

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.

March 06, 2014

Center City PCS Petworth Campus NCES - 110007300395

Center City Public Charter Schools LEA Level

School Improvement Indicators (RI)

Key Indicators are shown in **RED**.

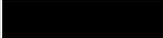
School Leadership and Decision Making			
Establishing a team structure with specific duties and time for instructional planning			
Indicator	ID04 - All teams prepare agendas for their meetings.(39)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 12/13/2012	
	Evidence:	Agendas are created and sent for Instructional Leadership Team, CitiStat, and Professional Learning Community meetings.	
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)		
Status	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: Limited Development 10/31/2011	
	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:	Professional Learning Communities meet to address student data and create instructional plans based upon current data. We need to increase the leadership team meetings from once monthly to bi-weekly.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Leadership team, consisting of the principal and APs, will meet weekly to discuss school results, relationships, and processes. The team will identify priority teachers for coaching, review data and develop intervention plans, and discuss other school process action items. There will be a separate school culture team consisting of a variety of teachers to goal set and action plan around results, relationships, and processes.	
	Target Date:	09/03/2013	
	Tasks:		

	1. Form the team
	Assigned to: [REDACTED]
	Added date: 09/11/2013
	Target Completion Date: 08/26/2013
	Comments: Team was formed.
	Task Completed: 08/26/2013
	2. Create a weekly agenda for team.
	Assigned to: [REDACTED]
	Added date: 09/11/2013
	Target Completion Date: 08/26/2013
	Comments: Agenda with recurring items was created.
	Task Completed: 08/26/2013
	3. Meet weekly.
	Assigned to: [REDACTED]
	Added date: 09/11/2013
	Target Completion Date: 08/26/2013
	Frequency: weekly
	Comments:
Implement	Percent Task Complete: Tasks completed: 2 of 3 (67%)

Indicator	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)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 12/13/2012	
	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:	School leadership team meets with District level leaders on a monthly basis during CitiStat to examine school data and determine next steps.	
Plan	Assigned to:	Not yet assigned	

Indicator	ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/31/2011	
	Evidence:	Teachers are in grade bands and meet as Professional Learning Communities weekly to discuss student data and create instructional plans based upon current data.	

School Leadership and Decision Making		
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction		
Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/31/2011
	Evidence:	Teachers are observed weekly by the principal and are provided written and/or verbal feedback that address instruction.

School Leadership and Decision Making		
Aligning classroom observations with evaluation criteria and professional development		
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)	
Status	Objective Met 12/3/2012	
Assessment	Level of Development:	Initial: Limited Development 10/31/2011
		Objective Met - 12/03/2012
	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:	At the beginning of the year, teachers create individual professional development plans as described in their SMART goals that is based upon performance in the first 30 days of instruction/evaluation. These goals are set with the input and assistance of the principal, instructional coaches, and specialists.
Plan	Assigned to:	
	How it will look when fully met:	Teachers have created plans and will meet with principal for a mid-year conference and end-of-year conference to monitor the progress.
	Target Date:	06/15/2012
	Tasks:	
	1. End-year conferences/review	
	Assigned to:	
	Added date:	10/31/2011
	Target Completion Date:	06/15/2012
	Comments:	All teachers received end of the year reviews of their performance and conferences.

		Task Completed:	06/15/2012
	2. Mid year conferences		
		Assigned to:	██████████
		Added date:	10/31/2011
		Target Completion Date:	02/28/2012
		Comments:	Teachers have already set goals and begun the work. Mid year conferences were completed
		Task Completed:	02/28/2012
Implement	Percent Task Complete:		
	Objective Met:		
	Experience:		
	Sustain:		
	Evidence:		

Indicator	IF10 - The principal plans opportunities for teachers to share their strengths with other teachers.(74)		
Status	Tasks completed: 1 of 4 (25%)		
Assessment	Level of Development:	Initial: Limited Development 10/31/2011	
	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:	Teachers are requested to share their expertise during professional development. Informally, teachers are asked to assist peers or observe teachers who have demonstrated instructional strengths as the need arises.	
Plan	Assigned to: ██████████		
	How it will look when fully met:	Teachers bring best practices to share at weekly PLC meetings. Additionally, teachers will help and share best practices through problem-solving protocols during PLCs. Starting in January, teachers will begin peer observations of each other.	
	Target Date:	05/09/2014	
	Tasks:		
	1. PLC groups based on grade bands will be formed.		
		Assigned to:	██████████
		Added date:	09/11/2013
		Target Completion Date:	09/03/2013
		Comments:	
		Task Completed:	09/03/2013

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator **IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)**

Status Tasks completed: 4 of 7 (57%)

Assessment	Level of Development:	Initial: Limited Development 10/31/2011	
	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 create an individualized plan to ensure every child has a plan of action based upon post-test results. The post-test results are used in a 6 week action plan. We need to incorporate a well-developed plan of action for pre-tests.	

Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	All ESL teachers will have portfolios of EL students' work, benchmark test results, and individualized learning plans that address students academic goals and needs. Teachers will meet with students (at minimum) quarterly to discuss student progress on assessments and work.
	Target Date:	12/20/2013

Tasks:

1. Teachers will conference with students on a quarterly basis about their data.

Assigned to:	[REDACTED]
Added date:	10/31/2011
Target Completion Date:	11/04/2013
Frequency:	four times a year
Comments:	

2. Teachers will create ELL Data Notebook for all students on their caseloads that include DC CAS (where applicable), MAP, ANET, and MClass assessments.

Assigned to:	[REDACTED]
Added date:	10/31/2011
Target Completion Date:	11/11/2013
Comments:	Teachers attended a PD on how to create and maintain Data notebook for students.
Task Completed:	10/15/2012

3. Teachers will create ESL data tracker that compiles all ESL data by grade level.

Assigned to:	[REDACTED]
Added date:	12/13/2012
Target Completion Date:	11/29/2012
Comments:	

		Task Completed:	11/29/2012
	4. Teachers will send data tracker to Sands for review.		
		Assigned to:	[REDACTED]
		Added date:	12/13/2012
		Target Completion Date:	12/16/2013
		Comments:	
		Task Completed:	12/12/2012
	5. Sands will conference/meet with teachers about ESL data to discuss next steps.		
		Assigned to:	[REDACTED]
		Added date:	12/13/2012
		Target Completion Date:	12/15/2012
		Comments:	After each assessment cycle, teachers compile a data dashboard with all results and send them to Sands. Sands then examines the data and responds via email with questions about student performance, and provides feedback about performance. Teachers and Sands then determine next steps for struggling students (or grade bands) in order to help them improve.
		Task Completed:	12/12/2012
	6. Teachers will tailor ESL support based on assessment results.		
		Assigned to:	[REDACTED]
		Added date:	12/13/2012
		Target Completion Date:	09/30/2013
		Frequency:	weekly
		Comments:	Teachers will look at missed indicators on ANET, as well as areas of weakness for PS and MClass in order to inform their instruction in both small group and push in models.
	7. Teachers will submit adaptations/modifications/accommodations to lesson plans sent from homeroom teachers.		
		Assigned to:	[REDACTED]
		Added date:	09/11/2013
		Target Completion Date:	09/30/2013
		Frequency:	weekly
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 4 of 7 (57%)

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/31/2011

Evidence:	Students are assessed more than three times a year formally to determine progress towards standards-based objectives.
-----------	---

Indicator	IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)
------------------	---

Status	Tasks completed: 1 of 3 (33%)
---------------	-------------------------------

Assessment	Level of Development:	Initial: Limited Development 10/31/2011
	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>At the beginning of the school year, the leadership team set goals for the year. The operational data helps the Leadership Team monitor the functioning of the school's systems.</p> <ul style="list-style-type: none"> • Documents such as the school's policies and procedures, schedule, programs, and improvement plans; • Evaluations of the school's programs; • Observational data collected from classroom observations; • Perceptions data such as surveys of teachers', parents', and students' perceptions about the school; and • Proceedings of teams, including their agendas, minutes, and work products. <p>The school improvement plan is a good beginning point to establish coherent streams of data to facilitate decision-making.</p>
--	--	--

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

	How it will look when fully met:	At the beginning of the school year, the leadership team set goals for the year. The goal is to increase the average DC-CAS scores by 11.7%. Smaller goals will be made for individual classrooms for each cycle of testing for ANET and MAP.
--	----------------------------------	---

	Target Date:	09/30/2013
--	--------------	------------

	Tasks:	
--	---------------	--

	1. Establish goal of 11.7% increase on DC -CAS	
--	--	--

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

	Added date:	11/14/2013
--	-------------	------------

	Target Completion Date:	09/02/2013
--	-------------------------	------------

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

	Task Completed:	09/02/2013
--	------------------------	-------------------

	2. Monitor teacher practices to support student gains.	
--	--	--

	Assigned to:	██
--	--------------	--

	Added date:	11/14/2013
--	-------------	------------

	Target Completion Date:	06/02/2014
--	-------------------------	------------

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

	Comments:	
	3. Assess students for growth using ANET, MAP, & DIBELS (where applicable)	
	Assigned to:	[REDACTED]
	Added date:	11/14/2013
	Target Completion Date:	06/02/2014
	Frequency:	four times a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 3 (33%)

Indicator	IID09 - Instructional Teams use student learning data to plan instruction.(107)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/31/2011
	Evidence:	Individual plans for student learning are created based upon student data.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/31/2011	
	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 construct the taught curriculum from a handful of sources—the state standards and benchmarks, the district curriculum guide, the school’s curriculum syllabus, textbooks, other commercial material, and materials developed by the teachers. Learning activities, the assignments given to each student targeted to that student’s level of mastery, are carefully aligned with the objectives included in the unit plan to provide a variety of ways for a student to achieve mastery as evidenced in both the successful completion of the learning activities and correct responses on the unit post-test.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers monitor students' progress with mastering the objective of the lesson and provide feedback to ensure students are on track.	
	Target Date:	06/16/2014	
	Tasks:		
	1. Teachers will plan collaboratively.		

	Assigned to:	
	Added date:	10/31/2011
	Target Completion Date:	09/30/2013
	Frequency:	weekly
	Comments:	
2. Teachers will submit lesson plans weekly to administrators and specialists.		
	Assigned to:	
	Added date:	09/11/2013
	Target Completion Date:	09/02/2013
	Frequency:	weekly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

Indicator	IIIA31 - All teachers interact instructionally with students (explaining, checking, giving feedback).(140)		
Status	Tasks completed: 5 of 7 (71%)		
Assessment	Level of Development:	Initial: Limited Development 10/31/2011	
	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 required to interact instructionally with all students during their lesson implementation. During this process teachers must explain during the beginning, middle, and end of the lesson to ensure student mastery. Teachers monitor students' progress with mastering the objective of the lesson and provide feedback to ensure students are on track.	
Plan	Assigned to:		
	How it will look when fully met:	Teachers will interact academically with all students during their daily lesson implementation. This interaction will include explanation of objectives, framing the lesson, checking for understanding, providing feedback on responses and appropriate/inappropriate classroom behaviors, redirection (as needed), and direction of student discourse. Evidence of meeting this objective will be collected via formal and informal observations, as well as anecdotal evidence (from students and other visitors).	
	Target Date:	09/09/2013	
	Tasks:		
	1. Frame the lesson by explaining the objective and agenda for the class.		
	Assigned to:	Teachers	
	Added date:	10/31/2011	
	Target Completion Date:	03/15/2013	
	Comments:	Ongoing	

		Task Completed:	03/15/2013
		2. Check for understanding throughout the class period.	
		Assigned to:	Teachers
		Added date:	12/18/2012
		Target Completion Date:	03/15/2013
		Comments:	
		Task Completed:	03/15/2013
		3. Check for understanding throughout the class period.	
		Assigned to:	Teachers
		Added date:	12/18/2012
		Target Completion Date:	06/16/2014
		Comments:	
		4. Frame the lesson by explaining the objective and agenda for the class.	
		Assigned to:	Teachers
		Added date:	12/18/2012
		Target Completion Date:	06/16/2014
		Comments:	
		5. Formally observe teachers	
		Assigned to:	
		Added date:	12/18/2012
		Target Completion Date:	11/04/2013
		Frequency:	four times a year
		Comments:	Required by district
		Task Completed:	02/15/2013
		6. Formally observe teachers	
		Assigned to:	
		Added date:	12/18/2012
		Target Completion Date:	02/15/2013
		Comments:	Required by district
		Task Completed:	02/15/2013
		7. Informal observations	
		Assigned to:	
		Added date:	12/18/2012
		Target Completion Date:	09/09/2013
		Frequency:	weekly
		Comments:	Required monthly by district
		Task Completed:	04/15/2013
Implement	Percent Task Complete:	Tasks completed: 5 of 7 (71%)	

Indicator	IIIA32 - All teachers interact managerially with students (reinforcing rules, procedures). (141)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/31/2011	
	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 accept responsibility for teaching their students. They believe that students are capable of learning. They re-teach if necessary, and alter materials as needed. Teachers allocate most of their available time to instruction. Teachers actively instruct, demonstrating skills, explaining concepts, conducting participatory activities, reviewing when necessary. Teachers provide opportunities for students to practice and apply learning. They monitor each student's progress and provide feedback and remedial instruction as needed, making sure students achieve mastery. Teachers maintain a pleasant, friendly classroom and are perceived as enthusiastic, supportive instructors.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	All teachers will monitor students' progress towards mastery and ensure they reinforce rules, policies, and procedures.	
	Target Date:	06/16/2014	
	Tasks:		
	1. Teachers will re-teach and alter materials as needed.		
	Assigned to:	Teachers	
	Added date:	10/31/2011	
	Target Completion Date:	06/16/2014	
	Frequency:	four times a year	
	Comments:		
	2. Teachers will create goals for students and classroom mastery of learning standards and objectives.		
	Assigned to:	Teachers	
	Added date:	10/31/2011	
	Target Completion Date:	06/16/2014	
	Frequency:	three times a year	
	Comments:	Adminstrative team will meet with teachers to gather and analyze student data to ensure mastery.	
	3. Teachers will create plans that provide their steps for monitoring students' progress towards mastery and discipline.		
	Assigned to:	Teachers	
	Added date:	10/31/2011	
	Target Completion Date:	06/16/2014	

	Frequency:	three times a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

Indicator **IIIA40 - All teachers assess student mastery in ways other than those provided by the computer program.(149)**

Status Tasks completed: 4 of 6 (67%)

Assessment Level of Development: Initial: **Limited Development** 10/31/2011
Objective Met - 05/24/2013

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: Students are assessed with curriculum based assessments as well as informal/formal teacher created assessments.

Plan Assigned to: [REDACTED]

How it will look when fully met: All teachers will utilize the curriculum-based assessments provided in the curriculum. Teachers will also use formative assessments and homework to determine whether or not standards need to be retaught for student mastery. Teachers will regularly discuss assessment results with students and will provide prompt and meaningful feedback.

Target Date: 06/15/2013

Tasks:

1. All teachers will create formative instructional assessments based on curriculum indicators and standards.

Assigned to: Teachers

Added date: 10/31/2011

Target Completion Date: 06/15/2013

Frequency: monthly

Comments: Formative assessments should monitor students'needs for reteaching.

Task Completed: 05/24/2013

2. All teachers will create formative instructional assessments based on curriculum indicators and standards.

Assigned to: Teachers

Added date: 12/18/2012

Target Completion Date: 03/15/2013

Frequency: monthly

Comments:

Task Completed: 05/24/2013

	3. Review assessment data to determine need for reteaching prior to summative/benchmark assessments	
	Assigned to:	Teachers
	Added date:	12/18/2012
	Target Completion Date:	03/15/2013
	Comments:	
	Task Completed:	05/24/2013
	4. Review assessment data to determine need for reteaching prior to summative/benchmark assessments	
	Assigned to:	Teachers
	Added date:	12/18/2012
	Target Completion Date:	06/15/2013
	Comments:	
	Task Completed:	05/24/2013
	5. All teachers will create formative instructional assessments based on curriculum indicators and standards.	
	Assigned to:	Teachers
	Added date:	11/14/2013
	Target Completion Date:	06/02/2014
	Frequency:	monthly
	Comments:	
	6. Review assessment data to determine need for reteaching prior to summative/benchmark assessments	
	Assigned to:	Teachers
	Added date:	11/14/2013
	Target Completion Date:	06/02/2014
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	
	Objective Met:	5/24/2013
	Experience:	5/24/2013 We used ANet as the guide for our process of using assessments, reviewing outcomes and generating plans of reteaching and mastery.
	Sustain:	5/24/2013 As the district is in transition, we are unsure of how the process will sustain under the guidance of ANet. However, in the event of their absence we can sustain our efforts.
	Evidence:	5/24/2013 We have evidence of assessment, data, data meetings, and lesson plans as a result of the data meetings.

Classroom Instruction

Expecting and monitoring sound classroom management

Indicator **IIIC05 - All teachers use a variety of instructional modes.(160)**

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 12/03/2012	
	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:	We are currently working with teachers to improve instructional practices as it relates to all students but especially English Language Learners. We are currently implementing small group instruction with a specific emphasis on differentiated instruction in K-5 for our English Language learners. English Language Specialists are pushing in to classrooms in all grade bands. Leadership teams meet with teachers to inform instructional practices.
--	---

Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	Teachers push in to work with small groups on tiered activities. Leadership teams will meet with teachers on a weekly basis to inform instructional practices and provide feedback. Success will be evidenced by: lesson plans, informal/formal observations, student artifacts, and informal/formal assessments.
	Target Date:	09/16/2013

Tasks:

1. Review lesson plans

Assigned to:	[REDACTED]
Added date:	12/03/2012
Target Completion Date:	06/16/2014
Frequency:	weekly
Comments:	Weekly

3. Observe lessons

Assigned to:	[REDACTED]
Added date:	12/03/2012
Target Completion Date:	06/16/2014
Frequency:	weekly
Comments:	Weekly observations

5. Analyze student data

Assigned to:	[REDACTED]
Added date:	12/03/2012
Target Completion Date:	06/16/2014

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

Status Tasks completed: 11 of 14 (79%)

Assessment Level of Development: Initial: **Limited Development** 12/03/2012
 Objective Met - 05/20/2013 05/20/2013

Index:	2	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Teachers in grades 2nd - 8th volunteered their time to provide after school instruction and supports to students which primarily included English Language Learners. This was a result of data disaggregation and teachers planned individual and small group tutorials based upon students' needs.

Plan Assigned to: [REDACTED]

How it will look when fully met: ELLs in grades 1-8 will attend after school ESL support from 4-6 PM, Monday through Thursday. The program, funded through Title funds, will be taught by 5 teachers. It will focus on reading, math, writing, and study skills, and will incorporate technology and computer skills. Students will be split into grade level bands, and receive instruction in each of the subjects one day per week (ie Reading on Monday, Writing on Tuesday, Math on Wednesday, Study skills on Thursday). The program's success will be indicated by students' improvement on benchmark assessments (ANET, Performance Series, DIBELS/TRC). Student and teacher attendance records will be carefully monitored, as will teacher lesson plans and student formal and informal assessments and work products.

Target Date: 05/10/2013

Tasks:

	1. Develop scope and sequence for program
	Assigned to: [REDACTED]
	Added date: 12/03/2012
	Target Completion Date: 11/30/2012
	Comments: Scope and sequence was developed for weeks 1-6 of program; still need s&s for second and third trimester of program

		Task Completed:	11/30/2012
		2. Develop program expectations for program	
		Assigned to:	██████████
		Added date:	12/03/2012
		Target Completion Date:	11/15/2012
		Comments:	
		Task Completed:	11/15/2012
		3. Hire teachers and staff for program	
		Assigned to:	██████████
		Added date:	12/03/2012
		Target Completion Date:	11/15/2012
		Comments:	
		Task Completed:	11/15/2012
		4. Monitor program implementation	
		Assigned to:	██████████
		Added date:	12/03/2012
		Target Completion Date:	01/27/2013
		Comments:	Ongoing--every Monday throughout the tenure of the program
		Task Completed:	01/25/2013
		5. Review lesson plans	
		Assigned to:	██████████
		Added date:	12/03/2012
		Target Completion Date:	05/10/2013
		Comments:	Weekly
		Task Completed:	05/10/2013
		6. Monitor program implementation	
		Assigned to:	██████████
		Added date:	12/13/2012
		Target Completion Date:	03/11/2013
		Comments:	Attended and supervised on a weekly basis (Mondays and Tuesdays)
		Task Completed:	03/11/2013
		7. Monitor program implementation	
		Assigned to:	██████████
		Added date:	12/13/2012
		Target Completion Date:	05/10/2013
		Frequency:	weekly
		Comments:	
		Task Completed:	05/10/2013
		8. Develop a behavior management plan/attendance incentive	

		Assigned to:	██████████
		Added date:	04/11/2013
		Target Completion Date:	02/21/2013
		Comments:	
		Task Completed:	02/21/2013
	9. Implement behavior management plan/attendance incentive		
		Assigned to:	After school ESL teachers
		Added date:	04/11/2013
		Target Completion Date:	02/21/2013
		Frequency:	daily
		Comments:	Teachers will track students' adherence to behavior expectations. Each student will receive a "score" for the day based on whether behavior was acceptable or otherwise. Students may have one aberration per week and still take part in the monthly celebration.
		Task Completed:	05/10/2013
	10. Manage monthly behavior/attendance celebration		
		Assigned to:	██████████
		Added date:	04/11/2013
		Target Completion Date:	03/01/2013
		Frequency:	monthly
		Comments:	Students must meet expectations for behavior. Passante will order pizza and design activities for student celebration.
		Task Completed:	05/10/2013
	11. Hire teachers and staff for program		
		Assigned to:	██████████
		Added date:	11/14/2013
		Target Completion Date:	10/15/2013
		Comments:	
		Task Completed:	10/18/2013
	17. Monitor program implementation		
		Assigned to:	██████████
		Added date:	11/14/2013
		Target Completion Date:	04/18/2014
		Frequency:	weekly
		Comments:	
	18. Implement behavior management plan/attendance incentive		
		Assigned to:	██████████
		Added date:	11/14/2013
		Target Completion Date:	04/18/2014
		Frequency:	weekly

		Comments:	
		19. Manage monthly behavior/attendance celebration	
		Assigned to:	██████████
		Added date:	11/14/2013
		Target Completion Date:	04/18/2014
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:		
	Objective Met:		5/20/2013 5/20/2013
	Experience:		<p>5/20/2013 This year, we had ELL students remain after school Monday--Thursday from 4-6 to receive extra academic support. We held multiple parent meetings to have students share what they had created in the program. At the end of the program, we held two parent information meetings (which included dinner and childcare)--one for an overview of the ESL program, and the other for community resources. Students made use of 40 netbooks purchased for the ESL program by using them for online interventions, writing papers, and other research. Students and parents were surveyed at the end of the program to indicate whether or not they believed it had helped them to improve.</p> <p>5/20/2013 This year, we had ELL students remain after school Monday--Thursday from 4-6 to receive extra academic support. We held multiple parent meetings to have students share what they had created in the program. At the end of the program, we held two parent information meetings (which included dinner and childcare)--one for an overview of the ESL program, and the other for community resources. Students made use of 40 netbooks purchased for the ESL program by using them for online interventions, writing papers, and other research. Students and parents were surveyed at the end of the program to indicate whether or not they believed it had helped them to improve.</p>

	Sustain:	<p>5/20/2013 First, we need to determine a better schedule for the program. Four days a week results in burn-out for both teachers and students (and limits students' abilities to take part in other extracurricular activities). Having said that, we also need to examine how to begin the program from the beginning of the year, as compared to waiting until December. We will need to determine how to fund the program when Focus funds are no longer being reallocated. Next year, we would also like to examine the non-academic skills impact of the after school program, so we'll need to have students take a survey PRIOR to beginning the program in order to have baseline data.</p> <p>5/20/2013 First, we need to determine a better schedule for the program. Four days a week results in burn-out for both teachers and students (and limits students' abilities to take part in other extracurricular activities). Having said that, we also need to examine how to begin the program from the beginning of the year, as compared to waiting until December. We will need to determine how to fund the program when Focus funds are no longer being reallocated. Next year, we would also like to examine the non-academic skills impact of the after school program, so we'll need to have students take a survey PRIOR to beginning the program in order to have baseline data.</p>
	Evidence:	<p>5/20/2013 Student attendance records and parent attendance records for parent meetings were kept, and students have taken part in multiple benchmark assessments, as well as statewide assessments (DC CAS and ACCESS). We will be examining student scores on the state assessments as compared to their scores in previous years to determine growth. We will also be pulling GPAs for the 2nd-4th quarters to see if the program seemed to have an effect on class performance.</p> <p>Please see uploaded overview of the program in the file cabinet for more information about how the program was run/developed/implications for 2013-2014.</p> <p>5/20/2013 Student attendance records and parent attendance records for parent meetings were kept, and students have taken part in multiple benchmark assessments, as well as statewide assessments (DC CAS and ACCESS). We will be examining student scores on the state assessments as compared to their scores in previous years to determine growth. We will also be pulling GPAs for the 2nd-4th quarters to see if the program seemed to have an effect on class performance.</p> <p>Please see uploaded overview of the program in the file cabinet for more information about how the program was run/developed/implications for 2013-2014.</p>

Indicator	IVE07 - The school provides additional time focused on learning strategies for effectively working with students with disabilities or ELLs.(2954)		
Status	Objective Met 5/28/2013		
Assessment	Level of Development:	Initial: Limited Development 12/03/2012	
		Objective Met - 05/28/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers who specialize in providing supports to students who are English Language Learners and students with identified disabilities received limited professional development on pushing in, providing small group instruction, individualizing and differentiating instruction, and utilizing research based strategies to improve student levels of achievement.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Center City Petworth will participate in SIOP training and 6 teachers attended a differentiation workshop in July.	
	Target Date:	04/05/2013	
	Tasks:		
	1. Determine necessary professional development		
	Assigned to:	[REDACTED]	
	Added date:	12/03/2012	
	Target Completion Date:	11/15/2012	
	Comments:		
	Task Completed:	11/15/2012	
	2. Monitor teacher implementation of strategies from PD		
	Assigned to:	[REDACTED]	
	Added date:	12/03/2012	
	Target Completion Date:	01/04/2013	
	Comments:		
	Task Completed:	01/07/2013	
	3. Schedule professional development sessions		
	Assigned to:	[REDACTED]	
	Added date:	12/03/2012	
	Target Completion Date:	12/01/2012	
	Comments:		
	Task Completed:	12/01/2012	
	4. Attend professional development session 1: Effective Strategies for English Language learners		
	Assigned to:	Staff	

		Added date:	12/10/2012
		Target Completion Date:	01/03/2012
		Comments:	Part 1 of 2 professional development sessions
		Task Completed:	01/03/2013
5. Attend professional development session 2: Building Academic Vocabulary			
		Assigned to:	Staff
		Added date:	12/10/2012
		Target Completion Date:	04/05/2013
		Comments:	Professional development session 2 of 2. Teachers examined differentiation of instruction via the use of sentence frames and cooperative grouping techniques. They adapted a current lesson plan to include academic vocabulary support and grouping.
		Task Completed:	04/05/2013
Implement	Percent Task Complete:		
	Objective Met:		5/28/2013
	Experience:		5/28/2013 Two professional development sessions were held in conjunction with National Geographic (CEngage)--one in January and one in April. Scheduling was a difficult task for the April session, as the professional development calendar was very busy--ideally, the PD would have been held earlier than April.
	Sustain:		5/28/2013 Principals and other leadership will need to continue to monitor for implementation of the skills taught in the PDs--building academic vocabulary and effective strategies for ELLs (grouping, sentence frames, etc).
	Evidence:		5/28/2013 Teachers have received guidance in the process. Copies of the PD powerpoints and handouts are available, and differentiation strategies should be reflected in teacher lesson plans.