

# 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.

January 03, 2014

**Hendley ES** NCES - 110003000182

District of Columbia Public Schools

**School Improvement Indicators (RI)**

Key Indicators are shown in **RED**.

## School Leadership and Decision Making

### Establishing a team structure with specific duties and time for instructional planning

**Indicator** ID10 - The school's 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** Objective Met 12/16/2013

**Assessment** Level of Development: Initial: Limited Development 09/06/2013

Objective Met - 12/16/2013

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: Administrative team has begun focus walks in classrooms (week 1-2) of school year. The focus has been common SMART objectives across grade levels. ALT reviewing DCCAS 2013 data and PIA,TRC,DIBELS, attendance, suspension data from 2013 to identify school needs and goals for SY 2013-14.

**Plan** Assigned to:

How it will look when fully met: The ALT would meet regularly (weekly) to discuss student academic performance and behavioral outcomes. Team members would bring updated student qualitative and quantitative data results (exit tickets, assessments, projects) for discussion and root cause analysis. ALT would also discuss SST progress, special education updates (key metrics), attendance, key school culture indicators, as well as major parental concerns. A standard agenda would be created to ensure all major areas are discussed weekly with progress monitoring. ALT will make instructional and programmatic decisions that are SMART and communicate with grade level teams and student support staff. In addition, the grade level teams and student support teams would meet weekly to discuss and implement changes based on student data (academic and non-academic performance). For instruction - Student work/artifacts are shared, common scoring for assessments take place, standards pacing calendar developed/implemented, regrouping students for remediation and enrichment. Student support: student intervention plans are created and progress monitoring for goals.

Target Date: 01/13/2014

#### Tasks:

1. ALT staff coordinates data collection with various school based stakeholders to ensure data is available in a reportable format for analysis and discussion for SST meetings, grade level team meetings, and ALT meetings.

Assigned to:

Added date: 09/13/2013

Target Completion Date: 10/01/2013

		Comments:	Standard agenda was created to review school data from across all sectors, and based on the data, ALT focuses on that need to make instructional decisions. Data maps include attendance percentages, TRC and progress monitoring completion rate, ST MATH and Lexila completion, PIA results, progression of SST meetings, and behavior trends. While these discussions are taking place, physical data is not always present in meetings.
		Task Completed:	10/01/2013
		2. Grade level team meetings will be scheduled for the year. Team members selected and standard agenda items identified via the scope and sequence units.	
		Assigned to:	██████████
		Added date:	09/13/2013
		Target Completion Date:	10/07/2013
		Comments:	Grade level meetings are scheduled and scope and sequence for topics is outlined for the year. Some changes in topics have shifted based on schools' needs. Assistant Principal leads all grade level meetings.
		Task Completed:	10/07/2013
		3. Create a standard ALT agenda to include key academic and non-academic data indicators for progress monitoring	
		Assigned to:	██████████
		Added date:	09/13/2013
		Target Completion Date:	10/07/2013
		Comments:	Standard agenda is created and includes the following focus points: <ul style="list-style-type: none"> <li>• Academic- <ul style="list-style-type: none"> <li>o ECE Progress/Concerns</li> <li>o K-2 Progress</li> <li>o 3-5 Progress</li> </ul> </li> <li>• Special Needs Updates</li> <li>• Attendance</li> <li>• SST Updates</li> <li>• Family/Parent Progress/Concerns</li> <li>• Culture <ul style="list-style-type: none"> <li>o Discipline</li> <li>o Rewards</li> </ul> </li> </ul>
		Task Completed:	10/01/2013
		4. The Academic Leadership Team views plans and observes staff for differentiation of lessons in math and literacy. Based on the evidence collected, ALT provides support to teachers, to ensure rigorous, standard-aligned instruction. Strategies for school-wide trends will be discussed and implemented as they arise.	
		Assigned to:	██████████
		Added date:	09/27/2013
		Target Completion Date:	11/04/2013

		Comments:	School leaders are in classrooms daily, and take notes using standard observation forms. Teachers are immediately sent the feedback via email within 24 hours or less. All administrators are included in the feedback communication. Teachers respond back via email or informally in-person. If someone needs additional assistance, administrators will follow up, provide more support, or give clear directives in emails. Administrators discuss common trends in daily informal conversations and decisions are made based on need. Decisions are shared with ALT during meetings.
		Task Completed:	11/15/2013
	<p>5. Student Support Team (SST) members identified (e.g.,Hendley staff- social worker, psychologist, LEA representative, administration teachers, TFC social worker consultant and Hill Crest Children and Family Center (mental health services) representative).</p> <p>Create meeting schedule for SST for the school year and identify key standard agenda items for discussion.</p>		
		Assigned to:	██████████
		Added date:	09/13/2013
		Target Completion Date:	11/14/2013
		Comments:	First SST meeting occurred 10/17/13, and has been occurring weekly since then. Agenda was created by ██████████, our Social Worker Consultant from Turnaround for Children. She collected referrals, scheduled and ran meetings, and sent information to ██████████, OYE consultant, who included it in the Hendley SST form tracker. Attendees are consistent in attendance and participation and include school, DCPS, and outside service representatives. Meetings are scheduled as referrals come in, and follow ups are scheduled immediately following the initial SST meeting. SST meetings are always held Thursdays from 9-11am.
		Task Completed:	10/17/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		12/16/2013
	Experience:		12/16/2013 Achieving this objective required using multiple constituents and finding time to develop standardized meetings, forms, and templates. Resources were modified from peers and other outside resources.
	Sustain:		12/16/2013 Have ALT members bring data to meetings to better inform conversations.
	Evidence:		12/16/2013 See attachments for evidence.

<b>Indicator</b>	<b>ID14 - A School Community Council consisting of the principal, parent facilitator, social worker or counselor, and parents oversees family-school relationships and the "curriculum of the home."(49)</b>		
<b>Status</b>	Tasks completed: 1 of 3 (33%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/17/2013	
	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:	Administration and parent coordinator as met with several community groups this summer and created partnerships with local organizations to come present their services to families, or bring their services to the school. Parent coordinator holds weekly "parent meetings" so parents can communicate with school staff, outside organizations, and brainstorm ways to positively influence the school culture. Parents volunteer during lunch and dismissal to communicate students' behavior and school expectations to other families.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	With the help of City Year and other organizations in the community, parents/guardians would understand and provide academic assistance to students by attending family nights, parent meetings, and teacher conferences. They would gain the academic language and framework to know how to provide students with the correct environment and resources at home to succeed. Parents/guardians would also use resources from service organizations, like Bread from the City, Southeast Ministry, East of the River Clergy, etc, to find housing, food, job, and other necessities to ensure students have the basic needs for students to succeed. Teachers, school staff, and City Year members will engage in constant dialogue around students' success and progress, at least once bi-weekly.	
	Target Date:	06/13/2014	
	<b>Tasks:</b>		
	1. Weekly parent meetings include more than 20 parents, and is centered around school updates, volunteers from the community, and information to better prepare parents.		
	Assigned to:	[REDACTED]	
	Added date:	09/25/2013	
	Target Completion Date:	12/20/2013	
	Frequency:	weekly	

		Comments:	Lead by Parent Liaison, [REDACTED] facilitates weekly parent meetings. [REDACTED] communicates the meeting schedule via word of mouth and biweekly family newsletter. Topics via based on school need and what parents express they would like assistance with. Presenters also include representatives from the ALT, security, City Year, Bread for the City, Ascensions Community Services, East of the River Clergy, Police, Community Partnership, MPD, Advocates for Educational Justice, Ward 8 Democrats, UDC, and Southeast Ministry. Meetings are always held Fridays at 8:45am. Attendance varies but is consistent for parents that volunteer at Hendley.
		Task Completed:	10/18/2013
		2. With the help of City Year and support staff, parents are involved in a dialogue bi-weekly about their student's progress. Calls are logged and parents are given information to inform their support at home.	
		Assigned to:	[REDACTED]
		Added date:	09/25/2013
		Target Completion Date:	02/21/2014
		Frequency:	twice monthly
		Comments:	Calls are made by staff consistently. City Year does not consistently call and has difficulty tracking calls in an effective manner. Staff have communicated with families by calling home, sending home behavior trackers, and creating behavior plans to monitor students in school.
		3. Create monthly parent academic nights, that enable families to understand school curriculum and goals for academic success. Events like literacy nights, explanation of the common core, explanation of the shift in testing, etc. Planning includes advertising the event, getting volunteers or speakers, and providing an incentive, like food or prizes to attendees.	
		Assigned to:	[REDACTED]
		Added date:	09/25/2013
		Target Completion Date:	06/06/2014
		Frequency:	monthly
		Comments:	One academic was held in October around reading, co-hosted by City Year. Staff were only in attendance. We are working towards hosting more evenings and including incentives besides food.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 3 (33%)	

## School Leadership and Decision Making

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

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/13/2013	
	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:	ALT has identified an instructional vision for the school and articulated school priorities for SY 2013-14 in school-wide faculty at the beginning of the year and followed up in grade level and student support meetings. The school goals are consistently communicated on staff agendas.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Hendley staff, students, and all school community constituents can communicate the school's vision, mission, and goals. All constituents' actions reaffirm and support the vision and goals. For example, instructional planning, parent involvement activities, colleague interaction, collaborative meetings, students knowing their learning targets. The ALT will lead a shift in school culture such that all actions and instructional, operational, and programmatic decisions are aligned with the school's mission, vision, and goals for SY 2013-14.	
	Target Date:	06/20/2014	
	<b>Tasks:</b>		
	1. ALT staff will provide visual and verbal reminders to school community (staff, students, families) of the school's vision, mission, and goals consistently throughout the year (e.g., on agendas, hallways displays).		
	Assigned to:	[REDACTED]	
	Added date:	09/13/2013	
	Target Completion Date:	06/13/2014	
	Frequency:	weekly	
	Comments:	With the help of parent volunteers and City Year, all hallways, stairwells, and lobby have the school's goals posted for all constituents to see. The goals are student-friendly and use clear language so all and understand our goals. Principal [REDACTED] says the goals daily during morning announcements. Goals are also posted on bi-weekly family newsletters, weekly faculty news briefs, and on all meeting agendas. We have some more work to do around messaging vision and mission of school to all constituents.	
	2. Staff and student recognition for exhibiting school's core values and demonstrating school mission, vision focus to meet school goals. For example - Hendley bucks, Honors Assemblies. a) Staff incentives for executing and adhering to the bi-weekly school leadership focus.		

		Assigned to:	██████████
		Added date:	09/13/2013
		Target Completion Date:	06/13/2014
		Frequency:	twice monthly
		Comments:	Staff and students are very highly invested in Hendley Bucks, and catching students demonstrating effective student behaviors. 7-10 students are called daily and receive prizes for being award Hendley bucks. Classes and grades also compete to win Hendley BUZZ points weekly based on attendance, uniforms, displaying Polite, Productive, and Positive behaviors. Teachers are awarded shout outs and win prizes for having their class win Buzz points. Students are called on the announcements for ST Math completion, PIA results, having effective effort in specials, and also demonstrating positive behaviors in their classrooms. Teachers also adhere to school leadership focus that is sent via email.
	3. Staff and student recognition for exhibiting school's core values and demonstrating school mission, vision focus to meet school goals. For example - Hendley bucks, Honors Assemblies. b) Monthly parent meetings with administration to articulate school current focus, share performance data, and tips for academic and behavioral supports, in alignment with school's vision, mission, and goals.		
		Assigned to:	██████████
		Added date:	09/17/2013
		Target Completion Date:	06/13/2014
		Frequency:	monthly
		Comments:	Lead by Parent Liaison, she facilitates weekly parent meetings. ██████ communicates the meeting schedule via word of mouth and biweekly family newsletter. Topics via based on school need and what parents express they would like assistance with. Presenters also include representatives from the ALT, security, City Year, Bread for the City, Ascensions Community Services, East of the River Clergy, Police, Community Partnership, MPD, Advocates for Educational Justice, Ward 8 Democrats, UDC, and Southeast Ministry. Meetings are always held Fridays at 8:45am. Attendance varies but is consistent for parents that volunteer at Hendley. PTA meetings occur monthly were members collaborate and share to better improve Hendley.
	4. Staff and student recognition for exhibiting school's core values and demonstrating school mission, vision focus to meet school goals. For example - Hendley bucks, Honors Assemblies. c) Monthly recognition of core student caregivers and community volunteers.		
		Assigned to:	██████████
		Added date:	09/17/2013
		Target Completion Date:	06/13/2014
		Frequency:	monthly



		Added date:	09/27/2013
		Target Completion Date:	11/04/2013
		Comments:	School leaders are in classrooms daily, and take notes using standard observation forms. Teachers are informally observed an average of 3 times within a 3 month-window, with teachers in grades 2-5 being seen weekly and teachers who are on an administrators' impact seen more frequently. Teachers are immediately sent the feedback via email within 24 hours or less. All administrators are included in the feedback communication. Teachers respond back via email or informally in-person. If someone needs additional assistance, administrators will follow up, provide more support, or give clear directives in emails. Administrators discuss common trends in daily informal conversations and decisions are made based on need. Decisions are shared with ALT during meetings.
		<b>Task Completed:</b>	<b>12/20/2013</b>
	2. During Grade Level Meetings, teachers are collaboratively reviewing standards from unit guides, finding materials, and leveling the standard for low, middle, and high students. Teachers share resources and plan implementation together in their own rooms. Teachers review by creating reteach plans for small groups of students who have not mastered a skill, and implement standards not met.		
		Assigned to:	██████████
		Added date:	09/27/2013
		Target Completion Date:	11/22/2013
		Comments:	Grade level teams meet weekly. Some changes in topics have shifted based on schools' needs. Assistant Principal leads all grade level meetings. All teams have graded constructed responses from PIA 1, reviewed PIA data and created teaching next steps/reteach plans for higher student mastery, and started unit planning. Majority of teachers that actively participate in meetings implement changes in their instruction.
		<b>Task Completed:</b>	<b>11/22/2013</b>
	3. The Academic Leadership Team views plans and observes staff for differentiation of lessons in math and literacy. Based on the evidence collected, ALT provides support to teachers, to ensure differentiation. Strategies for school-wide trends will be discussed and implemented as they arise.		
		Assigned to:	██████████
		Added date:	09/27/2013
		Target Completion Date:	11/22/2013
		Comments:	School leaders are in classrooms daily, and take notes using standard observation forms. Teachers are immediately sent the feedback via email within 24 hours or less. All administrators are included in the feedback communication. Teachers respond back via email or informally in-person. If someone needs additional assistance, administrators will follow up, provide more support, or give clear directives in emails. Administrators discuss common trends in daily informal conversations and decisions are made based on need. Decisions are shared with ALT during meetings.

		<b>Task Completed:</b>	11/22/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		12/30/2013
	Experience:		12/30/2013 Once the systems, tools, and schedules were created, implementing this objective was seamless. Assistance from DCPS' Small Group Literacy specialists as provided resources and guidance around using Reading A-Z, differentiation with stations, and implementing guided reading groups with Scholastic books to teachers.
	Sustain:		12/30/2013 To strength the implementation of instruction discussed in grade level meetings and witnessed in observations.
	Evidence:		12/30/2013 See attached for evidence.

## Curriculum, Assessment, and Instructional Planning

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

<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 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/17/2013	
	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:	School administrators have met with Cluster coordinator and data manager to review test data and their information for individual students from last year. All teachers grades 1-5 gave diagnostic assessments the first week of school to assess students' levels in literacy and math. Teachers used that data to start small-group work in their rooms.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers use assessments from PIAs for each unit immediate to create reteach plans for their rooms. Data from these assessments, including TRC and Dibels, informs their groups for literacy and math. Special educations will also be included in the analysis to adjust their support of their case loads. Data will also be used for RTI systems, using instructional staff and City Year, as implementers.	
	Target Date:	05/31/2013	
	<b>Tasks:</b>		
		1. The ALT, with the help of City Year, will create a list of students needing interventions. An intervention plan will be created for the Instructional Window, after which the students list will be revisited. New intervention lists for RTI will then be created.	
		Assigned to:	[REDACTED]
		Added date:	09/25/2013
		Target Completion Date:	01/31/2014
		Frequency:	four times a year
		Comments:	To date, City Year has created 2 interventions groups based on PIA data. Additionally, Reading Corps continues to pull students to assist with reading fluency. Administrators sat down with teachers in grades 3-5 to create and collaborate on a list of students to target instruction with. City Year needs to be more diligent at pulling their target groups and using the reading behavior sheets to increase literacy.
		2. The Special Education team will review assessment data from PIAs and TRC/Dibels to compare against their case load's goals. Goals will be adjusted, or new interventions will be put into place.	
		Assigned to:	[REDACTED]
		Added date:	09/25/2013

		Target Completion Date:	01/31/2014
		Frequency:	four times a year
		Comments:	Special Education Coordinator and AP are planning this session with Special Needs teachers to occur on 1/8/2014.
	3. After assessments, like PIA and TRC/Dibels, teachers sit down and look at students' performance. New instructional groups are created for literacy and math stations, along with reteach plans for reviewing material not previously mastered.		
		Assigned to:	██████████
		Added date:	09/25/2013
		Target Completion Date:	02/07/2014
		Frequency:	four times a year
		Comments:	After BOY TRC testing was complete, teachers constructed new groups for guided reading instruction. After MOY is complete on 1/31/14, teachers will reconstruct new groups. Using Mclass online tools, teachers will be able to easily group students. Templates are already created to easily have teachers group students.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

**Classroom Instruction**

**Expecting and monitoring sound classroom management**

**Indicator**      **IIIC12 - All teachers employ effective classroom management.(1721)**

**Status**              Tasks completed: 2 of 5 (40%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/17/2013	
	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:	Hendley has started a 3-year partnership with Turnaround for Children (TFC), an organization that works in schools to ensure safe and productive school environments. From the first week of PD, TFC has presented sessions on effective management practices for teachers. Weekly, TFC meets for 45 minutes and uses that focus to observe in classrooms.
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<b>Plan</b>	Assigned to:	[REDACTED]
	How it will look when fully met:	Classroom management would involve discipline with dignity, so as student behavior and redirection would not distract from and take away instructional time. Transitions, including lunch, recess, and to specials, would be swift, so students are quiet and orderly, so that distractions would not inhibit transitions or other classrooms. With the help of Turnaround for Children, Instructional Coach will provide targeted professional development and coaching on behavior management and reacting to students' crisis productively. The SST progress would be timely and involve various constituents, as to provide various techniques and behavior interventions for all staff.
	Target Date:	06/13/2014

**Tasks:**

	1. Discipline procedures and consequence ladders are created, rolled out to staff and students, and parents are informed.	
	Assigned to:	[REDACTED]
	Added date:	09/25/2013
	Target Completion Date:	10/31/2013
	Comments:	Discipline guidelines were created and presented to staff in mid-September. Protocols included the consequence ladder, referring a student, removing a student from class, and parental contact. Students were introduced to the system by means of their classroom teachers, and parents were provided information in a weekly parent meeting.
	<b>Task Completed:</b>	<b>10/31/2013</b>
	2. SST happens weekly, and includes parents, teachers, and support staff to actively create interventions for students. Plans are followed through and reviewed by SST members at various intervals.	
	Assigned to:	[REDACTED]
	Added date:	09/25/2013

		Target Completion Date:	11/14/2013
		Frequency:	weekly
		Comments:	First SST meeting occurred 10/17/13, and has been occurring weekly since then. Agenda was created by Christina Fraser, our Social Worker Consultant from Turnaround for Children. [REDACTED] collected referrals, scheduled and ran meetings, and sent information to [REDACTED], OYE consultant, who included it in the Hendley SST form tracker. Attendees are consistent in attendance and participation and include school, DCPS, and outside service representatives. Meetings are scheduled as referrals come in, and follow ups are scheduled immediately following the initial SST meeting. SST meetings are always held Thursdays from 9-11am.
		Task Completed:	10/24/2013
	3. The Academic Leadership Team, particularly the administration and Instructional Coach, provide feedback, coaching, and training around behavior management systems and building a culture of academic dialogue within classrooms.		
		Assigned to:	[REDACTED]
		Added date:	09/25/2013
		Target Completion Date:	01/31/2014
		Frequency:	weekly
		Comments:	By means of constant informal observations, 5 teachers were identified as struggling with behavior management. Instructional Coach has been out for a significant time with a medical issue, so with the help of coaches from OSI and the Turnaround for Children program, these 5 teachers were given additional strategies and supports needed to effectively implement behavior systems. These 5 classrooms will continue to get coaching from these coaches.
	4. Staff implement discipline procedures and make them an active part of their classroom practices. The ALT will observe classrooms, hallways, transitions to ensure implementation with fidelity. ALT will discuss course corrections needed at meetings and provide support, as needed.		
		Assigned to:	[REDACTED]
		Added date:	09/27/2013
		Target Completion Date:	01/31/2014
		Comments:	Informal observations have yielded that some teachers were still struggling with students not following Hendley's expectations. Because of the feedback from teachers and parents, the following changes were made to the procedures- dismissal time was staggered, all classes were issued standard passes, parent volunteers were placed in hallway as monitors, and high fliers are being issued behavior contracts. New school rules based on SAMs will be introduced to staff on 1/6/14 and students on 1/7/14.
	5. All staff attend Turnaround for Children PD sessions, and use techniques from sessions and coaching to better improve their behavior management practices. Staff implement techniques and maintain them throughout the year.		
		Assigned to:	[REDACTED]
		Added date:	09/25/2013
		Target Completion Date:	06/06/2014

		Frequency:	weekly
		Comments:	Staff attend Turnaround for Children PD sessions weekly along with a half-day of Kagan training. With the expectation of 7 teachers, the majority of teachers implement cooperative learning strategies and have effective management systems for students. Evidence of implementation is collected by attendance at sessions and informal walk-throughs. Turnaround for Children's Instructional coach will target her efforts on those 7 teachers who struggle.
<b>Implement</b>	Percent Task Complete:	Tasks completed:	2 of 5 (40%)

<b>Indicator</b>	<b>IIIC14 - The school uses relevant data to inform appropriate actions for continually improving the climate and culture of the school.(2946)</b>		
<b>Status</b>	Tasks completed: 2 of 5 (40%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/17/2013	
	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:	Hendley's partnership with City Year infuses their positive influence by greeting students as they enter school in the morning, holding lunch bunches, collaborating with teachers in classes, and running productive after school programs. School has individualized incentive plan by use of Hendley bucks, and gathers feedback from teachers around climate of the school. Turnaround for Children's support also works to affirm a positive climate.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Common discipline procedures and practices are followed, which allow students to take a break from stressful situations, return to instruction, and are given consequences to hold them accountable for the expectations. Teachers engage in positive interactions with all constituents, especially students, as to build a supportive and collaborative environment. Common planning times are used to look at trends, share best practices, and implement sound instructional practices. Data looked at will be attendance data, behavior trends, family interactions, and satisfaction surveys. Students and staff will want to come to school, and be rewarded constantly.	
	Target Date:	06/07/2013	
	<b>Tasks:</b>		
	1. Common discipline procedures are created, shared with staff, students, and parents. Staff follow the procedures with fidelity.		
	Assigned to:	[REDACTED]	
	Added date:	09/25/2013	
	Target Completion Date:	10/31/2013	

		Comments:	Discipline guidelines were created and presented to staff in mid-September. Protocols included the consequence ladder, referring a student, removing a student from class, and parental contact. Students were introduced to the system by means of their classroom teachers, and parents were provided information in a weekly parent meeting. With the expectation of 5 teachers that struggle with management, all other staff follow the guidelines with fidelity.
		Task Completed:	10/31/2013
		2. With the help of City Year, a class and grade level incentive system will enable students to build teamwork and leadership with their classmates. Expectations like uniforms, attendance, and being "Productive, Polite, and Positive" will be rewarded with class prizes.	
		Assigned to:	██████████
		Added date:	09/25/2013
		Target Completion Date:	11/08/2013
		Frequency:	weekly
		Comments:	In mid-September with the help of City Year, the Buzz Points classroom competition was created. Teachers have been completing their sheets weekly, and City Year has provided incentives for winning classrooms consistently. Winners are announced on the morning announcements, posted in family newsletters, in staff bulletins, and on bulletin boards.
		Task Completed:	11/08/2013
		3. With the help of Turnaround for Children, teachers will identify their emotions while interacting with students, as to avoid creating conflicts with students. Teachers will be taught how to effectively build relationships with students and know strategies for defusing conflicts with students.	
		Assigned to:	██████████
		Added date:	09/25/2013
		Target Completion Date:	06/06/2014
		Comments:	From Turnaround for Children, staff have been given PD around regulating their emotions when interacting with students. Some staff have mastered this skill, but many are still struggling with this. Additional sessions and support from Turnaround for Children will be provided as the weekly PD sessions continue until June.
		4. ALT and Attendance team meets regularly to look at school data, like attendance, discipline and culture. Decisions based on the data points will inform school-wide initiatives.	
		Assigned to:	██████████
		Added date:	09/25/2013
		Target Completion Date:	06/06/2014
		Frequency:	weekly
		Comments:	Standard agenda was created to review school data from across all sectors, and based on the data, ALT focuses on that need to make instructional decisions and Attendance team to make attendance decisions. Data maps include attendance percentages, TRC and progress monitoring completion rate, ST MATH and Lexia completion, PIA results, progression of SST meetings, and behavior trends. While these discussions are taking place, physical data is not always present in meetings.

	5. Satisfaction surveys for families, staff, and students will be created and collected at least 2 times during the year. Strategies and incentives will be decided on by the ALT.
	Assigned to: [REDACTED]
	Added date: 09/25/2013
	Target Completion Date: 06/06/2014
	Frequency: twice a year
	Comments: Survey is planned to be issued to staff on 1/6, families by 1/31, and students by 1/31.
<b>Implement</b>	Percent Task Complete: Tasks completed: 2 of 5 (40%)

### Parent, School, and Community

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

<b>Indicator</b>	<b>IVE06 - The LEA/School has allocated funds to support extended learning time, including innovative partnerships.(1706)</b>		
<b>Status</b>	Tasks completed: 1 of 3 (33%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/27/2013	
	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:	City Year assists our extra-care program daily. Monday-Thursday, they assist teachers by providing literacy and math remediation by alternating days. Remediation materials were given to City Year and after-school materials for an effective implementation.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Hendley uses external partnerships to provide additional instructional supports to students, such as City Year and DC Reading Corps. City Year uses after-school time to make learning enjoyable, while gaining support and investment from families. As needed, City Year staff has informal check-ins and gets feedback from teachers and after school coordinator around instructional best-practices. Feedback is then used for City Year to provide to one-on-one support with struggling students, as to provide more hours of scaffolding student skills and checking for student understanding. In addition, other volunteers and partnerships (DC Reading Corps) provide manpower and time for students to receive smaller instructional remediation.	
	Target Date:	11/01/2013	
	<b>Tasks:</b>		
	1. City Year is assigned and incorporated into the schools' culture and classrooms. City Year assists 8am-6pm daily with students' attendance, behavior, and academics.		
	Assigned to:	[REDACTED]	

		Added date:	09/27/2013
		Target Completion Date:	09/01/2013
		Comments:	City Year assigned Corps members to classrooms in grades 1-5. City Year participates and is invited to all PDs and meetings. City Year consistently attends Parent meetings, makes attendance calls, follows behavior protocols, and is always in classrooms. Some Corps members are better at supporting academics than others. For those that still need support, meetings with the teachers and support plans were created.
		<b>Task Completed:</b>	<b>09/01/2013</b>
	2. City Year Team Leader and Program Manager meet with administration to communicate about school's needs, and provide feedback to City Year's implementation. Support, resources, and suggestions for improving school climate, operations, and implementation of instruction is reviewed. Informal collaborations between City Year staff and teachers is discussed, and support is given, as necessary.		
		Assigned to:	██████████
		Added date:	09/27/2013
		Target Completion Date:	05/23/2014
		Frequency:	twice monthly
		Comments:	Hendley Administration meets consistently with City Year Team Leader and Program Manager. Implementation suggestions is at the forefront of meetings, along with brainstorming for academic and behavioral supports. Having all City Year corps members pull groups consistently and aligned to the reading behaviors is the current focus.
	3. Partners, like DC Reading Corps, and Academic Power Hour, provides supports to students in smaller settings. Tutoring focuses on reading growth and math skill growth, based on the students' needs.		
		Assigned to:	██████████
		Added date:	09/27/2013
		Target Completion Date:	06/20/2014
		Frequency:	daily
		Comments:	DC Reading Corps members are at school daily and are consistently pulling students to assist with literacy interventions. They are diligent and have shown to be instrumental in assisting with the Scholastic book room.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 3 (33%)	