

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 01, 2013

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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	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 09/30/2013
	Evidence:	The school is broken down into grade level clusters, all grades have a grade level chairpersons, and 3-5 are departmentalized (ELA/ Social Studies and Math/Science). Teachers meet weekly in grade level meetings to discuss student work, and performance and common planning. Teachers plan vertically fourth and fifth grade in math and ELA. Teachers keep notes and minutes and submit them to assigned administrator.

School Leadership and Decision Making

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

Indicator **IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)**

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 09/30/2013	
	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:	At this time the Principal is monitoring and observing 3 to 5 classrooms daily. In these observations he looks for what's being taught in each of the 9 teach standards. He also is looking for there content and pacing inside of the instructional window. He is looking for program fidelity of programs (such as Foundations, just words, Go Math, etc.) inside the ELA and Math blocks. The principal provides written feedback to the teachers on the same day of the observation with action steps to improve instruction. For certain teachers he ask for individual conferences to discuss next steps. The principal attends grade-level team meetings and morning collaboratives to monitors progress.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The principal will observe teachers bi-weekly to monitor progress on instructional delivery and student achievement. A standard observation tool will be used and written feedback will be given to each teacher. Targeted support is given to teachers based on classroom observations and teachers are supported by the APL, AP and instructional coach. Teachers submit bi-weekly lesson plans to APL and AP for review and feedback. AP and APL provide written feedback to teachers. During the ALT meetings, lesson plan feedback and instructional delivery practices are discussed by teacher, grade, and subject to ensure constant improvement. Trends in instructional practice, strengths and areas of need, are identified for teacher professional development and resources.	
	Target Date:	01/31/2014	
	Tasks:		
		1. All ALT members will maintain a weekly schedule for informal teacher observations and submit to the principal for review. Each individual will create their own, principal review will ensure all teachers are being observed bi-weekly and tiered support is provided for identified teachers. Principal will create a schedule for formal teacher evaluations conducted by AP and APL.	
	Assigned to:	[REDACTED]	
	Added date:	09/30/2013	
	Target Completion Date:	10/14/2013	
	Comments:		

	2. ALT will create lesson plan review form with identified look fors for lesson plan components, literacy block and math block - such as shared reading, guided reading, math center rotations, guided math. ALT members will be responsible for using the form to provide feedback to teachers on their lessons on a bi-weekly basis.
	Assigned to: [REDACTED]
	Added date: 09/30/2013
	Target Completion Date: 10/14/2013
	Comments:
	3. ALT members (Assistant Principal for Literacy -APL, Assistanrt Principal - AP, and IC - Instructional Coach) will submit to principal a monthly professional development plan with identified topics based on teachers' areas of need and student performance deficits. The topics will be discussed in morning collaboratives as well as grade level team meetings. APL, AP and IC will facilitate the professional development sessions, inclusive of agendas and training materials. As appropriate, additional resources will be identified to support teachers' growth.
	Assigned to: [REDACTED]
	Added date: 09/30/2013
	Target Completion Date: 11/04/2013
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 3 (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 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/30/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school has time allotted for professional development for teachers. There are morning collaborative sessions, 40 minutes - three times per week. Instructional Coaching Program works with cohorts of teachers in individual learning collaboratives and content learning collaboratives. These teachers receive additional coaching support (observations, demonstration lessons, side-by-side coaching, and co-teaching). In addition, teachers participate in DCPS quarterly professional development days. All teachers receive job-embedded professional development from ALT members, as needed.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The Assistant Principal for Literacy (APL) will work with instructional coach to create a literacy professional development plan for teachers for the unit. Similarly, the Assistant Principal will create a professional development plan for math instruction for each unit. ALT members will facilitate the professional development sessions and observe classroom instruction to monitor for progress. All pd plans will be submitted to the principal for review and will be modified as needed. Major areas of need based on classroom observations and student performance data (PIA, TRC, and DIBELS) will guide instructional decisions and planning. ALT members will adhere to their classroom observation schedules and provide timely written and oral feedback to teachers.	
	Target Date:	11/11/2013	
	Tasks:		
	1. ALT members will submit classroom observation feedback to the principal. ALT meeting summaries will reflect student performance progress and trends such that professional development supports are identified.		
	Assigned to:	[REDACTED]	
	Added date:	09/30/2013	
	Target Completion Date:	06/09/2014	
	Frequency:	weekly	
	Comments:		

		2. A professional development plan for literacy and math instruction for each unit will be created and submitted to principal for review. The professional development plan will highlight topics, facilitator, date/time. Each professional development session will be guided by an agenda with appropriate training materials.
	Assigned to:	[REDACTED]
	Added date:	09/30/2013
	Target Completion Date:	05/19/2014
	Frequency:	four times a year
	Comments:	All plans should be submitted two weeks prior to the start of the instructional window.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

Curriculum, Assessment, and Instructional Planning

Engaging teachers in differentiating and aligning learning activities

Indicator	IIC04 - All teachers, working in teams, differentiate and align learning activities with state standards. (1716)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/30/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers have received some district professional development on the literacy and math block components. DCPS has purchased a new elementary math instructional materials (text and workbooks). These professional development sessions have briefly addressed differentiation as part of center rotations and Guided Reading using leveled readers. Instructional Coach has provided job embedded professional development on differentiation for teachers in grades 1-5 in literacy. In math the AP has provided some coaching support around the use of the Go Math materials.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will meet in grade level/subject teams to create and develop instructional unit plans, short cycle assessments and reteach plans based on data accumulated from these assessments. Formative assessments will occur every 3-4 weeks and short cycle cumulative assessments will occur every 4-6 weeks. Data will be analyzed monthly during data utilization meetings by the ALT team.	
	Target Date:	06/09/2014	
	Tasks:		
		1. Teachers will meet weekly in grade level teams to plan for classroom instruction. Flexible groups will be created based on iReady and Lexia student profiles.	
	Assigned to:	[REDACTED]	

		Added date:	11/01/2013
		Target Completion Date:	06/09/2014
		Frequency:	weekly
		Comments:	
	2. Restructure the math block to reflect the use of student centered approach in SPED.		
		Assigned to:	[REDACTED]
		Added date:	11/01/2013
		Target Completion Date:	06/09/2014
		Frequency:	twice monthly
		Comments:	
	3. Bi-weekly collaboratives and professional development sessions will reflect instructional needs of teachers as determined by classroom observations.		
		Assigned to:	[REDACTED]
		Added date:	11/01/2013
		Target Completion Date:	06/09/2014
		Frequency:	twice monthly
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (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 4 (0%)

Assessment	Level of Development:	Initial: Limited Development 09/30/2013	
	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:	Teachers in grades K-5 use TRC and DIBELS to assess students' reading comprehension and phonemic awareness. These assessments are benchmarked three times per year, and select students receive progress monitoring every two or four weeks. Students in grades 2-5 take the DCPS Paced Interim Assessments (PIA) in reading and math five times per year. Early childhood grades (pre-s and pre-K) take the Gold Early Learning Assessment to diagnose the students' performance in seven domains of cognitive development. Based on all of these metrics students receive varied instructional supports, remediation or enrichment before, during, and after school. MLK uses computer programs, First in Math and Lexia 5 to build foundational skills. Select student receive double dose of Foundations for phonemic awareness.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	To use the item analysis with each individual teacher and across grade levels to pinpoint the missed items in the abovementioned assessments. After each of the areas of student error and those standards and skills associated with those areas are identified. Teachers will use a template to scaffold skills and re-teach those identified items in small groups (preferably) to reteach those skills to achieve mastery. Data will be reviewed regularly with the respective administrator for that given subject area.	
	Target Date:	06/20/2014	
	Tasks:		
		1. Introduced item analysis template to the staff in professional development to review PIA 1 data. Teachers were able to identify skills and standards that would be included in their reteach. They were given sample items to complete to become familiar with the requested information	
		Assigned to:	[REDACTED]
		Added date:	11/01/2013
		Target Completion Date:	06/09/2014
		Comments:	
		2. Teachers will meet with their respective subject area administrator to review items they have identified for reteach. Also review potential plans for reteach.	
		Assigned to:	[REDACTED]

		Added date:	11/01/2013
		Target Completion Date:	06/09/2014
		Frequency:	twice monthly
		Comments:	
	3. Teachers will use their own classroom data to complete the data analysis template for reteach planning.		
		Assigned to:	[REDACTED]
		Added date:	11/01/2013
		Target Completion Date:	06/09/2014
		Frequency:	twice monthly
		Comments:	
	4. Subject area administrators will observe reteach lessons and data after re-assessment		
		Assigned to:	[REDACTED]
		Added date:	11/01/2013
		Target Completion Date:	06/09/2014
		Frequency:	four times a year
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	

Indicator	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)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/30/2013	
	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:	Teachers in grades 2-5 create standards based pre and post unit assessments in ELA and math. Teachers use Amplify (formerly MClass) to identify reading passages and testing items. The Assistant Principal (AP) and/or Assistant Principal for Literacy (APL) have created pre/post assessment for teachers' use. They are providing coaching support to help transition teachers to perform this task independently. Go Math also has an assessment source book for teachers' use with unit assessments.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers in grades 2-5 will create unit assessments in ELA and math independently and submit to ALT members for review/feedback. The pre and post assessment will be administered in accordance with a schedule. Teachers will review the assessment data collaboratively at grade level team meetings (grades 2-5) and department planning meetings for grades 4 and 5. During the instructional team meetings, data analysis sheets would be completed which identify student performance results, reflection on strengths and obstacles, selected instructional strategies and goals for class. Students are identified for intervention and enrichment.	
	Target Date:	05/30/2014	
	Tasks:		
	1. ALT will create a data analysis sheet for teachers use to collect performance results by class and to analyze student progress (strengths, obstacles), needed interventions, and instructional strategies.		
	Assigned to:	[REDACTED]	
	Added date:	09/30/2013	
	Target Completion Date:	10/07/2013	
	Comments:		
	2. Assistant Principal for Literacy (APL) and Assistant Principal (AP) will provide coaching support to teachers in grades 2-5 during morning collaborative to train them in how to create unit assessments using Amplify in reading and math. Teachers in grades 2-5 will create assessments for unit 2 and beyond and submit to APL and AP for review and feedback. Teachers will receive additional support as needed.		
	Assigned to:	[REDACTED]	
	Added date:	09/30/2013	
	Target Completion Date:	10/09/2013	

	Comments:	
	3. ALT will create an internal assessment calendar to monitor various assessments throughout the instructional windows and the calendar year. The assessment calendar will include TRC and DIBELS progress monitoring, BOY,EOY, and MOY dates for grades K-5. For grades 2-5, PIA, pre-post unit assessment administration, writing, and short cycle assessments.	
	Assigned to:	██████████
	Added date:	09/30/2013
	Target Completion Date:	10/07/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (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 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/30/2013	
	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:	MLK is a receiving school of approximately 140 new students from a nearby closing DCPS school. As such, MLK is focused on building the school identity inclusive of the new student population and acculturating these pupils to MLK's academic norms and social expectations. MLK has additional student support staff and services in SY 2013-14 to support this transition. The full time staff are as follows: school counselor, psychologist, social worker, Dept. of Mental Health clinician. MLK staff uses the SST process to flag students for early interventions, home visits, individual behavioral intervention plans.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	The schools health team will meet regularly to discuss and Process SST (Student Support Team) for students that need extra support, 504 services, SPED evaluations and implement strategies to best meet the needs of the students.	
	Target Date:	05/29/2014	
	Tasks:		
	1. The Principal will monitor the schools SST process for students who are being evaluated for SPED. He will meet with the mental health team to go through the processes, and keep track of the evaluation process with the schools psychologist and the SPED Coordinator. This includes ordering of assessments, initial meetings with parents, and all IEP meetings.		
	Assigned to:	██████████	

		Added date:	09/30/2013
		Target Completion Date:	05/29/2014
		Frequency:	weekly
		Comments:	
	2. The APL will meet with teachers and staff to implement a school-wide discipline plan based on PBIS (Positive behavior intervention services). Along with the school counselor they will create incentive based behavior norms. A matrix that is based on three guiding principals, Be safe, Be respectful, Be responsible, along with all areas of the school that these things totally encompass.		
		Assigned to:	
		Added date:	09/30/2013
		Target Completion Date:	10/04/2013
		Comments:	The meeting will be held, and a student meeting needs to be held at grade-level.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Parent, School, and Community

Education - Providing professional development for teachers and training for parents on working together to support student learning

Indicator IVD02 - The school builds capacity for family and community engagement staff designed to increase their skill level in developing academically focused engagement opportunities for families and the community. (2948)

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 09/30/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:	MLK has school partnerships that build capacity for family and community. The partners are Turning the Page for literacy support. MLK staff will sponsor math nights to support in school strategies at home. Monthly principal meetings with parents and community, Donuts for Dads and Muffins for Moms. Parent Teacher Conferences three times per year. There is a active LSAT. MLK also has a Home School Association.
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Plan	Assigned to:	[REDACTED]
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How it will look when fully met:	This objective will have families and community members coming to meetings selected nights out of the month to learn about doing home work and strategies of literacy with their children. This will also include Literacy through photography where students will be assigned cameras, and have a writing component for all of the pictures that they take. Math Nights will consist of parents and families coming to school and learning strategies that will help them assist their child in becoming better with math. Monthly community ad family meetings will take place with the principal; Donuts with Dads, Muffins with Moms, Monthly Coffee with the principal. This form will be used to enlighten parents and community members of the educational program at MLK.
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Target Date:	06/11/2014
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Tasks:

1. Community Nights will take place one thursday a month. The partnership with Turning the Page will facilitate the meal, and community outreach for literacy that takes place in break out groups. Teachers will facilitate groups that lend information to instruction and strategies for parents to use in literacy for their child.

Assigned to:	[REDACTED]
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Added date:	09/30/2013
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Target Completion Date:	05/15/2014
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Frequency:	monthly
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		Comments:	Please make sure that sign in sheets of families and community members who attend. Also keep record of teachers who participate to include in their tas as it relates to impact.
		2. MLK will host Math Night to families to assist parents with strategies and games that will assist them with their children in becoming better math students. Strategies will be put in place by the ALT that can be used to work with community members and students to assist in math ie., math games used, manipulatives, homework help, and methods for parents to hold their child accountable for doing math work.	
		Assigned to:	██████████
		Added date:	09/30/2013
		Target Completion Date:	05/15/2014
		Frequency:	four times a year
		Comments:	Please establish dates and times that will accommodate the Math Night schedule, and create sign in and monitoring sheets.
		3. The principal will host monthly meetings with community members to discuss the educational program at MLK ES. This includes Coffee with the principal, Donuts with Dads, and Muffins with moms. All stakeholders will be given the opportunity to receive information on the schools progress towards making the AMO (Annual Measurable Objectives) in reading, math and attendance.	
		Assigned to:	██████████
		Added date:	09/30/2013
		Target Completion Date:	05/14/2014
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	