

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 12, 2013

H.D. Cooke ES NCES - na

District of Columbia Public Schools

School Improvement Indicators (RI)

Key Indicators are shown in **RED**.

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	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/24/2013	
	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:	Currently, members of the Academic Leadership Team (ALT) have a set schedule for classroom observations that rotates every other week for grades K-5. Specialists, ELL, and special education teachers have a separate schedule for classroom observations. After the observations are completed, observer complete a survey that transfers into a Goggle document. The Observer will debrief with the teacher within 24 hours. The teacher will receive written feedback (summary of observation) with recommendations for next steps. The ALT will review the Google document to look for patterns and trends within the observations for discussion during the weekly ALT meeting.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Principal and Assistant Principal are the instructional leaders in the building and are highly visible in classrooms to monitor instructional practice, specifically the units of inquiry and Common Core standards. The Principal and the Assistant Principal have articulated their instructional vision to the ALT, so that there are common look fors in the classroom observations (standard classroom observation tool is used) and the feedback to the teachers is consistent in messaging. The ALT conducts regular classroom observations using a standard observation tool aligned with the TLF. The ALT has a schedule of rotating observations - all teachers are observed twice per month. Observers feedback is shared with teachers within 24 hours in an oral debrief as well as a written summary with action steps. The completed feedback form is uploaded into a Google document to allow for collective sharing/viewing by the ALT. This approach provides the opportunity for the ALT to look for trends in instructional delivery (strengths and areas needing improvement) so that professional development, coaching supports, and resources can be provided to instructional staff. In addition to classroom observations, the ALT also discusses student performance data, e.g., teacher created formative and summative assessments based on the units of inquiry PIA, TRC, and DIBELS. ALT uses a data driven decision making approach to identify school-wide professional development, e.g. morning collaborative topics, tiered pd for teachers (Individualized Learning Cycle or Collaborative Learning Cycle - coaching support), or direct supports for students for intervention or enrichment.	
	Target Date:	06/02/2014	
	Tasks:		

		1. ALT will develop/refine a classroom observation tool, aligned with the formal teacher evaluation system IMPACT.	
		Assigned to:	██████████
		Added date:	09/24/2013
		Target Completion Date:	10/14/2013
		Comments:	
		2. ALT will consistently follow the schedule for classroom observations of teachers. This practice is inclusive of providing timely written and oral feedback to teachers within the same week of the observation.	
		Assigned to:	██████████
		Added date:	09/24/2013
		Target Completion Date:	10/14/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/24/2013	
	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, the professional development for the whole faculty has been focused on general expectations for instructional program fidelity of components of the literacy block (e.g., Guided Reading, small group instruction, centers, Foundations, writers workshop model). The grade level meetings are focused on program fidelity, as well as sharing student work, performance, and aspects of teachers' instructional delivery.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	At full implementation, the professional development approach would be tailored from the trends found in the classroom observations as well as deficits exhibited in student performance on assessments. The professional development will focus on curriculum and unit planning, making modifications, differentiated instruction - enrichment or remediation. The professional development will provide opportunities for reflection on resource needs within the building.	
	Target Date:	06/02/2014	
	Tasks:		
		1. Create a professional development calendar for sessions, twice per month during the morning collaboratives. The topics will be generated from the ALT meetings where classroom observations and student performance trends and highlights are discussed.	
		Assigned to:	[REDACTED]
		Added date:	09/24/2013
		Target Completion Date:	10/21/2013
		Comments:	The expectation is the schedule a school-wide professional development in November based on the classroom observations and student performance (BOY - TRC & DIBELS, PIA 1).
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA02 - Units of instruction include standards-based objectives and criteria for mastery. (89)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/24/2013	
	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 develop units of inquiry based on the school's IB framework organized in transdisciplinary themes. A central idea is created and teachers backwards map the lessons. The CCSS are unpacked to help the students conceptualize the essential idea, subskills are identified, and a pacing guide established. Teachers identify objectives within lessons and develop inquiry based assessments. There are quick checks daily to assess student progress and mastery.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	At its full implementation the teachers will focus on the selection of developmentally appropriate text. Therefore students work with articulated materials within the realm of the same grade levels. In addition, this will improve student performance by decreasing the amount of instructional time consumed with re-teaching concepts.	
	Target Date:	06/02/2014	
	Tasks:		
		1. - Weekly updates on criteria mastery of students	
		Assigned to:	[REDACTED]
		Added date:	09/30/2013
		Target Completion Date:	10/21/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (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 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/24/2013	
	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:	Currently, the instructional team uses information gathered from TRC, DIBELS,PIA to identify students in need of instructional support or enhancement. This information is discussed in collaborative planning and the team discuss what appropriate actions will be taken with the students. Primarily, the focus is on reading and math. We will incorporate writing and science this year.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The school community analyzes data through multiple measures which includes: TRC, DIBELS, and PIA. Nevertheless, the school will take a more comprehensive approach on looking at attendance and academic data. In addition, we will also look at writing and how students are performing with composition.	
	Target Date:	10/02/2013	
	Tasks:		
		1. -weekly ALT meetings -PD tailored to student data and action steps to follow	
		Assigned to:	[REDACTED]
		Added date:	09/30/2013
		Target Completion Date:	10/21/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (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: 0 of 1 (0%)

Assessment	Level of Development:	Initial: Limited Development 09/24/2013	
	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:	The school provides student support services through specialized full-time staff - social worker, parent coordinator, psychologist, and school counselor. Home visits are conducted for students that are chronically absent. There are monthly incentives for students that come to school regularly and on-time. There are quarterly family engagement activities. Students that exhibit that IB student learner profile are recognized weekly and receive prizes.
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Plan	Assigned to:	
	How it will look when fully met:	Through effective communication with the parents, we will see a decrease with absences and tardy students. Once a quarter, (with selected teachers), we will have academic parent teacher team meetings which will increase parents knowledge of what their child is learning within the classroom. Nevertheless, the school community will get a holistic picture of our children as we progress throughout the school year.
	Target Date:	06/02/2014

Tasks:

- 1. - Weekly meetings to set benchmarks on student data

Assigned to:	
Added date:	09/30/2013
Target Completion Date:	10/21/2013
Comments:	

Implement Percent Task Complete: Tasks completed: 0 of 1 (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 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/24/2013	
	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 uses the parent coordinator and teachers to communicate with families about academic expectations and student progress. The school's English Language Learner (ELL) population relies heavily on the parent coordinator as a resource. There is a need to expand accountability and collaborative relationships with ELL families and instructional staff so that all can provide more effective support for students.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	At full implementation, parents would meet quarterly with classroom teachers discussing relevant academic data about their children. There would be a focus on what skills the students have mastered and what they need to complete by the end of the grade. Teachers would share math and reading strategies and activities that can be done at home as a support to class work assignments. Ideally, all school staff would participate, i.e., special teachers, support staff, and instructional staff. Communications and activities would be regularly and high level of involvement would be demonstrated throughout the year.	
	Target Date:	05/12/2014	
	Tasks:		
		1. Create an Academic Parent Teacher Team. This team includes - the classroom teacher, parent/guardian, ELL resource teacher(ELL resource teacher is for each grade level). special education teacher, and specialist. There would be a Academic Parent Teacher Team for each classroom.	
		Assigned to:	[REDACTED]
		Added date:	09/24/2013
		Target Completion Date:	11/04/2013
		Comments:	

	2. Teacher leads within the teams would create a presentation and accompanying materials related to TRC, DIBELS, PIA that is user-friendly and communicates to parents/guardians the purpose of these assessments and students' current levels of performance. Teachers and parents/guardians engage in tailored conversations regarding unit of inquiry, Common Core State Standards for ELA and math by grade, as well as students' learning targets. Tips, strategies, activities, resources are distributed for home use and there are opportunities for parent check-ins as follow-up.
	Assigned to: [REDACTED]
	Added date: 09/24/2013
	Target Completion Date: 11/04/2013
	Frequency: four times a year
	Comments: Academic Parent Teacher Teams will have opportunities to collaborate and teacher leads will share best practices and resources to streamline the process.
Implement	Percent Task Complete: Tasks completed: 0 of 2 (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: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/24/2013	
	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:	H.D. Cooke uses a variety of community partners to provide remediation supports to students, grades K-5, multiple times per week during the school day. These partners include - Experience Corps, Reading Partners, Reading Buddies.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	When this is implemented, our staff will regularly meet to discuss different aspects of the data relating to how effective the community partners are. We currently have a plan in place in which the ALT regularly looks at performance data of students enrolled in the programs. However, since we've had these partnerships for years, we will analyze the patterns and trends over the last few years. This will allow us to have more robust conversations about the data.	
	Target Date:	06/02/2014	
	Tasks:		
	1. -weekly academic meetings to review data regarding interventions		
	Assigned to:	[REDACTED]	
	Added date:	09/30/2013	

		Target Completion Date:	10/21/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed:	0 of 1 (0%)