

# 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 17, 2014

**Orr ES** NCES - 110003000161

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 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** Tasks completed: 0 of 3 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/23/2013
	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:	<p>The Academic Leadership Team at Orr ES will use the ANet Data Cycle to review classroom level data on a regular basis and determine needs. Observation data will also be used to determine which teachers need additional support, and teachers will be placed into ILC and CLC cycles as deemed appropriate. Aggregate data will be reviewed in the data cycle to determine if there are school-wide needs that should be addressed, and reteach plans will be monitored closely to ensure that teachers are modifying their instructional approach to reach all learners.</p> <p>Team has used current data (DC CAS and TRC/DIBELS data from 2013) to determine students who need to move for growth.</p>
<b>Plan</b>	Assigned to:	[REDACTED]
	How it will look when fully met:	<p>Data Cycle is established and accessible to all stakeholders Data meeting bi-weekly</p> <p>Calendar of informal observations PD focused on planning and creating re-teach plans for specific standards based on data Teacher feedback/coaching sessions are evident with deliverable outcomes Teachers will develop data walls in their classrooms School-wide data wall with goals are visible to staff, students an parents Weekly collaborative meetings with instructional coach and principal</p>
	Target Date:	06/30/2014
	<b>Tasks:</b>	
	1. Establish Data Calendar for the year.	
	Assigned to:	[REDACTED]
	Added date:	09/26/2013
	Target Completion Date:	06/30/2014
	Comments:	Using the ANET data cyle in conjunction with other data tools such as Dibels, TRC, etc - create a comprehensive calendar.

	2. Establish norms, structure and expectations for data walls.
	Assigned to: [REDACTED]
	Added date: 09/26/2013
	Target Completion Date: 06/30/2014
	Frequency: three times a year
	Comments: Each classroom will be responsible for maintaining their own data walls. Guidance should be explicit with due dates for updating information and physical presentation.
	3. Create schoolwide data wall that informs stakeholders of the schools goals for the year.
	Assigned to: [REDACTED]
	Added date: 09/26/2013
	Target Completion Date: 02/28/2013
	Comments:
<b>Implement</b>	Percent Task Complete: Tasks completed: 0 of 3 (0%)

<b>Indicator</b>	<b>ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)</b>		
<b>Status</b>	Tasks completed: 0 of 5 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/23/2013	
	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:	<p>New leadership team has reorganized school into departmental teams - upper elementary grades have math/science and reading/social studies teachers. This gives teachers the ability to focus on their content strength. ALT is providing differentiated PD for these teams, so that they have the opportunity to plan together to facilitate vertical articulation.</p> <p>Given that this setup is new to the staff, further implementation is necessary to maximize its effectiveness.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>When this objective is fully met, teachers at Orr will participate in weekly collaboration meetings across content areas. The ALT will be able to analyze strengths and areas of growth for each content area group as a whole and for individual teachers in order to focus PD on their areas of need. Grade level expectations are clearly articulated, and teachers at each grade level know what their students should be able to do to be successful at the next grade level.</p>	
	Target Date:	06/30/2014	
	<b>Tasks:</b>		

	1. Create Master Schedule for 2013-2014	
	Assigned to:	██████████
	Added date:	09/26/2013
	Target Completion Date:	09/02/2013
	Comments:	
	2. Master Schedule reflects collaborative planning time	
	Assigned to:	██████████
	Added date:	09/26/2013
	Target Completion Date:	09/30/2013
	Comments:	
	3. Create a separate schedule that reflects departmentalized grades 3-5	
	Assigned to:	██████████
	Added date:	09/26/2013
	Target Completion Date:	12/31/2013
	Comments:	
	4. Create a formal PD calendar that reflects professional development on curriculum and progress monitoring	
	Assigned to:	██████████
	Added date:	09/26/2013
	Target Completion Date:	06/30/2014
	Comments:	
	5. Teachers create Performance Targets plans	
	Assigned to:	██████████
	Added date:	09/26/2013
	Target Completion Date:	12/31/2014
	Frequency:	three times a year
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 5 (0%)

## School Leadership and Decision Making

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

**Indicator** **IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)**

**Status** Tasks completed: 0 of 4 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/23/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Starting this school year (SY 13-14), Orr ES has new leadership after 7 years of stagnant student growth. Currently, the Principal and her support staff are conducting observations in classrooms and focusing on planning and scheduling in order to maximize instructional time. Teachers have been assigned to different instructional supports in order to further their own professional development.</p> <p>Leadership team feels that an additional layer of accountability is necessary to move the school forward - currently the Principal is the only accountability figure in the building. An AP would help with distributive leadership and ensuring that all staff are sufficiently supported.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will have specified agendas that will focus on instructional practices and student learning outcomes. Leadership support will help teachers to plan for students by creating individual learning plans. Weekly data analysis meetings focused on best practices, differentiation of student assignments and homework etc.	
	Target Date:	12/31/2014	
	<b>Tasks:</b>		
	1. Create Data Meeting Structure and expectations		
	Assigned to:	[REDACTED]	
	Added date:	09/30/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	weekly	
	Comments:		
	2. Teachers will create performance target plans for BOY, MOY and EOY.		
	Assigned to:	[REDACTED]	
	Added date:	09/30/2013	
	Target Completion Date:	12/30/2013	
	Frequency:	three times a year	

		Comments:	
		3. Teachers will receive three informal observations and four formal observations throughout the school year.	
		Assigned to:	██████████
		Added date:	09/30/2013
		Target Completion Date:	12/30/2014
		Frequency:	four times a year
		Comments:	
		4. Teachers will create individual learning plans for all students.	
		Assigned to:	██████████
		Added date:	09/30/2013
		Target Completion Date:	12/30/2014
		Frequency:	three times a year
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	

## Curriculum, Assessment, and Instructional Planning

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

**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 4 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/23/2013	
	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:	<p>Based on needs established by last year's data, Academic Leadership Team has chosen the following intervention programs to implement: FUNdations for all students in K-3, for remediation in grades 4-5; Just Words for students in need of intensive support; Word Study for students on or above grade level; and BURST.</p> <p>Teacher teams will use the ANet data cycle to review data. Within this cycle, teachers will create action plans after their data meetings which include reteach plans. Students will be re-assessed after the reteach plan is complete.</p>	
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<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>Master Schedule will reflect ample time to be dedicated toward core content areas. In addition response to intervention will be embedded into the daily schedule. Teachers in grade 3-5 are departmentalized which allows teachers to have more focus on specific content areas and student academic needs. Using a systematic approach to data analysis we will be able to analyse student outcomes and group students according to their needs. Red flagged students will receive progress monitoring and interventions based on their individual skills.</p>	
	Target Date:	12/31/2014	

#### Tasks:

	1. Teachers will use BURST, FUNdations, and Just Words to meet student needs.		
	Assigned to:	[REDACTED]	
	Added date:	09/30/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	three times a year	
	Comments:		
	2. ANET data meetings will occur after each data cycle. teachers will analyze, create an action plan and reteach and give additional assessment.		
	Assigned to:	[REDACTED]	
	Added date:	09/30/2013	

		Target Completion Date:	06/30/2014
		Comments:	
	3. BURST progress monitoring takes place with each BURST cycle.		
		Assigned to:	██████████
		Added date:	09/30/2013
		Target Completion Date:	06/30/2013
		Frequency:	three times a year
		Comments:	
	4. Create Master Schedule that reflects 120 minutes for ELA instruction, 90 minutes for math instruction.		
		Assigned to:	██████████
		Added date:	09/30/2013
		Target Completion Date:	09/30/2013
		Frequency:	once a year
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	

**Classroom Instruction**

**Expecting and monitoring sound classroom management**

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

**Status**              Tasks completed: 0 of 3 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/23/2013	
	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:	Given historical data and issues school has had with climate and culture (suspension and referral data), Principal is working with Turnaround for Children in order to facilitate consistent expectations schoolwide. Teachers have been fully trained in Responsive Classroom, and a Turnaround for Children representative will meet weekly with teachers to discuss implementation and coaching on particular Kagan strategies to ensure that they are being implemented with fidelity.
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<b>Plan</b>	Assigned to:	██████████
	How it will look when fully met:	Turn Around For Children Instructional Coach will work with all teachers weekly in small groups to discuss different classroom management strategies and help support the teacher around behavior management. The teachers will meet with the coach to plan, observe and debrief bi-weekly. All teachers have been fully trained in Responsive Classroom and Kagan strategies which are being fully implemented.
	Target Date:	12/30/2014

**Tasks:**

- |  |   |            |  |
|--|---|------------|--|
|  | 1. TFC Instructional Coach will meet with all teachers once a week to focus on a specific strategy to help with behavior management   |            |  |
|  | Assigned to:  | ██████████ |  |
|  | Added date:   | 09/30/2013 |  |
|  | Target Completion Date:   | 12/30/2013 |  |
|  | Comments:   |            |  |
|  | 2. All teachers have been fully trained in responsive classroom   |            |  |
|  | Assigned to:  | ██████████ |  |
|  | Added date:   | 09/30/2013 |  |
|  | Target Completion Date:   | 12/30/2014 |  |
|  | Comments:   |            |  |
|  | 3. We have created a structured SST process. The SST (Student Support Team) includes the Social Worker, School Psychologist, Administrator, Reading Specialist, TFC staff members, Dean of Students |            |  |

	Assigned to:	██████████
	Added date:	09/30/2013
	Target Completion Date:	12/30/2013
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

**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 3 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/25/2013	
	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:	Given current student population and needs within the community, socio-emotional and health related supports are a priority for school leadership in order to facilitate a welcoming and healthy school environment. School currently has a psychologist and counselor on staff, and a student support team (SST) comprised of social worker, IC, school psychologist, Dean of Students, reading teacher, literacy consultant and consultants from Turnaround for Children meets regularly to discuss needs of identified students.
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<b>Plan</b>	Assigned to:	██████████
	How it will look when fully met:	Department of Mental Health clinician will conduct small groups for students that focus on coping skills and social emotional curriculum. Parent Coordinator with the support of Teaching for Change and the Columbia Heights Collaborative will conduct parent workshops , Wellness Wednesdays, Fatherhood Fridays and Monday Moms. The Dean of Students and Behavior Technician will work collaboratively with Turnaround for Children to identify students and provide support services through the SST team. there is an additional Social Worker Consultant that assist the School Social Worker .
	Target Date:	09/01/2014

<b>Tasks:</b>		
	1. Request DMH Clinician to be assigned to Orr	
	Assigned to:	██████████
	Added date:	09/30/2013
	Target Completion Date:	09/30/2013
	Comments:	
	2. Create a Master Calendar for parents	
	Assigned to:	██████████

		Added date:	09/30/2013
		Target Completion Date:	12/31/2014
		Comments:	
	3. Formal SST Process with prerequisites and a checklist for teacher expectations		
		Assigned to:	██████████
		Added date:	09/30/2013
		Target Completion Date:	09/30/2014
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (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%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/25/2013	
	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: School currently employs a parent coordinator in order to facilitate interactions with parents and community partners. The coordinator has thus far created a calendar of events with these stakeholders in order to communicate and collaborate with them around school goals.

<b>Plan</b>	Assigned to:	██████████	
	How it will look when fully met:	Orr will facilitate parent data analysis meetings where teachers, students and parents in testing grade levels are able to discuss next steps. The school-wide goals are posted and the school improvement plan is a living document that is used daily as we build positive school culture and a commitment to school goals.	
	Target Date:	12/31/2014	

**Tasks:**  
1. Create a parent and community centered calendar

		Assigned to:	██████████
		Added date:	09/30/2013
		Target Completion Date:	09/30/2014
		Comments:	

	2. Calendar is distributed to parents at Back to School Night	
	Assigned to:	[REDACTED]
	Added date:	09/30/2013
	Target Completion Date:	12/31/2014
	Comments:	
	3. Quarterly meetings are held with community partners to ensure that their goals are aligned with the school mission, vision and initiatives	
	Assigned to:	[REDACTED]
	Added date:	09/30/2013
	Target Completion Date:	12/31/2014
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

### Parent, School, and Community

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

<b>Indicator</b>	<b>IVE06 - The LEA/School has allocated funds to support extended learning time, including innovative partnerships.(1706)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 06/14/2013
	Evidence:	There is time built into the daily schedule for academic intervention. The school day for students in grade 1-5 will last an additional hour (until 4:15 pm) so that learning time is increased. Partners such as The Learning Lab will be used for additional support in addition to Afterschool Programs for students in Pre-School, Pre-Kindergarten, and Kindergarten.