

# Comprehensive Plan Report

Activity in the last 3 months

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.

January 17, 2014

**C.W. Harris ES** NCES - 110003000185

District of Columbia Public Schools

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>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/12/2013	
	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:	A leadership team structure remains from the last school year. However, meetings do not occur with regular consistency.  Not monitoring this standard this year.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	A leadership team meets on a regular basis to collaboratively develop strategic plans and implement action steps. The team meets at least bi-weekly to discuss status of school components and provide corrective action plans.	
	Target Date:	02/28/2014	
	<b>Tasks:</b>		
	1. Develop a meeting calendar to ensure collaboration on a consistent basis.		
	Assigned to:	[REDACTED]	
	Added date:	12/17/2013	
	Target Completion Date:	02/28/2014	
	Comments:		
	2. Develop meeting templates to guide the collaborative process and capture team action steps.		
	Assigned to:	leadership team	
	Added date:	12/17/2013	

		Target Completion Date:	12/27/2013
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed:	0 of 2 (0%)

<b>Indicator</b>	<b>ID03 - All teams operate with work plans for the year and specific work products to produce.(38)</b>		
------------------	---	--	--

<b>Status</b>	Tasks completed: 0 of 2 (0%)		
---------------	------------------------------	--	--

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/04/2013	
-------------------	-----------------------	--	--

	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:	Grade-level team leaders received planning materials (unit planning calendars, common core scope and sequence, lesson plans, ELA and math block guidance documents). K-2 grade levels reviewed planning materials. However, grades 3-5 teachers did not review collaboratively. Also, follow-up PD not yet provided.	
--	--	--	--

<b>Plan</b>	Assigned to:	[REDACTED]	
-------------	--------------	------------	--

	How it will look when fully met:	There will be a system of collaboration between grade-level and vertical-grade teams. These teams will work together on collaborative planning and lesson study. The teams will also meet on at least a monthly basis to analyze various data sets (home visits, attendance, behavior, student performance data). Teams will also collaborate on the sharing of best practices.	
--	----------------------------------	---	--

	Target Date:	05/30/2014	
--	--------------	------------	--

	<b>Tasks:</b>		
--	---------------	--	--

	1. Development of a collaborative meeting calendar (grade-level and vertical).		
--	--	--	--

	Assigned to:	[REDACTED]	
--	--------------	------------	--

	Added date:	11/04/2013	
--	-------------	------------	--

	Target Completion Date:	06/06/2014	
--	-------------------------	------------	--

	Frequency:	monthly	
--	------------	---------	--

	Comments:		
--	-----------	--	--

	2. Development of process documents to assist with planning, such as unit planning template, daily lesson planning template, data analysis capture sheets, RTI progress monitoring sheets.		
--	--	--	--

	Assigned to:	[REDACTED]	
--	--------------	------------	--

	Added date:	11/04/2013	
--	-------------	------------	--

	Target Completion Date:	12/20/2013	
--	-------------------------	------------	--

	Comments:		
--	-----------	--	--

<b>Implement</b>	Percent Task Complete:	Tasks completed:	0 of 2 (0%)
------------------	------------------------	------------------	-------------

<b>Indicator</b>	<b>ID05 - All teams maintain official minutes of their meetings.(40)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/12/2013	
	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:	Although collaborative teaming occurs, it has not been consistently or effectively implemented.  Not monitoring this indicator for SY2013-14.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teams will meet collaboratively in vertical and horizontal formats. Team leads/facilitators will be identified. Team meeting calendars and protocol will be developed.	
	Target Date:	02/13/2014	
	<b>Tasks:</b>		
	1. Meeting templates will be developed to guide collaborative discuss and maximize meeting time.		
	Assigned to:	[REDACTED]	
	Added date:	12/16/2013	
	Target Completion Date:	01/09/2014	
	Comments:		
	2. Develop monthly meeting calendar that reflects schedules of vertical planning sessions.		
	Assigned to:	[REDACTED]	
	Added date:	12/16/2013	
	Target Completion Date:	01/09/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

<b>Indicator</b>	<b>ID06 - The principal maintains a file of the agendas, work products, and minutes of all teams.(41)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/31/2013	
	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:	<p>The leadership team meets 2x month to discuss school performance and reviews various data sets (PIA, DIBELS, TRC), attendance, home visits (Flamboyan), behavioral. Sharing of ideas for scheduling, collaborative lesson planning, and interventions. Communicate through various mediums. Agendas produced for meetings. Communication provided through various team leads.</p> <p>Not monitoring this indicator for the SY2013-14.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	The leadership team will consistently meet, per schedule (calendar), monthly to review school performance data in relevant domains (learning, attendance, behavior, family engagement).	
	Target Date:	06/13/2014	
	<b>Tasks:</b>		
	1. Development of meeting agendas.		
	Assigned to:	[REDACTED]	
	Added date:	11/04/2013	
	Target Completion Date:	12/20/2013	
	Comments:		
	2. Calendar developed to communicate ALT meetings and support consistency.		
	Assigned to:	[REDACTED]	
	Added date:	11/04/2013	
	Target Completion Date:	12/20/2013	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

<b>Indicator</b>	<b>ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/12/2013	
	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:	<p>The Academic Leads currently reviews Paced Interim Assessment data. However, there have not been discussions with the team regarding observation data. Information is provided to the Instructional Coach regarding who is need of assistance based on observations.</p> <p>Not monitoring this indicator for the SY2013-14.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	The leadership team will meet on at least a monthly basis and review a variety of data sets to inform professional development needs. Data sets reviewed will be attendance, academic, behavioral, family engagement, and perception.	
	Target Date:	05/22/2014	
	<b>Tasks:</b>		
	2. Collaborate on the development of process documents for data analysis.		
	Assigned to:	[REDACTED]	
	Added date:	11/04/2013	
	Target Completion Date:	11/26/2013	
	Comments:		
	3. Develop schedule for grade-level and vertical collaboration teams to analyze and discuss data.		
	Assigned to:	[REDACTED]	
	Added date:	11/04/2013	
	Target Completion Date:	04/18/2014	
	Frequency:	monthly	
	Comments:		
	4. Develop and monitor progress monitoring schedule for DIBELS and TRC.		
	Assigned to:	[REDACTED]	
	Added date:	11/04/2013	
	Target Completion Date:	06/18/2014	
	Frequency:	monthly	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (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** Tasks completed: 0 of 3 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/06/2013	
	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 developed a mission statement and is accessible to school staff. However, the leadership team will need to revise to reflect current initiatives and programs for the upcoming year. Although the school's mission has been communicated to all stakeholders, the leadership team is planning to share in an in depth manner with families and community members.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	The ALT will review the mission and vision and develop a communication roll out plan.	
	Target Date:	06/13/2014	
	<b>Tasks:</b>		
		2. Identify methods for sharing the school's mission and vision to learning community stakeholders.	
		Assigned to:	Leadership Team
		Added date:	01/09/2014
		Target Completion Date:	05/15/2014
		Comments:	
		3. Develop activities for students, staff, and families in order to broaden understanding and reflection on the school's mission and vision.	
		Assigned to:	leadership Team
		Added date:	01/09/2014
		Target Completion Date:	04/17/2014
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

<b>Indicator</b>	<b>IE07 - The principal monitors curriculum and classroom instruction regularly.(58)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/14/2013	
	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:	<p>Currently, the school principal monitors classroom instruction according to the observation evaluation tool. There are also informal observations conducted to monitor instruction. There is a greater need for additional staffing to manage other high-priority programs at the school in order to provide more time for the principal to become more of an instructional leader.</p> <p>Not monitoring this indicator for the SY2013-14.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Instruction will be monitored regularly to assure fidelity of teaching processes and feedback given to teachers.	
	Target Date:	06/13/2014	
	<b>Tasks:</b>		
	2. Development of observation and feedback template to assist in the collection/sharing processes		
	Assigned to:	[REDACTED]	
	Added date:	11/04/2013	
	Target Completion Date:	05/16/2014	
	Comments:		
	3. Monthly meeting with school interventionists.		
	Assigned to:	[REDACTED]	
	Added date:	11/04/2013	
	Target Completion Date:	05/16/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

<b>Indicator</b>	<b>IE14 - The principal provides timely, clear, constructive feedback to teachers.(1676)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/12/2013	
	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:	<p>Currently teacher receives in-depth feedback through their evaluation system. However, higher frequency of feedback is necessary to move teacher practice on a greater scale. To increase frequency of instructional feedback, there needs to be a change in the budget structure for the upcoming school year. There must be additional personnel to handle other pertinent school matters such as special education, operations and extended day.</p> <p>Not monitoring this indicator for the SY2013-14.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will be provided feedback electronically through feedback templates and IMPACT database. The teachers will have feedback tailored to the Teach components in the IMPACT guidebooks.	
	Target Date:	06/13/2014	
	<b>Tasks:</b>		
	2. Development of observation collection template.		
	Assigned to:	[REDACTED]	
	Added date:	11/04/2013	
	Target Completion Date:	11/29/2013	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

## 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: 0 of 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/20/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers are provided with lesson planning templates and plan individually and in grade-level collaborative teams. Lesson planning tools include DCPS scope and sequence guides, DCPS lesson planning templates, and unit planning forms.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Each grade level will use DCPS provided scope and sequence to have tailored instructional units. Process documents will be provided to guide in the development of lesson planning: unit planning template, daily lesson plan template, scope/sequence capture sheets. Academic lessons will be crafted to utilize differentiated formats to reach the bandwidth of performance levels. The organization of curriculum will center around thematic units and provide integration of basic disciplines of reading, math, and science and facilitates the exploration of broad subject themes.	
	Target Date:	06/13/2014	
	<b>Tasks:</b>		
		2. Access to DCPS scope and sequence documents given to teachers.	
		Assigned to:	[REDACTED]
		Added date:	11/04/2013
		Target Completion Date:	05/16/2014
		Comments:	
		3. Professional development given to instructional staff on accessing and utilizing scope and sequence documents for planning and sustaining validity to the common core standards.	
		Assigned to:	[REDACTED]
		Added date:	11/04/2013
		Target Completion Date:	01/24/2014
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

## Curriculum, Assessment, and Instructional Planning

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

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

**Status** Tasks completed: 0 of 3 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/10/2014	
	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:	Instructional teams meet on a weekly basis for vertical collaboration to analyze a variety of student outcome data sets. The meetings are facilitated by the school's Data Coach. Guidance documents are utilized by teams to identify performance patterns, review progress monitoring, and sustain the fidelity of academic intervention programs. Data is also captured within student performance portfolio templates to provide guidance for SST teams.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	The school's collaborative mechanisms will provide teachers and administration with an opportunity to review systematic data points that can inform the development and implementation of prescriptive instructional initiatives. In addition, monitoring of formative data (student work, DIBELS, short-cycle assessments) will provide information about the school's achievement on short and long-term objective targets. Utilizing these data sources, grade-level teams will be able to generate a robust root cause analysis profile and develop sound reteaching plans. The information will also serve to inform the development of prescriptive instructional and behavioral services to students	
	Target Date:	06/19/2014	
	<b>Tasks:</b>		
	1. Professional development on data-driven lesson planning.		
	Assigned to:	[REDACTED]	
	Added date:	01/10/2014	
	Target Completion Date:	02/28/2014	
	Comments:		
	2. Development of instructional planning templates (scope/sequence, reteaching) to guide data-informed planning.		
	Assigned to:	[REDACTED]	
	Added date:	01/10/2014	
	Target Completion Date:	02/28/2014	
	Comments:		

	3. Templates for collaborative scoring of student work.	
	Assigned to:	██████████
	Added date:	01/10/2014
	Target Completion Date:	03/28/2014
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

<b>Indicator</b>	<b>IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/10/2014	
	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:	Instructional teams utilize BOY assessment data to determine beginning implementation of instructional intervention programs (Foundations Double Dose, Just Words, Read 180, System 44). The Student Support Team (SST) also utilizes a variety of data sets to guide intervention review, evaluation determination, and development of best practices. Data is reflected on the school's RTI data tool to help capture a diversity of data (attendance, DIBELS, TRC, BCR) and develop prescriptive interventions.	
<b>Plan</b>	Assigned to:	██████████	
	How it will look when fully met:	The accurate interpretation of data will become that mechanism that drives the employment of a multi-tiered student support model that provides prescriptive strategies and interventions for academic and behavioral enhancement. Instructional teams will collaborate on the application of lesson study, lesson planning, best practices, student assessment, and peer observation. Data is becomes the centerpiece for the school's RTI model and the main criteria for academic support. Teachers implement collaborative lesson study to develop multi-tier lesson plans that include differentiated activities (tier-specific), tier-specific /multi-tier cooperative grouping, and Tier 3 interventions for ELA and mathematics.	
	Target Date:	06/20/2014	
	<b>Tasks:</b>		
	1. Development of data tool that provides BOY and MOY outcome data.		
	Assigned to:	██████████	
	Added date:	01/10/2014	
	Target Completion Date:	03/28/2014	
	Comments:		

	2. Development of intervention planning documents to assist in student placement and monitoring fidelity.
	Assigned to: [REDACTED]
	Added date: 01/10/2014
	Target Completion Date: 03/28/2014
	Comments:
	3. Professional development on data-driven lesson planning/lesson study.
	Assigned to: [REDACTED]
	Added date: 01/10/2014
	Target Completion Date: 03/27/2014
	Comments:
<b>Implement</b>	Percent Task Complete: Tasks completed: 0 of 3 (0%)

<b>Indicator</b>	<b>IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)</b>		
<b>Status</b>	Tasks completed: 0 of 5 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 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:	<p>Data has become a large part of discussion within the school community. Guided reading is delivered through data use. Data also guides a multi-tiered intervention system informed by data student performance data. Although the school has grown in the use of data, there is a need for more variety in data analyzed for more prescriptive instructional delivery.</p> <p>Not monitoring this indicator for SY2013-14.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	In addition to monitoring student outcome data, the school's progress monitoring system will allow for the monitoring a school's performance over time. Process data points will communicate fidelity performance and provide relevant information to development of appropriate academic and behavioral interventions.	
	Target Date:	06/20/2014	
	<b>Tasks:</b>		
	3. Data Coach will complete a series of calendars reflecting data analysis sessions to assist teachers in analyzing data.		
	Assigned to:	[REDACTED]	

		Added date:	11/04/2013
		Target Completion Date:	06/13/2014
		Frequency:	monthly
		Comments:	
	4. Development and maintenance of school data walls to help frame discussions on various data points.		
		Assigned to:	██████████
		Added date:	11/04/2013
		Target Completion Date:	06/13/2014
		Comments:	
	5. Development and maintenance of a data wall containing attendance data to anchor discussions of attendance/truancy.		
		Assigned to:	██████████
		Added date:	11/04/2013
		Target Completion Date:	06/13/2014
		Frequency:	monthly
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 5 (0%)	

## Classroom Instruction

### Expecting and monitoring sound classroom management

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 6 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 06/15/2013	
	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 has hired new social worker and developed a Partnership with East of the River Collaborative to help those at risk for truancy. Although suspensions have decreased, there is a need to focus more on PBIS-type programming and providing systems for dealing with behavioral challenges.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	School faculty and staff have a developed understanding of the importance of comprehending the connection between healthy psychosocial development and high academic achievement. Teachers and staff will implement the school-wide disciplinary program and the school's positive behavior incentive system. Behavioral concerns will also be remedied through the school's cross-functional Student Support Team (SST) and Emotional Support Team. Collaboration with community partnerships and structured engagement with parents will enhance these support mechanisms.	
	Target Date:	06/13/2014	
	<b>Tasks:</b>		
		3. Develop a token reward system that will include incentives (viking bucks).	
		Assigned to:	[REDACTED]
		Added date:	11/04/2013
		Target Completion Date:	01/31/2014
		Comments:	
		4. Development of a school store for students to exchange reward slips (Viking Bucks) for prizes.	
		Assigned to:	[REDACTED]
		Added date:	11/04/2013
		Target Completion Date:	02/14/2014
		Comments:	
		5. Monthly meetings with the East River Street Collaborative.	
		Assigned to:	[REDACTED]
		Added date:	11/04/2013
		Target Completion Date:	03/28/2014

		Comments:	
		6. Calendar displaying Student Support Team meetings.	
		Assigned to:	██████████
		Added date:	11/04/2013
		Target Completion Date:	06/13/2014
		Frequency:	monthly
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed:	0 of 6 (0%)

## Parent, School, and Community

### Shared Leadership - Including parents on teams and in organizations relative to family-school relations

<b>Indicator</b>	<b>IVA01 - Parent representatives advise the School Leadership Team on matters related to family-school relations.(1553)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/04/2013	
	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:	<p>The school has a core group of Local School Advisory Team (LSAT) members. Parents from learning community attend meetings. Parent leads provided opportunity to attend District-facilitated training sessions. Team meets 2x/monthly. Members from the teaching community recently selected through union-guided process.</p> <p>Not monitoring this indicator for the SY2013-14.</p>	
<b>Plan</b>	Assigned to:	██████████	
	How it will look when fully met:	<p>The Local School Advisory Team (LSAT) is a group of elected and appointed members. The team will consist of parents, teachers, non-instructional school staff, and a community member, to advise the principal on matters that promote high expectations and high achievement for all students. The principal will meet with the Team at least once a month to discuss agenda items and topics that relate to the Comprehensive School Plan and the role and promoting high student achievement.</p>	
	Target Date:	06/06/2014	
	<b>Tasks:</b>		
	1. Development of meeting templates to capture discussion points and review pertinent issues.		
	Assigned to:	██████████	
	Added date:	11/04/2013	
	Target Completion Date:	11/29/2013	

		Comments:	
		2. Development of meeting templates to capture discussion points and review pertinent issues.	
		Assigned to:	██████████
		Added date:	11/04/2013
		Target Completion Date:	11/29/2013
		Comments:	
		3. Development of meeting templates to capture discussion points and review pertinent issues.	
		Assigned to:	██████████
		Added date:	11/04/2013
		Target Completion Date:	11/29/2013
		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**

**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**              Tasks completed: 0 of 3 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 05/17/2013	
	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 staff has been working to increase their capacity around developing academically focused family engagement through Flamboyan. However, due to the significant increase of students with disabilities it is imperative that a more comprehensive plan for engaging the families of these students.
--	--

**Plan**              Assigned to:              [REDACTED]

How it will look when fully met:	The school will refine engagement techniques to engage parents in a way that builds relationships and focuses on academic achievement. The school will utilize a home visit program focused on building relationships between teachers and families. In addition, Academic Parent Teacher Teams (APTT) to enhance for parent-teacher communication about student performance and parents’ roles in the learning process. During APTT meetings, teachers work with families to discuss foundational grade-level skills, review students’ progress on these skills, model activities parents can use at home to support mastery, and set an interim goal for each student’s progress. Special education classrooms will be included in this model. The parents of students receiving special education services will be informed of legal rights and responsibilities with regards to IEPs and services.
----------------------------------	--

Target Date:	05/16/2014
--------------	------------

**Tasks:**

3. Development of templates and documents to assist in planning and monitoring home visits and APTT sessions.

Assigned to:	[REDACTED]
--------------	------------

Added date:	01/10/2014
-------------	------------

Target Completion Date:	04/25/2014
-------------------------	------------

Comments:	
-----------	--

**Implement**      Percent Task Complete:              Tasks completed: 0 of 3 (0%)

**Parent, School, and Community**

**Connection - Providing opportunities for members of the school community to meet for purposes related to students' learning**

**Indicator IVE05 - The school provides additional instruction time for all teachers focused on effective instruction.(2953)**

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

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 06/15/2013	
	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:	<p>The school utilized funds at the beginning of the SY2012-13 school year to implement an extended day program to provide students with additional instructional time and activities to enhance reading skills.</p> <p>In an attempt to be more forward thinking about SY 2012-13 in terms of increased learning opportunities by ending the learning day at 5:00 instead of 3:00. The Academic Leadership Team will be refining the school schedule for next year by using the same funding sources. The planning will be focused maximizing time, planning, transition, setting instructional blocks to determine interventions.</p> <p>Not monitoring this indicator for the SY2013-14.</p>
--	---

<b>Plan</b>	Assigned to:	[REDACTED]
	How it will look when fully met:	Academic interventions will be provided throughout the day and during after school time. Proving What's Possible grants utilized for SY2013-14 in an effort to extend academic services until 5:00. The school program will be developed and monitored by the school's Extended Learning Coordinator. Instructional focus will be tethered to ELA and mathematics data in order to provide prescriptive services and enhance foundational academic skills.
	Target Date:	05/16/2014

**Tasks:**

3. Development of schedule for Extended Day program.

Assigned to:	[REDACTED]
Added date:	11/04/2013
Target Completion Date:	06/20/2014
Frequency:	monthly
Comments:	

4. Development of schedule for Extended Day program.

Assigned to:	[REDACTED]
Added date:	11/04/2013

		Target Completion Date:	06/20/2014
		Frequency:	monthly
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed:	0 of 4 (0%)

**Indicator**     **IVE06 - The LEA/School has allocated funds to support extended learning time, including innovative partnerships.(1706)**

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

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/04/2013	
	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>The school currently utilizes residual funding from the Proving What's Possible (PWP) grant to extend the learning opportunities for ELA and mathematics. Teachers and instructional assistants provide continued support with common core activities. However, instructional coverage has been inconsistent and classes lacking academic rigor. In addition, activities are not consistently prescriptive.</p> <p>Not monitoring this indicator for the SY2013-14.</p>
--	--

<b>Plan</b>	Assigned to:	██████████
-------------	--------------	------------

How it will look when fully met:	<p>The Extended Day Program provides a safe, enriching and rigors learning environment after school each day for grades PS-5. ELA and mathematics core curriculum standards are covered through rigors and prescriptive learning activities. There is consistent staff coverage for all classes. The extended day provides additional time for students to engage in ELA and mathematics instruction.</p>
----------------------------------	---

Target Date:	05/30/2014
--------------	------------

**Tasks:**

5. Develop Extended Day program teacher/staff schedule.	
---	--

Assigned to:	██████████
--------------	------------

Added date:	11/04/2013
-------------	------------

Target Completion Date:	11/15/2013
-------------------------	------------

Frequency:	monthly
------------	---------

Comments:	
-----------	--

6. Provide activity packet ideas to all Extended Day staff to sustain rigor and validity of standards.	
--	--

Assigned to:	██████████
--------------	------------

Added date:	11/04/2013
-------------	------------

Target Completion Date:	11/29/2013
-------------------------	------------

Frequency:	monthly
------------	---------

		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	