

Comprehensive Plan Report

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

January 12, 2014

Wilson HS 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	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 5 (0%)
Assessment	Level of Development: Initial: Limited Development 11/05/2013
	Index: 3 (Priority Score x Opportunity Score)
	Priority Score: 1 (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's leadership team regularly examines school performance at the conclusion of each academic advisory. One element of growth for this indicator is use of the aggregated classroom observation data in order to make decisions about school improvement and professional development.
Plan	Assigned to: [REDACTED]
	How it will look when fully met: Data Points to be Reviewed: PIA quarterly data Grade reports/distribution IMPACT evaluations PSAT data Attendance data
	Target Date: 06/13/2014
	Tasks:
	1. Math, ELA, and Biology teachers will review a data monthly to ensure that students are meeting Common Core Standards. Teachers will use the PIA assessments as the major piece of data to drive instruction. Teachers will review their data with their content administrator after each PIA cycle. Teachers whose data is failing to progress will then meet with an Instructional Coach for more detailed information regarding how to move students academically and a more drilled down approach to teaching the standards.
	Assigned to: [REDACTED]

		Added date:	12/04/2013
		Target Completion Date:	12/11/2013
		Frequency:	monthly
		Comments:	
	2. Administrators will review the IMPACT scores of teachers every 4-6 weeks in order to improve instructional practices. Teachers who are scoring minimally effective and ineffective will meet with Instructional Coaches and/or their content area administrator. This will hopefully improve overall instruction and design elements. [REDACTED] will facilitate these discussion during one of our bi-weekly instructional meetings in order to discuss areas of growth for your students.		
		Assigned to:	[REDACTED]
		Added date:	12/04/2013
		Target Completion Date:	12/11/2013
		Frequency:	monthly
		Comments:	
	3. Administrators will review grade reports each quarter to monitor academic performance of students and teacher grade distribution. Data points will be analyzed in order to determine interventions and programming for struggling students. We will also use this data to determine honor roll status and .5 increases in GPA to acknowledge academic performance within our student body.		
		Assigned to:	[REDACTED]
		Added date:	12/04/2013
		Target Completion Date:	06/13/2014
		Frequency:	four times a year
		Comments:	
	4. We will review PSAT data once a year in order to determine AP potential. This data is helpful for students who would not traditionally enroll in an AP course.		
		Assigned to:	[REDACTED]
		Added date:	12/04/2013
		Target Completion Date:	02/28/2014
		Comments:	
	5. We are reviewing data daily for students who have missed 5, 7, 10, or 15 absences. Students who have missed 5, 7, or 10 days begin the SST process in order to create interventions. Once a students has missed 15 days we follow-up with a court referral.		
		Assigned to:	[REDACTED]
		Added date:	12/04/2013
		Target Completion Date:	06/28/2013
		Frequency:	daily
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)	

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator **IF12 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(1695)**

Status [In Plan / No Tasks Created](#)

Assessment	Level of Development:	Initial: Limited Development 11/05/2013	
	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:	Although we provide bi-weekly instructional collaboratives, The Skillful Teacher (40 different teachers who rotating into the course each year), and we encouraged participation in the Central Office sponsored PD, we fail to differentiate instruction based on the needs of teachers. We tend to address this in a one-size fits all model. We could use greater support and development around catering specific instructional development in the content areas as well as targeted PD for teachers who are struggling under the IMPACT guidelines. We believe that this should have a high priority because we believe if we improve instruction we will improve our students' overall performance.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	TBD	
	Target Date:	06/30/2014	

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator **IIB05 - All teachers re-teach based on post-test results.(95)**

Status [In Plan / No Tasks Created](#)

Assessment	Level of Development:	Initial: No development or Implementation 11/05/2013	
	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:	This year we have created protocols around data-driven meetings with our PIA test results. This an attempt to have more focused discussions around data as well as having teachers design a re-teaching plan. We believe we are on the right track, but we need a lot more work in creating these same protocols in courses that do not have mandated testing requirements.	

Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	ELA, math, ESL and Biology teachers will reflect on their PIA and mock PIA data in order to improve instruction. Teachers will use a reteaching plan to address 2-3 standards that their students have demonstrated low performance. Teachers will provide a specific reteaching plan that describes the new assessment and approach they will take in order to help students demonstrate mastery. The teacher will also provide a 1-2 specific dates in which the re-teach will be implemented in order for a coach or content administrator to observe the instruction. The content administrator and/or Instructional Coach will provide feedback and support to the teacher based on the lesson delivery. Teachers will also submit the final assessment grade for the retaught standard.
	Target Date:	06/13/2014

Curriculum, Assessment, and Instructional Planning

Engaging teachers in differentiating and aligning learning activities

Indicator **IIC02 - Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(97)**

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 11/05/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	Most contents have established and/or developed course like materials and share these with their colleagues. The area of growth is ensuring that all activities are standards based and aligned to the learning activities. We find that teachers create great plans, but they are not always standards based or deliberate in their practice.
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Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	Each content area will hold a minimum of bi-weekly instructional planning meetings to map and plan instructional activities that are aligned to Common Core State Standards or the DCPS standards created for their content. Teams will determine common assessments and task that will be used in all subject area courses and create a common schedule for implementation of these task.
	Target Date:	06/13/2014

Tasks:

1. Each content administrator will attend at least one department meeting a month to ensure teachers are creating common task and assessments for course alike classes.

	Assigned to:	[REDACTED]
	Added date:	01/07/2014

		Target Completion Date:	06/13/2014
		Frequency:	monthly
		Comments:	
	2. Instructional Coaches will monitor implementation of the agreed up curriculum through classroom observations and providing feedback on common assessments and task.		
		Assigned to:	██████████
		Added date:	01/07/2014
		Target Completion Date:	06/13/2014
		Frequency:	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	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: No development or Implementation 11/05/2013	
	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:	This is a huge area that needs development and growth. The use of pre- and post-test are inconsistently or rarely used in our building. Also if they are used, rarely do teachers use this to guide future instruction. We need to incorporate this more into our instructional practices as well as use this to truly support interventions. In order for this area to improve, we need to change policies and expectations for each content and course in order to build a culture that values this type of instruction. We would also benefit from PD that would provide meaningful ways for teachers to incorporate this process in their instruction.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	Each teacher in the areas of Social Studies, English, and Science will develop a midterm exam or unit exam that test a specific number of standards outlined in their course. The teachers will provide a pre-test for the exam and then begin the process of teaching the materials. Teachers will then test the students on the tested materials and create a presentation describing how students performed on the test based on standards, objectives, and those in need of remediation.	
	Target Date:	06/13/2014	

Classroom Instruction

Expecting and monitoring sound classroom management

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

Status **In Plan / No Tasks Created**

Assessment	Level of Development:	Initial: Limited Development 11/05/2013	
	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:	We do a great job of collecting data points and reviewing them with the Leadership Team and faculty; however, greater development around concrete action steps to improve the data is still lacking. We need to be more specific and targeted at creating a plan to improve our numbers.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Wilson High School's climate and culture will be a collaborative (team-based), educative, proactive, and functional process to developing effective interventions for inappropriate behavior using data to support decisions.	
	Target Date:	06/13/2014	

Parent, School, and Community

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

Indicator **IVD01 - Professional development programs for teachers include assistance in working effectively with parents.(1588)**

Status **In Plan / No Tasks Created**

Assessment	Level of Development:	Initial: No development or Implementation 11/05/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	We currently do not offer PD around effective communication skills with parents. This is an area of need because we are seeing an increasing number of parents who complain about teacher comments and interactions. This is something that is pretty easy to train and correct. It also loops back to principle 2 that was already listed.	

Plan	Assigned to:	Not yet assigned
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