

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

November 12, 2013

Turner 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 **ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)**

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 09/26/2013	
	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>The Academic Leadership team (ALT), consisting of the principal, the assistant principal, the assistant principal of literacy, the instructional coach, and the IB coordinator meet twice a week to discuss school-wide topics including instructional practices, building operations, and general school issues. The administration, consisting of the principal, assistant principal, and assistant principal of literacy, meet weekly, outside of the ALT team meetings, to discuss additional issues that may be related to school improvement, including instruction, professional development, building operations, and general school issues. At this time, lead teachers meet with administration during grade level planning meetings. Meeting are guided by an agenda and a focus for follow-up meetings.</p>	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>The Academic Leadership Team (ALT), and Administration will continue to meet twice a week. The administration will decide if ALT and Admin meetings should increase or decrease weekly based on the needs of the school. Meetings will continue to last at least an hour and coverage will be provided to ensure that the our school's leader teacher can be an integral part of the at least one weekly meeting. All meetings will be continued to be guided with an agenda. The members of the ALT team and lead teacher will submit items to be listed on the agenda at least three days prior to the meeting. All members of the meeting will have an opportunity to complete a reflection survey on how the decisions, protocols, and outcomes from the meeting impacted school improvement in a given area. The reflection survey will be anonymous, but provide feedback for all teams members on how to increase productivity from all meetings. Meeting summary will be created from each meeting and provided to all members. Key highlights from grade level team meetings will be brought to the ALT meetings, in particular student progress on learning goals, performance data, and program implementation. An ALT member will participate in the grade level team meetings to ensure meetings are focused and support is available.</p>	
	Target Date:	11/15/2013	
	Tasks:		

	1. -Create a calendar of meeting days -Establish a survey for reflection feedback -Develop agendas for weekly meetings
	Assigned to: [REDACTED]
	Added date: 09/26/2013
	Target Completion Date: 11/15/2013
	Frequency: weekly
	Comments: Create a "coverage" calendar Use survey monkey to create reflection log Develop a dropbox to place all agendas and weekly meeting notes
	2. Meeting summaries will be drafted and distributed to ALT members. Major highlights and decisions will be communicated to staff in varied formats (staff bulletin, morning announcements, etc) as directed by the Principal.
	Assigned to: [REDACTED]
	Added date: 09/26/2013
	Target Completion Date: 01/31/2014
	Frequency: monthly
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 2 (0%)

Indicator	ID13 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 09/26/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently collaborative planning and grade level planning is used to develop and refine units of instruction.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Grade levels clusters, 1-2 and grades 3-5 will meet for an extended collaborative planning meeting, two hours every month. During this time teachers will analyze student performance data, student work, writing, pre/post assessments and use it to refine instruction. Teachers will create rubrics, work station, small group instruction adaptations, share research-based instructional strategies, common planning for units of inquiry, as well as common scoring, etc.	
	Target Date:	11/04/2013	
	Tasks:		

	1. - Create monthly schedule of job embedded professional development and collaborative planning sessions for teachers	
	Assigned to:	██████████
	Added date:	09/26/2013
	Target Completion Date:	11/04/2013
	Frequency:	monthly
	Comments:	
	2. - Create an operational plan for teacher coverage and student instruction/engagement during these sessions	
	Assigned to:	██████████
	Added date:	09/26/2013
	Target Completion Date:	10/14/2013
	Comments:	
	3. Create a professional development plan with suggested topics for staff development and collaborative planning. Student performance results, classroom observations, teachers needs assessment will inform agenda topics. Professional Development Plan 1 - October through December. Plan 2: January - March. Plan 3: May- June	
	Assigned to:	██████████
	Added date:	09/26/2013
	Target Completion Date:	10/14/2013
	Frequency:	three times a year
	Comments:	Professional development Plan for the first meeting due 10/14/13. Subsequent plans will be due December 14, 2013 and March 14, 2014.
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (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%)

Assessment	Level of Development:	Initial: No development or Implementation 09/26/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently there is a school-wide focus on needs for instructional improvement and expected student learning outcomes. The goals to meet these needs are outlined in our Comprehensive School Plan.	

Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The Principal will be aware of school-wide goals needed to improve instruction along with grade level areas of strengths and needs of improvement. He will also be aware of individual student learning outcomes through quarterly data conversations with teachers. The ALT team will develop a tool for teachers to determine and track their own professional and classroom goals for the school year. The Principal will support teachers in developing and monitoring their own classroom goals. The Principal will use PIA, TRC/DIBELS, running records, unit assessments, pre/post test, etc. to monitor instructional improvements and learning outcomes.	
	Target Date:	12/20/2013	

Tasks:

1. - Creation of Data Wall to track school-wide goals. The metrics will include DIBELS, TRC, PIA, and running records of F&P. Student level, classroom level, and grade level performance information will be labeled.
-- Performance data will be updated at the close of assessment cycles for TRC & DIBELS (3 per year), PIA (5 per year), and running records (5 per year).

	Assigned to:	[REDACTED]	
	Added date:	09/26/2013	
	Target Completion Date:	11/04/2013	
	Frequency:	three times a year	
	Comments:	The updates for the data wall will vary dependent on the assessment.	

2. - Professional Development on how to set realistic professional and classroom goals.
 - Monitor effective use of data binder
 - Monitor instruction daily
 - Timely feedback to and from teachers and Principal

	Assigned to:	[REDACTED]	
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		Added date:	09/26/2013
		Target Completion Date:	01/07/2013
		Frequency:	monthly
		Comments:	
	3. - Development of Teacher Professional Goals Tool. This in-house tool will be an adaptation of the TAS (Teacher-Assessed Student Achievement Data) for quarterly progress monitoring and coaching support from the Principal.		
		Assigned to:	██████████
		Added date:	09/26/2013
		Target Completion Date:	11/25/2013
		Comments:	
	4. - Create a schedule for teacher meetings with the principal. Teachers will be prepared to authentically discuss their professional goals, current levels of student performance, and share a portfolio of their work to date.		
		Assigned to:	██████████
		Added date:	09/26/2013
		Target Completion Date:	01/10/2014
		Comments:	First progress monitoring TAS meetings with principal will likely occur mid-February 2014 after MOY TRC, DIBELS, and PIA data results are available.
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	

Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly. (58)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/19/2013	
	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:	The school leader regularly conducts informal observations with teachers and gives timely feedback to improve practice. The academic leadership team has divided the staff based on grades and work collaboratively with their assigned teachers to monitor instruction. Classroom observations are conducted on a daily basis and members of the academic leadership team are always present during grade group meetings to share data from observations.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Classroom observations will be conducted on a daily basis with oral and written feedback given to instructional staff in a timely manner. Written feedback will include strengths, next steps (action items for improvement), as well as resources and coaching support. Classroom observation tool is aligned with formal teacher evaluation process (IMPACT) with focus areas Teach 1-Teach 9. Major classroom observation trends will be shared with Academic Leadership Team (ALT) in weekly ALT meetings. Instructional areas in need of improvement will be identified for professional development.	
	Target Date:	11/25/2013	
	Tasks:		
	1. Instructional leadership will create classroom observation schedule (Principal, Assistant Principal, IB Coordinator, and Assistant Principal for Literacy). Individual leaders will be responsible for creating and modifying their schedule, but all schedules will be submitted to the Principal.		
	Assigned to:	[REDACTED]	
	Added date:	09/19/2013	
	Target Completion Date:	10/01/2013	
	Frequency:	weekly	
	Comments:	Calendars can be shared via email or at ALT meeting for Principal review.	
	2. Academic Leadership Team will create a classroom observation tool to be used when observing classroom instruction. IB Coordinator will have a supplemental "look fors" check list for the IB programme. This tool includes specific areas for feedback and next steps.		
	Assigned to:	[REDACTED]	
	Added date:	09/19/2013	
	Target Completion Date:	10/01/2013	

		Comments:	The ALT team will develop an informal observation tool in order to give timely feedback to staff members.
Implement	Percent Task Complete:		Tasks completed: 0 of 2 (0%)

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)
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Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 09/24/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	The members of the ALT team meet weekly to discuss strengths and areas of need as it pertains to instructional practices, classroom management, and school culture. The ALT team is developing strategies to provide timely and targeted professional development by utilizing internal and external resources. Currently, grade level meetings and weekly focus walks serve as a source of data to identify school-wide trends and determine areas of highest priority to provide support. Collaborative planning sessions provides time to address foundational needs to foster student achievement. The goal is to provide monthly full-day professional development in order to deepen and enhance areas of strengths and needs improvement.
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Plan	Assigned to:	
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	How it will look when fully met:	The leadership team will develop a calendar that identifies all internal and external professional development for staff. All internal full day professional development will have a targeted focus based on data. Administration will address logistically issues such as teacher-coverage to ensure teachers are available to access professional development sessions. PD sessions will be rooted with research-based evidence and best practices. Staff members will provide evidence of mastery by implementing strategies from PD sessions. Professional development will be ongoing the entire school year.
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	Target Date:	06/02/2014
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Tasks:

	1. -Develop a school-wide PD calendar for the entire school year -Develop a focused PD agenda monthly based on school-wide trends -Develop deliverables for PD sessions
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	Assigned to:	
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		Added date:	09/24/2013
		Target Completion Date:	11/01/2013
		Frequency:	monthly
		Comments:	All members of the ALT to will participate in preparation of PDs sessions.
	<p>2. -Utilize the assistant principal of literacy, instructional coach, IB coordinator, and other staff members to develop research-based, standards-based PD</p> <p>-Utilize data folders during PD sessions</p> <p>-Utilize district resources when applicable to support on-going professional development of teachers.</p>		
		Assigned to:	[REDACTED]
		Added date:	09/24/2013
		Target Completion Date:	11/01/2013
		Frequency:	monthly
		Comments:	The DCPS Educator portal will be a starting point to access resources that may support internal professional development. All members of the ALT will participate in the preparation of PD.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator **IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)**

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 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:	Under the support of the academic leadership team, teachers have worked collaboratively and across grade levels to write three IB thematic based units of inquiry. Each unit of inquiry lasts 4 to 6 weeks. With support from the IB coordinator, teachers are receiving professional development on developing and delivering inquiry-based units of study. The IB coordinator works with teachers to align units of inquiry to the CCSS and align instruction with the DCPS instructional scope and sequence. Written units include components of teaching, assessing, and reflection. All units conclude with a project - based summative assessment. IB units are transdisciplinary and are written to authentically cross all content (reading, writing, math, science, social studies) areas when possible.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will have written six IB units of inquiry. Units will be standards-based and include various forms of assessments (ex. portfolios, project-based, student-created). Teachers will submit reflection logs within two weeks after implementing each unit of inquiry. Reflection logs will address areas of success and needs improvement within each unit. Reflections will impact the planning of the unit for the following school year. Teachers will meet collaboratively weekly to discuss their units of inquiry. Teachers will engage in bi-monthly PD's around writing and implementing IB units of inquiry. All teachers pre-school through fifth grade will implement unit of inquiry. Teachers will teach 6 thematic-based, standards-based units of inquiry by June 2013.	
	Target Date:	03/17/2014	
	Tasks:		
		<ul style="list-style-type: none"> 1. -Professional development on developing thematic, standards-based units of inquiry/study -Develop a calendar that indicates when units will be taught -Align units of inquiry to standards 	
	Assigned to:	[REDACTED]	
	Added date:	09/26/2013	
	Target Completion Date:	11/01/2013	
	Frequency:	twice monthly	

		Comments:	The ALT will support with IB professional development. All instructional calendars will be approved by administration.
		2. -Provide training and book studies on inquiry based learning -Provide opportunities for teachers to see inquiry-based unit planning and instruction at other IB schools -Provide feedback on units of inquiry	
		Assigned to:	[REDACTED]
		Added date:	09/26/2013
		Target Completion Date:	03/17/2014
		Frequency:	twice monthly
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	IID09 - Instructional Teams use student learning data to plan instruction. (107)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/26/2013	
	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 instructional team works collaboratively to ensure that all teachers in the building are receiving instructional support from a member of the academic leadership team. The ALT meets weekly to identify focused instructional "look-fors". Data gathered during classroom observations and grade level meetings is used to support teachers with planning for quality rigorous instruction. The ALT team is developing a strategic plan to assist teachers with using data to differentiating instruction, assigning students to appropriate leveled text, and building foundational strategies based on students need. The ALT is working with teachers on how to read and organize their data to impact their planning and instruction. The ALT is preparing to develop an full-day PD session using data to plan for instruction and re-teach.</p>	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>School-wide data wall in the professional development room will be a focal point when making informed decisions about assisting teachers with instructions. The ALT will have weekly data meetings that will address a variety of topics around using data to plan for instruction, such as: guiding reading, workstations, independent reading, guided math groups, project-based learning, etc. Teachers will engage in monthly PD sessions to disaggregate student data based on trends observed by the ALT. The ALT will look at benchmark tests, teachers assessments, student work samples, and rubrics to develop meaningful professional development sessions around data-driven instruction. Teachers will also create re-teach plans after the PIA to address modification of instructional delivery of standards and sub-skills not mastered by students. Teachers will utilize data binders for data disaggregation. The ALT team will monitor that teachers effectively use data binders during PD sessions and planning for instruction. Data binders will be a living document. The ALT will ensure that teachers implement interactive data walls that students can authentically relate to.</p>	
	Target Date:	05/22/2014	
	Tasks:		

	<p>1. - Develop information to be housed in the teacher data binder and individual student data folders</p> <ul style="list-style-type: none"> - Establish day and time for weekly data meetings by the ALT team. - Determine topics for monthly PD sessions (Topics, date, time, facilitator)
	Assigned to: [REDACTED]
	Added date: 09/26/2013
	Target Completion Date: 10/28/2013
	Frequency: monthly
	Comments:
	<p>2. - Implementation of interactive data walls in each classroom.</p> <ul style="list-style-type: none"> - Set up School Wide Data Room - Professional Development on ways to include formative assessments in daily instruction. (Exit cards, anecdotal notes, Data Trackers)
	Assigned to: [REDACTED]
	Added date: 09/26/2013
	Target Completion Date: 12/20/2013
	Frequency: four times a year
	Comments:
	<p>3. Teachers will receive a template to develop re-teach plans created by the ALT. This template will include areas for revisiting instructional strategies, identify number and percentage of students who mastered the standard and skill, and highlight when new assessments will be administered. Teachers will complete the re-teach plans after each PIA (grades 2-5). Teachers will bring draft reteach plans to grade level team meetings for reflection discussion and ALT member review.</p> <p>Teachers in grades K-1 will also develop reteach plans based on needs of students identified through teacher-created standards based assessments at the end of each instructional unit.</p>
	Assigned to: [REDACTED]
	Added date: 09/30/2013
	Target Completion Date: 10/16/2013
	Frequency: four times a year
	Comments: PIA assessments are administered every 6 weeks.
	<p>4. Teachers (grades 1-5) will receive coaching support in how to review the disaggregated PIA data from Amplify in order to create effective reteach plans to use different instructional strategies. Tiered support will be available by ALT, as needed.</p>
	Assigned to: [REDACTED]
	Added date: 09/30/2013
	Target Completion Date: 10/07/2013

		Comments:	Focus on repeat standards (foundational standards) when completing re-teach plans. Walk teachers through completion process of reviewing data Provide re-teach plan exemplar
Implement	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

Indicator	IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/24/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	For reading, the school currently uses TRC, DIBELS, and Fountas & Pinnell (FP) running records to assess readers. Writing prompts were given to students to assess their foundational knowledge of various writing genres (narrative, expository, persuasive). Teachers have utilized pre-assessments in all other content areas to form baseline data. This baseline data is used to determine the instructional needs of students. Data gathered on students is shared and utilized by the literacy team, math team, instructional support staff, and teachers.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	There will be a school-wide data room that provides clear insight into on-going instructional level (below basic, basic, proficient, and advanced) of students. Teacher's will also have interactive data walls in their classrooms. Formal, informal assessments, anecdotal notes and portfolios in all content areas will be used to drive curriculum decisions and standards-based instruction so that teachers have a continuous insight to students varying needs. Teachers will be able to articulate strengths/weaknesses for each individual student in their classroom and differentiate instruction strategically. Students will also be able to speak to their own data in all content areas.	
	Target Date:	11/26/2013	
	Tasks:		
		1. Professional Development on: choosing appropriate assessments, disaggregating data, using data to inform instructional decisions, differentiation based on data	
	Assigned to:	[REDACTED]	
	Added date:	09/24/2013	

		Target Completion Date:	11/04/2013
		Frequency:	monthly
		Comments:	All members of the ALT team will help to prepare and lead professional development Discussion on implementation of data binders
	2. Identify location for school-wide data room Set-up data room Identify data to be displayed in data room		
		Assigned to:	██████████
		Added date:	09/24/2013
		Target Completion Date:	11/04/2013
		Frequency:	four times a year
		Comments:	PD room will be used as the data room Data room will include PIA
Implement	Percent Task Complete:		Tasks completed: 0 of 2 (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 2 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 09/24/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers have given pre-assessments in math, administered running records and used that data to match students to books on their independent reading level. The Reading Specialist and Reading Corp administered additional assessments to identify students in need of immediate intervention in reading.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	Teachers grade k-5 will create pre and post assessments for reading, writing, math, science (grade 5), and IB units of inquiry. Through collaborative planning, all pre and post tests developed by teachers will be aligned to the DCPS/IB standards-based instructional units. Teachers will follow an assessment calendar to ensure uniform administration of pre and post assessments, as well as short cycle assessment as a mid-point check-in.	
	Target Date:	10/14/2013	
	Tasks:		

	1. Teachers will bring unit pre and post assessments to the grade level team meeting for discussion. Students will be identified for tiered intervention support based assessment results. Teachers will discuss trends in student performance as well as instructional strategies to increase student achievement.
	Assigned to: [REDACTED]
	Added date: 09/26/2013
	Target Completion Date: 10/14/2013
	Comments:
	<p>2. --Teachers will create and use a data sheet during data team meetings to display their student performance results in a disaggregated format. Student assessment outcomes will be identified by %, # proficient/benchmark, and proximity to meeting expectations (met, close, or far below) in order for teachers to tailor lessons and create small groups based on common mastery of concepts/skills.</p> <p>--ALT will create an assessment calendar aligned to the units of inquiry and instructional window to support teacher planning</p> <p>--Grade level teams will use a standard agenda to facilitate meetings and data discussions.</p>
	Assigned to: [REDACTED]
	Added date: 09/26/2013
	Target Completion Date: 10/14/2013
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 2 (0%)