

# 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 12, 2014

**Houston ES** NCES - na

District of Columbia Public Schools

**School Improvement Indicators (RI)**

Key Indicators are shown in **RED**.

**School Leadership and Decision Making**

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

**Indicator** ID14 - A School Community Council consisting of the principal, parent facilitator, social worker or counselor, and parents oversees family-school relationships and the "curriculum of the home."(49)

**Status** Tasks completed: 1 of 2 (50%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/26/2013
	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 ALT has created a document titled " Houston Elementary School Student Passport to Excellence". Passport will document students' DC CAS scores, DIBELS scores, TRC scores, Missed Assignments, Paced Interim Assessments Scores, and ST Math completion rates.
<b>Plan</b>	Assigned to:	
	How it will look when fully met:	This objective is being fully met in your Charles H. Houston Elementary School when teachers document the following information in Students' Passports:  DC CAS scores  DIBELS scores  TRC Scores  Missed Assignments  Paced Interim Assessments Scores  ST Math completion rates  Passports will be sent home to parents at the end of end instructional window. Teachers in addition will provide School Administrative Assistant a copy of Student Passport to place in students' cumulative folder at the end of the school year.
	Target Date:	06/20/2014
	<b>Tasks:</b>	

	<p>1. The ALT will convene a Parent/Staff town hall meeting to provide parents information on what the below means to their child's overall academic achievement.</p> <ul style="list-style-type: none"> <li>• DC CAS scores</li> <li>• DIBELS scores</li> <li>• TRC scores</li> <li>• Missed Assignments</li> <li>• Paced Interim Assessments Scores</li> <li>• ST Math completion rates</li> </ul>
	Assigned to: [REDACTED]
	Added date: 09/26/2013
	Target Completion Date: 02/03/2014
	Frequency: twice a year
	<p>Comments: Houston ES has conducted one Parent Meeting in Fall 2013 to provide parents with student level performance data (TRC, DIBELS, 2012-13 DC CAS and attendance). Parents received a "Student Passport" documenting this information. In addition, teachers were available to discuss student progress and goals for the school year.</p> <p>The next Parent Town Hall Meeting is planned for March 2014.</p>
	Task Completed: 11/15/2013
	<p>2. The ALT will convene a second Parent/Staff town hall meeting to provide parents information on what the below means to their child's overall academic achievement.</p> <ul style="list-style-type: none"> <li>• DC CAS scores</li> <li>• DIBELS scores</li> <li>• TRC scores</li> <li>• Missed Assignments</li> <li>• Paced Interim Assessments Scores</li> <li>• ST Math completion rates</li> </ul>
	Assigned to: [REDACTED]
	Added date: 01/10/2014
	Target Completion Date: 04/30/2014
	Comments:
<b>Implement</b>	Percent Task Complete: Tasks completed: 1 of 2 (50%)

## 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: 2 of 3 (67%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/13/2013	
	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:	Since the beginning of the school year principal has conducted approximately 25 classroom informal observations. Principal observed all k - 5th grade teachers twice since the start of school August 26, 2013.	

<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Principal will conduct informal classroom observations on a weekly basis for all k-5 teachers. Principal will use a standard classroom observation tool with research-based look fors in guided reading instruction, shared reading instruction, and best strategies in mathematical practice. Classroom observations will be scheduled on a calendar. ALT will review lesson plans bi-weekly, and re-teach plans and unit plans after each Paced Interim Assessment (every 6 weeks). Principal will conduct formal observations three times per year in alignment with the DCPS teacher evaluation system, IMPACT. Special teachers and resource teachers will have periodic informal reviews of lessons and classroom instruction, in addition to the formal observations.	
	Target Date:	06/02/2014	

**Tasks:**

1. Create a calendar for informal classroom observations for all instructional staff by principal.

	Assigned to:	[REDACTED]	
	Added date:	09/13/2013	
	Target Completion Date:	09/16/2013	
	Frequency:	weekly	
	Comments:	Principal [REDACTED] has conducted informal observations weekly of instructional staff and has documentation of his feedback. However, an calendar of rotation has not yet been created. Principal selected teachers for informal observations and the frequency of these observations based on teachers' identified needs, level of experience, and program fidelity implementation. New target date will be established - proposed Jan. 31, 2014.	

2. Instructional Coach (IC) will create a calendar for classroom observations and coaching support for teachers in collaborative learning cycle and individual learning cycle.

Assigned to: [REDACTED]

		Added date:	09/13/2013
		Target Completion Date:	09/16/2013
		Frequency:	monthly
		Comments:	IC has created a 6-week calendar for teacher cohort support, teacher grade level meetings, and staff development for each learning cycle (Sept., Nov, Jan.). Documentation will be uploaded.
		<b>Task Completed:</b>	<b>09/16/2013</b>
	3. Create informal classroom observation tool for K-5 reading and math instruction aligned to teacher IMPACT evaluation system and research-based practices (look fors). Observation tool will include key components in the math and literacy block (guided reading, shared reading, center rotations, guided math, number talk/talk moves.		
		Assigned to:	██████████
		Added date:	09/13/2013
		Target Completion Date:	10/01/2013
		Comments:	IC ██████ uses a standard observation tool that is aligned to teacher IMPACT evaluation system developed by DCPS Office of Teaching and Learning. The principal scripts his impressions of instructional delivery highlighting the components aligned to the Teaching and Learning Framework (T1-T9) pedagogical practices and look fors of program fidelity to the literacy and math blocks.
		<b>Task Completed:</b>	<b>10/01/2013</b>
<b>Implement</b>	Percent Task Complete:		Tasks completed: 2 of 3 (67%)

<b>Indicator</b>	<b>IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(61)</b>		
<b>Status</b>	<b>No decision has been made</b> Tasks completed: 1 of 1 (100%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/23/2013	
	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:	Presently we have awarded students for scoring proficient in reading and or math on the 2012/2013 DC CAS. Others areas that students will be awarded are attendance, DIBELS, TRC, PIA, citizenship and ST Math.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	At the end of end each instructional window students will be awarded certificates and Bull Bucks for scoring proficient, and making improvements on the following assessments:  a. Attendance  b. DIBELS  c. TRC  d. PIA  e. Citizenship  f. ST Math.	
	Target Date:	10/25/2013	
	<b>Tasks:</b>		
	1. At the end of each instructional window students identified as scoring proficient and making improvements names will be given to the school counselor. School Counselor create certificates and award bull bucks of each student meeting the requirement.		
	Assigned to:	[REDACTED]	
	Added date:	09/23/2013	
	Target Completion Date:	10/25/2013	
	Comments:	Houston hosted a student award assembly in the fall. Students were recognized for scoring 50% or above proficient on Paced Interim Assessment (PIA), students that scored benchmark and above on TRC and DIBELS. Student improvement was also honored as being "on a roll" for success. Students that had monthly perfect attendance also received certificates. The next student award assembly will be in January 2014.	
	<b>Task Completed:</b>	<b>11/01/2013</b>	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 1 (100%)	

<b>Indicator</b>	<b>IE14 - The principal provides timely, clear, constructive feedback to teachers.(1676)</b>		
<b>Status</b>	Tasks completed: 1 of 2 (50%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/13/2013	
	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:	Principal has provided informal feedback to instructional staff (k-5 teachers) after classroom observations via email. The written feedback has included the following key elements: standards, objectives, adherence to the schedule. Use of materials, instructional delivery, program fidelity of DC literacy and math block components (guided reading, shared reading).	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Instructional staff will receive timely, explicit written and oral feedback from principal or instructional coach after classroom observations. Written feedback will be drafted on a standardized form and shared via email prior to the teacher debrief. Teacher debriefs will be scheduled within the same week and tiered support provided as needed. IC and principal will collaborate on identified challenges and strengths exhibited during observations. In addition, staff will receive written feedback on lesson plans, re-teach plans, and unit plans. Strengths and areas of improvement will be identified and supports provided on a tiered basis.	
	Target Date:	12/19/2013	
	<b>Tasks:</b>		
	1. Create a schedule for teacher feedback sessions post classroom observations. This schedule would be aligned to classroom observation rotation schedule to ensure timely feedback within the same week (5 day period). Principal and Instructional coach will complete their own individual schedules.		
	Assigned to:	[REDACTED]	
	Added date:	09/13/2013	
	Target Completion Date:	10/01/2013	
	Comments:	IC [REDACTED] provides teacher debrief post classroom observation within the same week, as documented on the IC Learning Cycle Calendar which is updated every 6-weeks per instructional window. The IC Learning Cycle Calendar also documents classroom observations and coaching support rotation schedule. Principal and IC [REDACTED] collaborate and hold discussions around teaching best practices. In addition, principal discusses his classroom observation findings with IC [REDACTED] to ensure teachers receive appropriate supports. Principal feedback to teachers is within the same week of the classroom observation.	
	<b>Task Completed:</b>	<b>10/01/2013</b>	

	2. Create classroom observation feedback form based on research-based practices and DCPS program expectations (literacy and math blocks). Feedback form will be aligned to classroom observation tool and clearly reflect principal expectations for school priorities.
	Assigned to: [REDACTED]
	Added date: 09/13/2013
	Target Completion Date: 10/01/2013
	Comments:
<b>Implement</b>	Percent Task Complete: Tasks completed: 1 of 2 (50%)

## School Leadership and Decision Making

### Aligning classroom observations with evaluation criteria and professional development

<b>Indicator</b>	<b>IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)</b>		
<b>Status</b>	<b>No decision has been made</b> Tasks completed: 3 of 3 (100%)		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</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:	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management: As of this date principal has done approximately 25 informal observations related to effective teaching and classroom management. Those observations have not been completed on a standard form, but written feedback was given. Nor, have the teachers been videotaped for feedback. Teachers have received oral feedback from the instructional coach related to effective teaching practices. Most teachers participated in district-wide professional development workshops on the DCPS literacy and math block components curricular resources (Go Math and guided reading)during pre-service week. Morning collaborative teacher sessions twice per week are scheduled to begin September 16, 2013.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Professional development sessions will highlight principal and instructional coach's focus areas based on classroom observations and instructional plans. Professional development will be tiered for teachers in need of differentiated support in ELA and math. Professional development will include peer learning through videotaped instructional delivery, modeled instructional practice (Principal and/or Instructional Coach), and resources, e.g., articles. Teachers will also receive training in PBIS and RTI approaches in classroom management to support a positive school-wide culture/climate.	
	Target Date:	11/04/2013	
	<b>Tasks:</b>		

	1. Create a school level professional development calendar to include ELA and math instruction, best pedagogical practices, as well as classroom management.
	Assigned to: [REDACTED]
	Added date: 09/13/2013
	Target Completion Date: 06/02/2014
	Frequency: four times a year
	Comments: Teachers receive professional development as part of the collaborative learning cycle. One-hour professional development sessions are scheduled weekly with focus topics on components within the ELA and math blocks. Thus far, four professional development sessions have been held targeting Guided Reading, reviewing student work, peer review of lesson plans, and book study (journal articles of best practices). IC [REDACTED] facilitates these sessions and allows time for extension or refresher of District lead PD Day small group instruction topics every 6 weeks. The PD sessions are ongoing through June 2014. The calendar of CLC PD sessions are documented on the IC Learning Cycle. Additional PD sessions have not been scheduled at this time.
	<b>Task Completed:</b> 11/15/2013
	2. Develop professional development materials for distribution at meetings related to identified teachers' needs and leveraging teachers' demonstrated strengths. Specifically, set schedule and conduct video taping sessions of teachers' lessons in ELA and math instruction during various segments of the literacy and math blocks (guided reading and centers). Reference materials (books, articles, websites) will be collected and shared with teachers in preparation for the meeting.
	Assigned to: [REDACTED]
	Added date: 09/13/2013
	Target Completion Date: 11/04/2013
	Frequency: monthly
	Comments: IC and Principal have identified and developed materials for PD sessions. For example, journal articles, book chapters, and sample lesson plan check lists. Teachers share their lesson plans for critical friends discussion. Principal has videotaped a teacher's instructional delivery and shared with faculty for peer review and reflection. Meeting materials are available to all participants.
	<b>Task Completed:</b> 11/15/2013
	3. For each professional development session, the selected facilitator will create presentation materials, talking points for videotape discussion, set norms and expectations for teacher debrief highlighting instructional focus area. At times, peer learning opportunities will occur through peer observation in person or via videotape. Facilitator will record group reflections.
	Assigned to: [REDACTED]
	Added date: 09/13/2013
	Target Completion Date: 11/04/2013
	Frequency: monthly

		Comments:	IC [REDACTED] is the lead facilitator of these sessions. IC [REDACTED] has prepared talking points, agendas, sign in sheets, and exit tickets for participants. The PD sessions are an open forum for peer collaboration and professional learning. Teachers take notes and participate in candid discussions about teaching strategies. Principal attends and shares information periodically; however, it is primarily a teacher forum that is non-evaluative.
		Task Completed:	11/15/2013
<b>Implement</b>	Percent Task Complete:		Tasks completed: 3 of 3 (100%)

**Curriculum, Assessment, and Instructional Planning**

**Engaging teachers in differentiating and aligning learning activities**

**Indicator**      **IIC03 - Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.(98)**

**Status**              Tasks completed: 0 of 1 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/19/2013	
	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: Teachers are sharing their lesson plans and instructional strategies in grade level team meeting. Presently. Teaching are not sharing their lesson plans nor instructional strategies across grade levels.

**Plan**              Assigned to: [REDACTED]

How it will look when fully met: Starting in the month of October teachers are required to submit lesson plans to the principal every Monday for the forthcoming week by 12noon. Instructional Coach and principal will evaluate lesson plans for their effectiveness and place those that are considered exceptional in our shared lesson plan binder.

Remaining Lesson Plans will be critiqued for

- Collaborative instructional
- Facilitation of student authentic work
- Teacher talk vs. Student talk
- What the teacher want students to learn?
- How will the teacher know if students have learned what was taught?
- How will the teacher respond when students have not been successful?

Target Date: 10/21/2013

**Tasks:**

1. Have lesson plans take in to the main office starting October 7th, 2013. Administrative Assistant will place lesson plans in individual binders for the principal and instructional coach review.

		Assigned to:	██████████
		Added date:	09/23/2013
		Target Completion Date:	10/07/2013
		Frequency:	weekly
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

**Curriculum, Assessment, and Instructional Planning**

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

<b>Indicator</b>	<b>IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/19/2013	
	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:	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. At the beginning of the school year, principal and IC reviewed all 2013 DCCAS data by subgroup and grade level. Principal shared student performance with teachers and identified students for interventions. The master schedule provides for grade level team meetings weekly with instructional coach.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>Academic Leadership Team will support teachers in making data driven instructional decisions. ALT will meet bi-weekly to discuss highlights from grade level team meetings, including student performance data from formative assessments, and trends from classroom observations. Teachers will be empowered to make changes in student grouping based on TRC and DIBELS progress monitoring and BOY and MOY results, as well as PIA outcomes. Data analysis of standard performance will provide the basis for the intervention supports through the Response to Intervention model (RTI). For example: Individualized/group instruction from a resource teacher will be provided to select students during the day, including BURST reading groups, additional time on ST Math, and Foundations Double Dose, to target specific standards and subskills that students exhibited challenges. After the Paced Interim Assessment (PIA) students with similar learning challenges and misconceptions will be grouped together for targeted support in the same Response to Intervention class in reading and math.</p> <p>Third through fifth grade students that were assessed within 1 to 2 TRC levels (BOY and MOY) will be grouped together in the same class during the literacy block. Teachers would provide targeted support in guided reading across fewer reading groups, enabling them to plan lessons more effectively.</p>	
	Target Date:	01/16/2014	
	<b>Tasks:</b>		

	1. Teachers will create formative assessments to check for student mastery and understanding within the unit (quizzes, exit tickets, short cycles, brief constructed responses). Student performance will be discussed in grade level team meetings, data team meetings to identify trends in standards performances and common misunderstandings of concepts.
	Assigned to: [REDACTED]
	Added date: 09/19/2013
	Target Completion Date: 10/11/2013
	Comments:
	2. Create a schedule and meeting structure for data team/grade level team meetings to facilitate the reflective process. Develop data sheet templates organized by performance level so that students can be grouped by ability and receive targeted instruction.
	Assigned to: [REDACTED]
	Added date: 09/19/2013
	Target Completion Date: 10/14/2013
	Comments:
	3. Teachers will bring student artifacts to grade level team meetings for discussion and common scoring for constructed responses on the PIA assessments every 6 weeks. In addition, teaches will develop writing rubrics for varied writing assignments by grade level. In particular, 4th grade students writing workshop model and literacy block extension will be a key focus area.
	Assigned to: [REDACTED]
	Added date: 09/25/2013
	Target Completion Date: 10/31/2013
	Comments:
<b>Implement</b>	Percent Task Complete: Tasks completed: 0 of 3 (0%)

<b>Indicator</b>	<b>IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/19/2013	
	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:	All teachers, K-5, are in the process of completing the BOY TRC and DIBELS assessments. BOY testing window closes on October 2, 2013. Teachers are using the instructional units to plan lessons and create classroom assessments for daily and weekly checks of student mastery and understanding of standards and skills. A formalized process for the creation and administration of pre and post unit assessments has been discussed within the ALT, but is not yet ready to be administered by staff within the first instructional window.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>We currently have five classes in the DC CAS tested grades, 3rd - 5th. During the literacy station rotation block from 10:00am to 10:45am, 3rd thru 5th grade students will rotate to one on the 5 intermediate teachers for station rotation and guided reading. Students will receive instruction based on their BOY TRC level. Therefore, we may have 3rd -5th grade students assigned to the same classroom.</p> <p>Our fifth (5th) grade teacher will teach TRC level S and above students during the literacy station rotation block from 10:00am to 10:45am</p> <p>We currently have two (2) 4th grade teachers. One (1) fourth grade teacher will teach TRC level students P to S during the literacy station rotation block from 10:00am to 10:45am. The other 4th grade teacher will teach TRC level students L to O during the literacy station rotation block from 10:00am to 10:45am..</p> <p>We currently have two (2) 3rd grade teachers. One (1) third grade teacher will teach TRC level students H to K students during the literacy station rotation block from 10:00am to 10:45am.</p> <p>The second third (3rd) grade teacher will teach TRC levels G and below students during the literacy station rotation block from 10:00am to 10:45am.</p>	
	Target Date:	10/21/2013	
	<b>Tasks:</b>		

		1. Teachers will receive job embedded professional development support in the creation of short cycle assessments using Amplify (formerly MClass) for ELA and math. Instructional Coach will facilitate during teacher morning collaboratives, grade level team meetings, etc. Teachers will work in grade level teams to develop assessments and use a school level assessment calendar to regularly administer assessments, with continual support from the instructional coach as needed.
		Assigned to: [REDACTED]
		Added date: 09/25/2013
		Target Completion Date: 10/15/2013
		Comments:
		2. Teachers will receive training in the use of iReady diagnostic and summative assessment system. Teachers will use iReady programs to create unit assessments, administered at the start window and end of the unit (pre/post). Teachers will also create short cycle assessments at the mid point of the instructional unit window (week 3). A school level assessment calendar will be developed to ensure regular administration of teacher generated assessments.
		Assigned to: [REDACTED]
		Added date: 09/25/2013
		Target Completion Date: 10/15/2013
		Comments:
		3. All K-5th grade teachers to will administer all TRC and DIBELS BOY assessments to students by the close of the BOY assessment window, October 2, 2013. This BOY assessment data will be shared in grade level cluster teams, grades 3-5. Teachers will identify students for reading groups based on their TRC instructional levels, across grades 3-5. Students placement in reading groups will be adjusted based on MOY TRC data as well as progress monitoring information.
		Assigned to: [REDACTED]
		Added date: 09/23/2013
		Target Completion Date: 10/21/2013
		Frequency: twice a year
		Comments: Reclassification of students within groups will take place at least MOY (February 2014). Program monitoring data - monthly reviews - will also expedite changes.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)