team - Monthly) e) Create a uniform system of tracking and reporting or progress toward departmental and school-wide goals ([REDACTED] - every reporting cycle)
	5. Principal reviews and revises instructional improvement and student learning outcomes as needed
	Assigned to: [REDACTED]

		Added date:	08/29/2013
		Target Completion Date:	06/20/2014
		Comments:	<ul style="list-style-type: none"> a) Stakeholders identify struggling teachers and students (All – on-going) b) Refer students to RTI/SST/IEP (Academy level leadership – on-going) c) Alter current OST planning to address academic areas of concern (██████ – on-going) d) Establish, implement and monitor teacher support plans based teacher failure rate (ALT – on-going)
Implement	Percent Task Complete:	Tasks completed:	0 of 5 (0%)

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator IF05 - Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)

Status Tasks completed: 0 of 6 (0%)

Assessment	Level of Development:	Initial: Limited Development 08/30/2013	
	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:	<p>Wise Ways Key Points – 6 phased functions of explicit teaching; essential elements of “Mastery Learning”; “Reciprocal Teaching”; “Comprehension Teaching”; teacher characteristics for gains</p> <ul style="list-style-type: none"> • Currently, we have the Ballou Instructional Manuel, which provides teachers with strategies for effective instruction and a rubric for assessing the effectiveness of their supportive learning environment. • While teachers do implement many of the effective strategies, implementation is not school wide or consistent. • Instructional Leaders are not always present or participate in professional developments which would encourage participation by staff members in PD initiatives. 	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>A. Teacher lesson plans reflect usage of the effective instructional practices such as those outlined in the Ballou Instructional Manual.</p> <p>B. Teacher agendas posted in the classroom reflects an effect use of instructional time.</p> <p>C. Teachers are using the self-assessment rubric provided in the Ballou Instructional Manual to reflect on instructional practices.</p> <p>E. Teachers are able to recognize and reduce behavior triggers that disrupt classroom instruction.</p> <p>F. Teachers give and receive peer feedback .</p> <p>G. Teachers assess themselves using the assessment tool at targeted times throughout the year.</p>	
	Target Date:	01/31/2014	
	Tasks:		
		1. Select several strategies and create PLC’s for the staff	
		Assigned to:	Academic Leadership Team
		Added date:	08/30/2013
		Target Completion Date:	09/30/2013
		Frequency:	twice a year

		Comments:	The PLC's are conducted in 6 week cycles, allowing 2 weeks in between cycles for preparation.
	2. Provide teachers with a finalized version of the Ballou Instructional Manual		
		Assigned to:	Academic Leadership Team
		Added date:	08/30/2013
		Target Completion Date:	10/31/2013
		Comments:	
	3. Establish a schedule for regular Kid Talks		
		Assigned to:	Academic Leadership Team
		Added date:	08/30/2013
		Target Completion Date:	09/30/2013
		Frequency:	four times a year
		Comments:	Teachers who teach the same students will have the opportunity to collaborate and discuss student successes and failures.
	4. Schedule and Facilitate Weekly Academy-Level Attendance Meetings		
		Assigned to:	OAR
		Added date:	08/30/2013
		Target Completion Date:	09/30/2013
		Frequency:	weekly
		Comments:	
	5. Demonstrate to teachers how to use data to assess their instructional practices.		
		Assigned to:	Academic Leadership Team
		Added date:	08/30/2013
		Target Completion Date:	01/31/2014
		Comments:	
	6. Create a calendar identifying school, district, and outside PD		
		Assigned to:	Academic Leadership Team
		Added date:	08/30/2013
		Target Completion Date:	01/31/2014
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 6 (0%)

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 04/03/2013
	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:	We have established Departmental Data Teams and Schoolwide Assessment Calendar.
Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	Department Chairs are facilitating data Team Meetings on a regular basis (biweekly). Teachers are discussing student data and differentiating instruction and creating re-teaching plans. We will need to see teacher plans, increases in student performance, meeting notes, and completed data team forms.
	Target Date:	06/30/2014
	Tasks:	
	2. Instructional teams will meet regularly to discuss data.	
	Assigned to:	[REDACTED]
	Added date:	05/30/2013
	Target Completion Date:	06/30/2014
	Frequency:	twice monthly
	Comments:	
	3. Hold monthly intervention "Check Ins", to monitor student progress and make necessary adjustments.	
	Assigned to:	[REDACTED]
	Added date:	05/30/2013
	Target Completion Date:	11/30/2014
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

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 6 (0%)		
Assessment	Level of Development:	Initial: Limited Development 05/30/2013	
	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, we look at SRI data to determine which students should be placed in READ 180 and Just Words. We have PIA Data Meetings and develop re-teaching plans. We review the prior year's DC CAS scores to determine where students are performing; how to group them; and where they need support. With any diagnostics given at the beginning of the school year, we would like teachers to share data with students and differentiate instruction in order to meet the individual needs of students. This is limited development because we are still in need of more resources to test all students using SRI assessment in a timely manner. We would like for all students to have taken a diagnostic test before they are scheduled.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	All students entering Ballou and current students will receive a diagnostic exam. We will know where all our students need support and we can group or place them in necessary intervention classes or interventions within class. Teachers will share data with students and differentiate instruction in order to meet the individual needs of students. Evidence will be SRI and in addition to mandated district assessments we will use subject diagnostic assessments.	
	Target Date:	09/30/2015	
	Tasks:		
	1. Create a pretest administration plan/schedule		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2013	
	Target Completion Date:	08/30/2013	
	Comments:		
	2. Create diagnostic assessments for each content area.		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2013	
	Target Completion Date:	08/30/2013	
	Comments:		
	3. Disseminate data and train departments on how to interpret the data		
	Assigned to:	[REDACTED]	

		Added date:	05/30/2013
		Target Completion Date:	09/30/2013
		Comments:	
	4. Leadership team will conduct department meeting reviews to ensure use of data to inform instructional decisions (I.e. lessons plans, small groups, differentiation)		
		Assigned to:	██████████
		Added date:	05/30/2013
		Target Completion Date:	10/30/2013
		Comments:	
	5. Leadership team will conduct department meeting reviews to ensure use of data to inform instructional decisions (I.e. lessons plans, small groups, differentiation)		
		Assigned to:	██████████
		Added date:	05/30/2013
		Target Completion Date:	10/30/2013
		Comments:	
	6. Administer assessments		
		Assigned to:	██████████
		Added date:	05/30/2013
		Target Completion Date:	09/30/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 6 (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: 1 of 7 (14%)		
Assessment	Level of Development:	Initial: Limited Development 08/29/2013	
	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 weekly academy-level attendance meetings, during which our chronic truant students are discussed and processed for additional support. In the past, action plans with concrete deliverables, were not created, implemented, or followed through. Given our high truancy population, we lack the staff to be able to effectively monitor and assess the impact of our efforts.	

We have partnerships with community based organizations that provide supports among different hubs such as family engagement, academics, health care, childcare, and college and career readiness. In the past, students have been passed off to the community partnership programs and there have not been collaborative follow-ups between the school and the partnerships to evaluate the effectiveness that the program has had on the student.

We have several social workers on staff that conduct groups. Given our large population of students with special needs, the Social Workers have the tendency to be overwhelmed, and their groups do not take precedent over providing students with their services.

We have regular staff vs. students games and contests to encourage engagement and school participation. However, staff participation is low because it is difficult to get teacher buy-in.

A team meets weekly to review students through the SST process. The follow-up and evaluation process of the success of the SST process is unclear. Additionally, we have focused more on intervention methods in the past, as opposed to prevention mentions.

We are a healthy foods school which mandates that we ensure all students are consuming healthy meals during school hours. We currently collect unhealthy foods and beverages upon students entering the building, and all students are provided with a free healthy, and balanced lunch. Not all staff members support this effort.

We have a large population of students that identify themselves as apart of the LGBTQ community. We have 3 school counselors who are trained to work with this population but due to other demands, the counselors have been unable to provide the proper supports to this population.

Plan	Assigned to:	



How it will look when fully met:		<p>This year, there is a clearly defined response-to-intervention system in use. It is clear who is provided which supports and at what time. Last year, our system was more crisis driven, and not as clearly planned out.</p> <p>Truancy rates will decrease throughout the school year by holding more meetings and doing more home visits to address truancy. Additionally, students with special needs who are truant will be placed on attendance plans, and when warranted, behavior goals will be added to their BIPs. This year we have devoted two new members to the attendance team to assist with home visits, and the creation of attendance plans to ensure that we have more man power to address our population.</p> <p>Students are participating in extracurricular activities and Saturday school. We will have more student participation this year due to the school wide incentive plan, as well as better communication of school programs to parents and students.</p> <p>We have regular staff vs. students' games and contests, which result in, increase student engagement and school participation. We will create a variety of activities this year for both staff and students which will range beyond just sports activities.</p> <p>Students who are unsuccessful with the SST process will begin to work with First Home Care. Additionally, students will be monitored to ensure that they do not need to go through the special education process. Last year we did not work First Home Care.</p> <p>Student grade level promotion will increase due to school being more engaging. Students will have more effective social, emotional and academic supports which will encourage school attendance and achievement.</p> <p>We will provide more counseling support to students. We have added 2 school counselors to our staff to ensure that students are receiving proper academic and social/emotional supports. In the past, school counselors have had large caseloads and were unable to provide the proper supports to students.</p>
Target Date:		06/20/2014
	Tasks:	
	1. Create a clearly defined response-to-intervention process, which is made clear to all stakeholders. [REDACTED] September 13, 2013.	
Assigned to:		[REDACTED]

		Added date:	08/29/2013
		Target Completion Date:	06/20/2014
		Frequency:	once a year
		Comments:	
	2. Create and distribute a highly active school calendar with ample engaging activities – [REDACTED] September 27, 2013.		
		Assigned to:	[REDACTED] n
		Added date:	08/29/2013
		Target Completion Date:	09/27/2013
		Frequency:	once a year
		Comments:	
	3. Establish a relationship with FHC		
		Assigned to:	[REDACTED]
		Added date:	08/29/2013
		Target Completion Date:	09/04/2013
		Comments:	We have established an official relationship with First Home Care (FHC). In addition to other services, we have a FHC representative providing daily support for students in and out of the school building.
		Task Completed:	08/26/2013
	4. Conduct weekly home visits – BEHAVIOR AND ATTENDANCE TEAMS		
		Assigned to:	[REDACTED]
		Added date:	08/29/2013
		Target Completion Date:	06/20/2014
		Frequency:	monthly
		Comments:	
	5. Students who do not qualify for special education services will be referred to first home care.		
		Assigned to:	[REDACTED]
		Added date:	08/29/2013
		Target Completion Date:	06/20/2014
		Frequency:	weekly
		Comments:	
	6. Ballou will implement a school-wide incentive program. Currently the 9th grade academy has implemented a time card and school store. We will acknowledge students who are "on a roll" through a school wide assembly and through other incentives based on the ABCs.		
		Assigned to:	[REDACTED]
		Added date:	08/29/2013
		Target Completion Date:	06/20/2014
		Frequency:	monthly

		Comments:	
		7. Social Workers and school counselors will implement groups to ensure that students' social/emotional needs are met.	
		Assigned to:	██████████
		Added date:	08/29/2013
		Target Completion Date:	06/20/2014
		Frequency:	twice monthly
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 7 (14%)	