

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.

December 06, 2013

Washington Metropolitan High School (Formerly YEA) NCES - 110003000397

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	ID01 - A team structure is officially incorporated into the school governance policy. (36)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/01/2013
	Evidence:	The administrative leadership team meets on a weekly basis to review current policies and practices. The team also provides updates on different focus areas of the school: academics behavior and school culture, operations, building maintenance and finances. The team is led by the Principal and includes the assistant principal, instructional coach, dean of students, and business manager.

Indicator	ID04 - All teams prepare agendas for their meetings. (39)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/01/2013
	Evidence:	Prior to every meeting, the leadership team decides the focus points and audience for every meeting. The facilitator then creates an agenda and records necessary minutes during the meeting. All participants are required to sign in at every meeting. The sign-in sheet is then filed for school record.

Indicator	ID05 - All teams maintain official minutes of their meetings. (40)		
Status	Objective Met 3/15/2013		
Assessment	Level of Development:	Initial: Limited Development 02/01/2013	
		Objective Met - 03/15/2013	
	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:	Each team has identified a note taker to prepare minutes for each meeting. The note taker is responsible for the preparation of the meeting minutes and provide copies to the team members within 24 hours of the meeting.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Meeting facilitators will email the official minutes to [REDACTED] within 24 hours of the meeting conclusion. [REDACTED] will maintain soft copies of all minutes in an electronic folder.	
	Target Date:	02/28/2013	
	Tasks:		
	1. All staff members will be informed of this policy change.		
	Assigned to:	[REDACTED]	
	Added date:	02/21/2013	
	Target Completion Date:	02/22/2013	
	Comments:	Informed staff members of the policy that requires all meeting minutes to be turned in within 24 hours after meeting.	
	Task Completed:	02/20/2013	
Implement	Percent Task Complete:		
	Objective Met:	3/15/2013	
	Experience:	3/15/2013 All staff members complied with this directive.	
	Sustain:	3/15/2013 Monthly reminders to staff during faculty meetings	
	Evidence:	3/15/2013 A electronic folder is maintained by [REDACTED] and is available for review.	

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	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 02/01/2013	

	Evidence:	The academic leadership team is comprised of the principal, assistant principal, instructional coach, chair of humanities department, chair of the analytic studies department and coordinator for the Project Met program. The team meetings monthly to discuss the academic progress of students, plans for school-wide and district-wide testing, academic plans for failing students and refine the academic vision and practices of the school.
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Indicator	ID10 - The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/01/2013
	Evidence:	

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 02/01/2013
	Evidence:	Teachers are organized into two departments: Analytic studies (Math, science and physical education) and Humanities (English, social studies, world languages and electives). Additionally, three departments provide academic and social emotional support to all students; Special Education, counseling and psychological services and Project MET--9th grade academy).

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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/01/2013
	Evidence:	The instructional teams meet at the end of our learning cycles to review data and develop and refine instructional units and student level data. This effort is being spearheaded by the instructional coach and principal.

School Leadership and Decision Making

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

Indicator	IE03 - The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals. (52)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/15/2013

Evidence:	The mission and goals were communicated and established during the opening of school professional development week. During ongoing monthly faculty meetings goals are assessed and revamped if necessary. The staff was made aware of the school's mission and the individual responsibilities relating to the mission and goals during a three hour PD session. All staff members are welcome to meet individually with the principal to discuss these goals and the schools mission as necessary.
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Indicator	IE05 - The principal participates actively with the school's teams. (56)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/15/2013
	Evidence:	Principal attends all academic and operational collaborative sessions with teachers on a weekly basis. Team leaders create agendas and report to principal on a weekly basis.

Indicator	IE06 - The principal keeps a focus on instructional improvement and student learning outcomes. (57)		
Status	Objective Met 3/15/2013		
Assessment	Level of Development:	Initial: Limited Development 02/15/2013	
		Objective Met - 03/15/2013	
	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:	Currently the principal holds weekly meetings with the instructional coach to assess the academic standing of the building. These meetings include the discussion of teacher practice, student learning and needs assessments. Although classes are regularly visited, principal would like to increase the opportunities to offer feedback to teachers regarding instruction, in a timely manner. The ALT has established a schedule for upcoming classroom visits in order to norm "look fors" and instructional practice. Each visit will involve a focus meeting, a debriefing session and formal feedback to the teacher.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The principal will visit three classes weekly. Each classroom visit will culminate with immediate written feedback and a collaborative conference between the teacher and principal. The meeting focus on the direct link between teacher practice and student learning. The principal and the instructional coach will meet weekly to discuss instructional trends and set corresponding professional development goals.	
	Target Date:	03/08/2013	
	Tasks:		

	1. The principal's assistant will block four hours a week specifically for classroom visits and collaborative conferencing with teachers.
	Assigned to: [REDACTED]
	Added date: 02/25/2013
	Target Completion Date: 03/01/2013
	Comments:
	Task Completed: 03/01/2013
	2. The instructional coach will email the classroom observation form to the principal.
	Assigned to: [REDACTED]
	Added date: 02/25/2013
	Target Completion Date: 03/06/2013
	Comments:
	Task Completed: 03/01/2013
	3. All completed classroom visit forms and collaborative conference notes will be filed by the instructional coach as a part of the teacher's individualized professional development plans.
	Assigned to: [REDACTED]
	Added date: 02/25/2013
	Target Completion Date: 03/15/2013
	Comments:
	Task Completed: 03/01/2013
Implement	Percent Task Complete:
	Objective Met: 3/15/2013
	Experience: 3/15/2013 Due to daily responsibilities of the Principal, it is sometimes difficult to maintain three classroom visits accompanied by quickly written feedback.
	Sustain: 3/15/2013 Work collaboratively with the Instructional Leadership Team to ensure that we are providing ongoing professional feedback to the instructional staff.
	Evidence: 3/15/2013 Feedback forms, emails and scheduled meetings.

Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly. (58)		
Status	Objective Met 3/15/2013 3/15/2013		
Assessment	Level of Development:	Initial: Limited Development 02/15/2013	
		Objective Met - 03/15/2013 03/15/2013	
	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:	Currently the principal holds weekly meetings with the instructional coach to assess the academic standing of the building. These meetings include the discussion of teacher practice, student learning and needs assessments. Although classes are regularly visited, principal would like to increase the opportunities to offer feedback to teachers regarding instruction, in a timely manner. The ALT has established a schedule for upcoming classroom visits in order to norm "look fors" and instructional practice. Each visit will involve a focus meeting, a debriefing session and formal feedback to the teacher.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The principal will visit three classes weekly. Each classroom visit will culminate with immediate written feedback and a collaborative conference between the teacher and principal. The meeting focus on the direct link between teacher practice and student learning. The principal and the instructional coach will meet weekly to discuss instructional trends and set corresponding professional development goals.	
	Target Date:	03/08/2013	
	Tasks:		
	1. All completed classroom visit forms and collaborative conference notes will be filed by the instructional coach as a part of the teacher's individualized professional development plans.		
	Assigned to:	[REDACTED]	
	Added date:	02/25/2013	
	Target Completion Date:	03/15/2013	
	Comments:		
	Task Completed:	03/01/2013	
	2. The instructional coach will email the classroom observation form to the principal.		
	Assigned to:	[REDACTED]	
	Added date:	02/25/2013	
	Target Completion Date:	03/06/2013	
	Comments:		
	Task Completed:	02/22/2013	
	3. The principal's assistant will block four hours a week specifically for classroom visits and collaborative conferencing with teachers.		

	Assigned to:	██████████
	Added date:	02/25/2013
	Target Completion Date:	03/01/2013
	Comments:	
	Task Completed:	03/01/2013
Implement	Percent Task Complete:	
	Objective Met:	3/15/2013 3/15/2013
	Experience:	3/15/2013 Due to daily responsibilities of the Principal, it is difficult to commit to three classroom visits weekly and provide timely written feedback. While the Principal completes more than three classroom visits weekly, written feedback is not always provided in a timely manner.
	Sustain:	3/15/2013 Working collaboratively with the Academic Leadership Team to provide timely feedback to the instructional staff.
	Evidence:	3/15/2013 Observation and written feedback forms, calendar, emails and meeting notes.

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: 2 of 4 (50%)		
Assessment	Level of Development:	Initial: Limited Development 02/15/2013	
	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:	While the principal does not spend 50% of his time working directly with teachers, he dispatches the members of the ALT (i.e.Assistant principals, instructional coach) to work directly with teachers to improve instruction including classroom observation. The principal is working to increase the percentage of time in the classroom through informal walk throughs, occasional co-teaching experiences, one on one debrief sessions and norming protocols with the ALT.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	The principal will allot scheduled and unscheduled time for classroom visits and professional development opportunities. The principal will participate in planning meetings with teachers as his schedule permits. The principal will continue to meet with the ALT concerning instructional issues and appoint a completion date for every instructional initiative.	
	Target Date:	03/25/2013	
	Tasks:		
		1. The principal's assistant will schedule blocks of time for weekly classroom visits.	

	Assigned to:	██████████
	Added date:	02/25/2013
	Target Completion Date:	03/01/2013
	Comments:	
	Task Completed:	03/01/2013
	2. The instructional coach will provide a monthly professional development schedule to the Principal's assistant and the principal.	
	Assigned to:	██████████
	Added date:	02/25/2013
	Target Completion Date:	03/15/2013
	Comments:	The new Professional Development Schedule will be suspended from April 12, 2013 until May 3, 2013, due to DCCAS.
	Task Completed:	03/15/2013
	3. The Humanities department chair will provide instructional updates concerning classroom needs and student learning at the bi-monthly ALT meetings.	
	Assigned to:	██████████
	Added date:	02/25/2013
	Target Completion Date:	03/21/2013
	Comments:	The Humanities Department will resume meeting on May 15, 2013, following the DCCAS administration.
	4. The Analytical Studies department chair will provide instructional updates concerning classroom needs and student learning at the bi-monthly ALT meetings.	
	Assigned to:	██████████
	Added date:	02/25/2013
	Target Completion Date:	03/21/2013
	Comments:	The Analytical Studies department will resume meetings on May 15, 2013, following DCCAS administration.
Implement	Percent Task Complete:	Tasks completed: 2 of 4 (50%)

Indicator	IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/15/2013
	Evidence:	Unsound teaching practices are identified in a non threatening manner, and plans/supports are put in place to address the teachers needs for improvement. The leadership team works together to provide layered support for the teacher.

Indicator	IE14 - The principal provides timely, clear, constructive feedback to teachers. (1676)		
Status	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: Limited Development 02/15/2013	
	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 principal provides constructive feedback to teachers and ALT based on classroom observations. He is however, working to establish a procedure for providing feedback in a more timely manner.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The principal will schedule 3 , 30 minute classroom visits on a weekly basis. Visits will be documented utilizing an online informal observation form which addresses each standard of the TLF and provides options for instructional improvement. The form will be uploaded and emailed immediately for teacher review. A post observation conference will then be held within 48 hours. The IC will be made abreast of the specific plan of improvement so that follow up can ensue.	
	Target Date:	03/15/2013	
	Tasks:		
	1. Schedule 3 classroom visits and post conferences weekly.		
	Assigned to:	[REDACTED]	
	Added date:	02/15/2013	
	Target Completion Date:	02/22/2013	
	Comments:		
	Task Completed:	02/22/2013	
	2. Establish the Walk Through form		
	Assigned to:	[REDACTED]	
	Added date:	02/15/2013	
	Target Completion Date:	02/22/2013	
	Comments:		
	Task Completed:	02/22/2013	
	3. Principal and Instructional Coach pilot this process thorough instructional walk.		
	Assigned to:	[REDACTED]	
	Added date:	02/15/2013	
	Target Completion Date:	02/22/2013	

		Comments:	This task has not been completed due to scheduling issues and other duties. While the Instructional Coach and the Principal has discussed classroom instruction, the instructional walk has not taken place. A new goal is set for April 9, 2013.
Implement	Percent Task Complete:	Tasks completed:	2 of 3 (67%)

Indicator	IE22 - The principal uses various tactics to help staff empathize with those they serve and be motivated for change. (3107)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 02/21/2013	
	Evidence:	The principal informs the appropriate staff members of authentic student situations that directly impact students' state of being, challenges staff members to sustain nurturing and supportive environments, and celebrates the work of staff members that have resulted in positive change for students.	

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)		
Status	Tasks completed: 2 of 5 (40%)		
Assessment	Level of Development:	Initial: Limited Development 02/27/2013	
	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 will regularly receiving coaching and feedback for specific areas of need.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will regularly receive feedback from the Principal and Instructional Coach specific to areas of need.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Principal will complete formal observations for IMPACT Cycle 2 based on the Teaching and Learning Framework		
	Assigned to:	[REDACTED]	
	Added date:	02/27/2013	
	Target Completion Date:	03/01/2013	
	Comments:		
	Task Completed:	04/01/2013	

	2. Instructional Coach will create professional development plans for all teachers participating in the fourth individual learning cycle	
	Assigned to:	██████████
	Added date:	02/27/2013
	Target Completion Date:	04/19/2013
	Comments:	
	Task Completed:	05/08/2013
	3. Instructional Coach will share completed professional development plans with Principal and make appropriate revisions	
	Assigned to:	██████████
	Added date:	02/27/2013
	Target Completion Date:	05/06/2013
	Comments:	The plans are completed; however, the meeting will occur on May 16, 2013.
	4. Principal will complete informal observations of all teachers participating in the individual learning cycle to provide feedback to both the teacher and the Instructional Coach	
	Assigned to:	██████████
	Added date:	02/27/2013
	Target Completion Date:	05/31/2013
	Comments:	
	5. Principal will complete formal observations for IMPACT Cycle 3 based on the Teaching and Learning Framework	
	Assigned to:	██████████
	Added date:	02/27/2013
	Target Completion Date:	06/10/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 2 of 5 (40%)

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 03/15/2013	
	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 Academic Leadership Team is working with teachers to create units for the entire curriculum. The future master schedule will a lot for common planning time, as often as possible due various restraints. Presently, all lessons are aligned to district-mandated standards.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	All teachers will create and teach units plans that are aligned to district standards. Teachers will collaborate across content areas to create unit plans that are interdisciplinary, resulting in multiple opportunities for project-based learning.	
	Target Date:	10/11/2013	
	Tasks:		
	1. The Instructional Coach will facilitate professional development workshops, including but not limited to backwards planning, project-based learning, interdisciplinary planning, literacy-infused instruction.		
	Assigned to:	[REDACTED]	
	Added date:	03/15/2013	
	Target Completion Date:	10/11/2013	
	Comments:		
	2. Teachers will submit completed units two weeks prior to implementation.		
	Assigned to:	[REDACTED]	
	Added date:	03/15/2013	
	Target Completion Date:	08/16/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator **IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)**

Status Tasks completed: 0 of 5 (0%)

Assessment	Level of Development:	Initial: Limited Development 03/28/2013	
	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 level of assessment fluctuates around the school. We are working as an instructional team to norm pre/during/post assessment in every classroom.

Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will work collaboratively to create pre-/post-tests during the Wednesday school-wide collaborative. Each exam will be audited by the Director of Academics and/or the Assistant Principal of Literacy to ensure that each exam is reliable and valid. Each teacher will create an assessment calendar identifying when exams will be administered and data will be analyzed. All data will be available to all stakeholders in order to inform instruction campus-wide. Selected teams will present their academic findings to the instructional staff during bi-weekly school stat meetings. All findings will be utilized to create the re-teaching plans and identify school-wide academic focuses. The Director of Academics will archive all exams.	
	Target Date:	10/04/2013	

Tasks:

	1. Teachers will meet collaboratively to create exams under the direction of the Director of Academics and the AP of Literacy.		
	Assigned to:	[REDACTED]	
	Added date:	05/09/2013	
	Target Completion Date:	06/19/2013	
	Frequency:	twice monthly	
	Comments:	Between May 15th and June 19th, the teachers will work collaboratively during the school-day begin this process. The master schedule will be created to reflect early dismissal of students every Wednesday during the 2013-2014 school year to allot for this meeting time.	
	2. The Director of Academics and/or the Assistant Principal of Literacy will audit each exam based upon the curriculum before any exam is administered to students.		
	Assigned to:	Director of Academics/Ap of Literacy	
	Added date:	05/09/2013	
	Target Completion Date:	06/21/2013	
	Frequency:	monthly	

		Comments:	All exams should be audited within one week so that teachers can prepare to administer or revise the exam.
		3. All teachers will submit a scope and sequence for each subject, including exam dates and unit windows. An admendment will be attached identifying the plan for data analysis.	
		Assigned to:	██████████
		Added date:	05/09/2013
		Target Completion Date:	08/23/2013
		Frequency:	twice a year
		Comments:	Teachers will have the flexibility to adjust the instructional windows according to student mastery.
		4. The principal will select academic teams to present data concerning the academic progress of students.	
		Assigned to:	██████████
		Added date:	05/09/2013
		Target Completion Date:	09/18/2013
		Frequency:	twice monthly
		Comments:	Teams will be selected based upon desired outcomes (i.e. DC-CAS preparation, college-prep programs, etc.)
		5. The Director of Academics will archive all exams for all content areas.	
		Assigned to:	Director of Academics
		Added date:	05/09/2013
		Target Completion Date:	09/25/2013
		Comments:	The archive should be made available to all instructional staff to be utilized for upcoming school years.
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)	

Indicator	IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 03/28/2013	
	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:	We are working to ensure that all units open and close with the appropriate unit tests. Professional development concerning backwards planning and assessment creation is scheduled for May 2013.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	All teachers will work collaboratively to create assessments for the start and conclusion of each unit. All units assessments will be created at least two weeks before the unit's implementation.	
	Target Date:	08/16/2013	
	Tasks:		
	1. Teachers work collaboratively to design units for every subject taught at TWMHS.		
	Assigned to:	[REDACTED]	
	Added date:	03/28/2013	
	Target Completion Date:	06/21/2013	
	Comments:		
	2. The Instructional Coach will facilitate professional development workshops concerning backwards planning and assessment creation.		
	Assigned to:	[REDACTED]	
	Added date:	03/28/2013	
	Target Completion Date:	06/21/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Indicator	IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team. (93)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 03/28/2013	
	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 Instructional Team reviews all school level exams. Other exams are previewed at the request of the teacher.	

Plan	Assigned to:	Not yet assigned	
Indicator	IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 03/28/2013	
	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:	Not all teachers create formal pre-assessments before beginning an instructional unit.	
Plan	Assigned to:	Not yet assigned	

Indicator	IIB05 - All teachers re-teach based on post-test results. (95)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 03/28/2013	
	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:	While all teachers attempt to re-teach in order to enhance student learning, the instructional team is working to enhance the level re-teaching ability and versatility of strategies.	
Plan	Assigned to:	Not yet assigned	

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 03/15/2013	
	Evidence:	All students have been assessed based upon the standards taught as assigned by the district. The data was used to revise instructional strategies and identify school-wide academic issues.	

Indicator	IID09 - Instructional Teams use student learning data to plan instruction. (107)		
Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 03/15/2013	
	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 are being professionally developed weekly by the Instructional Coach and Academic Leadership Team. The sessions, include but are not limited to data analysis, re-teaching strategies, and special education modifications.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The Instructional Coach will continue professional development efforts with teachers concerning data-driven instruction.	
	Target Date:	03/22/2013	
	Tasks:		
	1. Teachers will submit data-driven lesson plans.		
	Assigned to:	[REDACTED]	
	Added date:	03/15/2013	
	Target Completion Date:	06/14/2013	
	Comments:		
	2. The Instructional Coach will continue to provide professional development concerning data-driven instruction.		
	Assigned to:	[REDACTED]	
	Added date:	03/15/2013	
	Target Completion Date:	03/22/2013	
	Comments:		
	Task Completed:	03/22/2013	
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)	

Indicator	IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 03/28/2013	
	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 work individually at varied levels to design instruction that meets the academic needs of the students.	
Plan	Assigned to:	Not yet assigned	

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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 03/28/2013	
	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 work with the instructional coach to design interventions for students following school-wide assessments; however, the push is for this to happen amongst teachers at the departmental level.	
Plan	Assigned to:	Not yet assigned	

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 02/21/2013	
	Evidence:	While the Washington Teacher's Union does not require teachers to submit lesson plans, all teachers make plans available upon request.	

Indicator	IIIA27 - All teachers verbally praise students. (136)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 02/21/2013	
	Evidence:	Teachers celebrate students' success through verbal praise and tangible incentives.	

Indicator	IIIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (142)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 02/21/2013	
	Evidence:	All teachers serve as advisors, coaches and sponsors, which allows additional opportunities for sustained positive relationships. Teachers voluntarily spend time with students during the lunch period and after school.	

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 **Full Implementation**

Assessment	Level of Development:	Initial: Full Implementation 02/21/2013
	Evidence:	All faculty and staff members work to create personal relationships with students through the advisory program, school culture activities and relevant instructional planning. The school established a Counseling and Psychological Services Department which includes: professional school counselor, social workers, clinical psychologists, teen parenting counselor and attendance counselor. These individuals facilitate professional development workshops, focusing on addressing the socio-emotional needs of students.

Indicator **IIIC14 - The school uses relevant data to inform appropriate actions for continually improving the climate and culture of the school. (2946)**

Status **Full Implementation**

Assessment	Level of Development:	Initial: Full Implementation 02/21/2013
	Evidence:	The school climate and culture team meets regularly to review discipline documentation and implements strategies as a result of the findings.

Parent, School, and Community

Goals and Roles - Clearly defining and supporting the roles of members of the school community

Indicator **IVB02 - The school's Compact includes responsibilities (expectations) that communicate what parents can do to support their students' learning at home (curriculum of the home). (1540)**

Status Tasks completed: 0 of 4 (0%)

Assessment	Level of Development:	Initial: No development or Implementation 02/21/2013	
	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:	Some teachers have implemented a parental contract which informed parents of ways to support their students' learning at home.	

Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The principal and the ALT will work to finalize the school's Compact. At the onset of the school year, the principal will release the school's Compact for the 2013-2014 school year. Each parent will receive a copies both at registration and as a part of their opening of school packet. The document will also be reviewed in every classroom and during the Principal's address at Back to School Night. Every child that enrolls after the start of the year will receive a copy of the Compact during their intake meeting with the Principal and/or an appointee.	
	Target Date:	08/30/2013	

Tasks:

1. The ALT publishes the finalized school Compact.

Assigned to:	[REDACTED]
Added date:	02/25/2013
Target Completion Date:	03/25/2013
Comments:	

2. The school's Compact is copied and placed into the registration/enrollment packet.

Assigned to:	[REDACTED]
Added date:	02/25/2013
Target Completion Date:	03/29/2013
Comments:	

3. Advisors discuss and distribute Compact to each advisee.

Assigned to:	[REDACTED]
Added date:	02/25/2013
Target Completion Date:	08/30/2013
Comments:	

4. Principals highlights the parents' role in the students achievement process.

	Assigned to:	██████████
	Added date:	02/25/2013
	Target Completion Date:	09/20/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

Indicator **IVB03 - The school, where appropriate, places a climate and culture specialist in the school funded with school-level Title I funds to work with the leadership, staff, and families to develop or adopt a plan for creating a climate conducive to learning and a culture of high expectations. (2947)**

Status Tasks completed: 1 of 4 (25%)

Assessment	Level of Development:	Initial: Limited Development 02/21/2013	
	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:	Within the current school budget, Title I funding is not sufficient to support the hiring of an individual for this sole position. The school currently has three behavior specialists who are working with teachers to help create and maintain a positive climate and culture.	

Plan	Assigned to:	██████████
	How it will look when fully met:	The Principal will staff a Director of Discipline to work with the instructional team to create classroom behavior management plan, including positive and negative consequences. The Director of Discipline will use academic, attendance, and behavior data to inform all behavioral decisions. The Director of Discipline will provide evidence to prove a decrease in discipline referrals, truancy, and suspensions. The Director of Discipline will observe classrooms for the sole purpose of collecting behavioral documentation to inform future professional development workshops.
	Target Date:	08/26/2013

Tasks:

1. The Principal will assign monies from the 2013-2014 budget to support this position.

	Assigned to:	██████████
	Added date:	03/15/2013
	Target Completion Date:	03/15/2013
	Comments:	
	Task Completed:	03/15/2013

	2. The Director of Discipline will be announced and begin duties.	
	Assigned to:	██████████
	Added date:	03/15/2013
	Target Completion Date:	08/01/2013

		Comments:	
		3. The Director of Discipline will facilitate at least one professional development workshop during opening of school concerning classroom management and district-level behavior policies.	
		Assigned to:	██████████
		Added date:	03/15/2013
		Target Completion Date:	08/23/2013
		Comments:	
		4. The Director of Discipline will present all disciplinarian findings and records to the leadership team and staff periodically.	
		Assigned to:	██████████
		Added date:	03/15/2013
		Target Completion Date:	10/25/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 4 (25%)	

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 07/05/2013	
	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:	To date, most efforts have been targeted at building capacity of staff to effectively engage and communicate with over-aged under-credited students. These efforts include individual student conferencing regarding academic and behavior progress. To improve the effectiveness of these efforts, the Wash Met staff would like to expand efforts to include effective strategies for engaging students' parents regarding academic achievement.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	Wash Met will have clear and consistent communication methods with parents regarding academic achievement. Wash Met will also have specific expectations for teachers regarding family communication as well as a calendar of professional development opportunities designed to build capacity to meet these expectations.	
	Target Date:	06/30/2014	
	Tasks:		

		1. Establish SY13-14 teacher expectations for communication to parents regarding academic achievement.	
		Assigned to:	██████████
		Added date:	07/05/2013
		Target Completion Date:	08/16/2013
		Comments:	
		2. Teacher expectations regarding family communication shared with teachers for feedback and questions.	
		Assigned to:	██████████
		Added date:	07/05/2013
		Target Completion Date:	08/23/2013
		Comments:	
		3. Professional development outline and calendar for family communication shared with teachers	
		Assigned to:	██████████
		Added date:	07/05/2013
		Target Completion Date:	09/06/2013
		Comments:	
Implement		Percent Task Complete:	Tasks completed: 0 of 3 (0%)