

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

Woodson H.D. HS NCES - 110003000055

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 02/11/2013
	Evidence:	The Principal established a leadership team at the beginning of the year to include all department chairs, school support services and instructional coaches.

Indicator	ID04 - All teams prepare agendas for their meetings. (39)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/11/2013
	Evidence:	All leadership, attendance, school support, departmental, faculty and grade level meetings prepare agendas for their meetings and send them out to their teams in advance of the meeting.

Indicator	ID05 - All teams maintain official minutes of their meetings. (40)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/11/2013
	Evidence:	All teams: Leadership Team, Attendance Team, School Support Team and departmental collaborative all maintain minutes of official meetings.

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 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 02/11/2013	
	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:	<ul style="list-style-type: none"> -The school leadership team meets twice a month but not for an hour -The principal meets with the leadership team to share issues of concern - Several topics discussed are school culture, testing, community outreach, collaborative planning 	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	<ul style="list-style-type: none"> - Department chairs are given the opportunity to discuss areas of challenge and solutions (ex. Indistar departmental completion- each department has a due date to complete submission) - Department chairs are given a due date to complete Indistar requirements 	
	Target Date:	12/20/2013	
	Tasks:		
	1. - Establish and articulate to the staff the school wide instructional focus		
	Assigned to:	[REDACTED]	
	Added date:	11/07/2013	
	Target Completion Date:	11/22/2013	
	Comments:		
	2. -Develop and maintain a school wide lesson agendas common language (i.e. Warm-Up, Work Period, Exit)		
	Assigned to:	[REDACTED]	
	Added date:	11/07/2013	
	Target Completion Date:	11/22/2013	
	Comments:		
	3. Develop and maintain school wide expectations for posted standards and objectives		
	Assigned to:	[REDACTED]	
	Added date:	11/07/2013	
	Target Completion Date:	11/22/2013	

		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 3 (0%)
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	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 02/11/2013	
	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 leadership team looks at data as released from the district but will begin to develop a better practice of looking student work and classroom assessments. The school leadership team has begun providing coaching to teachers to support instructional and professional growth. This information is shared weekly during administrative meetings in support of teacher growth.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The school leadership team will attend weekly collaborative meetings in Math, English and Science to norm and review student work and classroom assessments. The team will use this data to review and create re-teaching strategies for standards that students performed basic on and create school wide assessments that will share data to see our school growth before district wide assessments are given.	
	Target Date:	01/17/2014	
	Tasks:		
	1. Each week teachers will review student work and classroom assessments. This activity will take place on each Thursday and be discussed at departmental and floor level meetings Teachers will develop as a team weekly assessments using online software programs (Study Island, Achieve 3000) to assess weekly one to two standards that students have scored basic and monitor achievement. This will be discussed at departmental meetings. Teachers will use the data to re-teach standards and share best practices amongst team members. School will review each student data individually and as group to develop school wide assessments.		
	Assigned to:	[REDACTED]	
	Added date:	02/15/2013	
	Target Completion Date:	12/20/2013	
	Frequency:	monthly	

		Comments:	Teachers will review data and look at whether students understood the standard or needed a lower level reading passage to master the objective. Teachers also adjusted their lesson plans to re-teach the standards assessed to support student mastery.
Implement	Percent Task Complete:		Tasks completed: 0 of 1 (0%)

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 02/11/2013	
	Evidence:	All teachers are placed into subject area teams and meet weekly to discuss instruction, school policies and procedures	

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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 02/11/2013	
	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 new administration did not have the opportunity before school started to meet with teacher leaders about instructional needs. Time will be allotted this summer to meet with teacher leaders in developing the most rigorous academic program for the next school year.	
Plan	Assigned to:	Not yet assigned	

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 02/11/2013	
	Evidence:		

Indicator	IE05 - The principal participates actively with the school's teams. (56)		
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Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/11/2013
	Evidence:	The Principal and/or designee attends all school team meetings (i.e. leadership, attendance, school support team, grade level and departmental meetings) and shares information through out the school via email and faculty meetings as well as call out to parents.

Indicator	IE06 - The principal keeps a focus on instructional improvement and student learning outcomes. (57)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 02/11/2013
	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 Principal has required the administrative staff to provide instructional coaching support to staff by selecting 6 to 7 teachers to work with on a weekly basis. Each week administrators observe for 15 minutes and then follow up with a 30 minute post observation feedback conference to discuss instructional strategies and supports for their classroom and students. This gives teachers an additional opportunity to receive support that is outside of the evaluation process. This also holds the administrative accountable in providing instructional feedback each week. This strategy just began second semester but progress is showing in teachers developing stronger relationships with administration.
Plan	Assigned to:	Not yet assigned

Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly. (58)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 02/11/2013
	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 Principal meets weekly with administrative team and instructional coach to get a weekly update on where teachers are in the curriculum, which teachers are having difficulty as well as success. As the team meets every week administrative leading different departments give updates on curriculum and teacher support. Next steps are to have department chairs share curriculum updates, instructional strategies and best practices for departments to be utilized in morning collaborative meetings.

Plan	Assigned to:	Not yet assigned	
Indicator	IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 02/12/2013	
	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:	Due the to the first order change required at the beginning of the year, focus was on developing and establishing protocols and routines for students and staff. As the second half of the year the Principal has developing coaching groups for each administrator to support. During this process, it allows teacher practices to be observed and provided immediate feedback on strengths and areas of growth.	
Plan	Assigned to:	Not yet assigned	

Indicator	IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 02/11/2013	
	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:	Due the to the first order change required at the beginning of the year, focus was on developing and establishing protocols and routines for students and staff. As the second half of the year the Principal has developing coaching groups for each administrator to support. During this process, it allows teacher practices to be observed and provided immediate feedback on strengths and areas of growth.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	H.D. Woodson leadership team will provide teachers after school professional development opportunities to all staff. The leadership team will develop more collaborative meetings with teacher leaders about instruction. The principal and the administration team will work with individual teachers and with teams, and through collegial learning – teacher to teacher (including peer observations, study groups, coaching, and mentoring). The administrative team will begin to develop individual professional develop plans for individual teachers	
	Target Date:	06/20/2014	
	Tasks:		
		1. The math department chair will work with the new math teachers in providing professional development workshops on scoring student critical responses from the interim assessments and identifying standards students did not master and look at ways to re-teach the standards in class. The Literacy Coach will work with English teachers in scoring student BCR's from interim assessments and identify standards students did not master and look at ways to re-teach the standards in class.	
		Assigned to:	[REDACTED]
		Added date:	02/12/2013
		Target Completion Date:	03/20/2014
		Frequency:	four times a year
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Indicator	IE14 - The principal provides timely, clear, constructive feedback to teachers. (1676)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 02/11/2013	

Evidence:	The Principal has required the administrative staff to provide instructional coaching support to staff by selecting 6 to 7 teachers to work with on a weekly basis. Each week administrators observe for 15 minutes and then follow up with a 30 minute post observation feedback conference to discuss instructional strategies and supports for their classroom and students. This gives teachers an additional opportunity to receive support that is outside of the evaluation process. This also holds the administrative accountable in providing instructional feedback each week. This strategy just began second semester but progress is showing in teachers developing stronger relationships with administration.
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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: 0 of 5 (0%)

Assessment	Level of Development:	Initial: Limited Development 02/25/2013
	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:	Learning cycles designed to coach teachers on individual teach standards, based on the Teaching and Learning Framework, has been implemented with varying degrees of effectiveness.
Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	Learning cycles will be consistently implemented. Coaching plans will be targeted and reviewed by the Academic Leadership Team.
	Target Date:	06/20/2014
	Tasks:	
	1. Principal will complete all formal observations for IMPACT based on the Teaching and Learning Framework	
	Assigned to:	[REDACTED]
	Added date:	02/25/2013
	Target Completion Date:	05/22/2014
	Frequency:	three times a year
	Comments:	
	2. Assistant Principals and Academy Coordinator will create professional development plans for all teachers participating in the learning cycles	
	Assigned to:	[REDACTED]
	Added date:	02/25/2013
	Target Completion Date:	06/20/2014

		Frequency:	twice a year
		Comments:	
	3. Administrative team will share completed professional development plans with Principal and make appropriate revisions		
		Assigned to:	██████████
		Added date:	02/25/2013
		Target Completion Date:	06/20/2014
		Comments:	
	4. Principal will complete informal observations of all teachers on action plans.		
		Assigned to:	██████████
		Added date:	02/25/2013
		Target Completion Date:	06/20/2014
		Comments:	
	5. Principal will complete formal observations for IMPACT based on the Teaching and Learning Framework		
		Assigned to:	██████████
		Added date:	02/25/2013
		Target Completion Date:	06/20/2014
		Frequency:	three times a year
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (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 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 03/07/2013	
	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:	<ul style="list-style-type: none"> -objectives are leveled to target learning to each student's capabilities based upon some prior mastery of material. - teachers develop lesson plans collaboratively based on aligned units of instruction that are guided by DCPS scope and sequence documents. - teachers use common core for state standards in lesson planning as well 	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	<ul style="list-style-type: none"> -Instructional Teams will meet to develop and define units of instruction for each subject area (English, Math, Science, Social Studies and Foreign Language) - Instructional Teams will determine the concepts and skills that will be covered in each unit - Instructional teams will identify standards that apply to each unit by subject - Instructional teams will develop and determine which objectives will be taught using DC Standards and objectives, Common core standards for each unit in alignment to district and common core assessments - Instructional teams will develop pre and post assessments for each unit 	
	Target Date:	08/15/2014	
	Tasks:		
		<ul style="list-style-type: none"> 1. - Instructional teams will review scope and sequence documents from the district and review units taught by teachers - Units will be developed based on best practices of units taught by teachers - Units will be reviewed in departmental meetings each week and used a guide to support teacher lesson planning 	
		Assigned to:	[REDACTED]
		Added date:	04/12/2013
		Target Completion Date:	08/15/2014
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Indicator	IIA02 - Units of instruction include standards-based objectives and criteria for mastery. (89)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 03/07/2013	
	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:	-instruction is aligned with state standards and units cover key/subject grade level content standards	
Plan	Assigned to:	Not yet assigned	

Indicator	IIA03 - Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). (90)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 03/07/2013	
	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:	-Multiples sources of evidence are used to determine a student's progress using data points from formative and summative assessments.	
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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 03/14/2013	
	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:	Utilizing systematic assessment tools (PIA, DC CAS, PSAT, SAT and End of Course Test) and internal assessments (Study Island, Achieve 3000, Compass Learning, Plato and SRI) Teachers biweekly review the various data to address instruction and alignment of curricula requirements This is led by department chairs and/or grade level administrators
Plan	Assigned to:	Not yet assigned

Indicator	IID09 - Instructional Teams use student learning data to plan instruction. (107)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 03/14/2013	
	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:	<ul style="list-style-type: none"> - Department chairs, instructional coach and administrators work with departmental teams to review, adjust and scaffold learning opportunities for students -This activity takes place biweekly 	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Instructional collaborations among teachers include use of student work in developing data driven instructional goals to support all learners. Teachers developing a data based decision making system to use during morning collaborative planning and professional development days to review alignment in setting the tone for instructional planning.	
	Target Date:	01/17/2014	
	Tasks:		
	1. -Develop a data based decision making system with department chair leaders to monitor student progress by subject		
	Assigned to:	[REDACTED]	
	Added date:	06/02/2013	
	Target Completion Date:	03/21/2014	
	Comments:		
	2. - Morning collaborative planning times will allow time to communicate and organize the work with use of agendas and meeting minutes - Monthly professional development during planning periods by department will allow time to review student work as a department and continue instructional planning and alignment		
	Assigned to:	[REDACTED]	
	Added date:	06/02/2013	
	Target Completion Date:	06/19/2014	

		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:	Tasks completed:	0 of 2 (0%)

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 Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 07/05/2013	
	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:

The Woodson team has had significant decreases in suspensions during school year 2012-2013. At this time, the Woodson team has not adequately tracked interventions for individual students through the Student Support Team.

Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	In an effort to improve targeted support for students, the Student Support Team and Dean will regularly review student data relating to attendance, behavior and course performance as well as student work to identify appropriate supports for students. The Student Support Team will also regularly monitor the effectiveness of interventions put into place.
	Target Date:	06/30/2014

Tasks:

1. Designate Student Support Team roles and responsibilities.

Assigned to:	[REDACTED]
Added date:	07/05/2013
Target Completion Date:	08/23/2013
Comments:	

2. Share student data review expectations with Student Support Team.

Assigned to:	[REDACTED]
Added date:	07/05/2013
Target Completion Date:	08/30/2013
Comments:	

3. Identify Student Support Team meeting dates

Assigned to:	[REDACTED]
Added date:	07/05/2013
Target Completion Date:	08/23/2013

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

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 07/05/2013	
	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: Teacher communication and relationships with parents are more frequent in the upper grades.

Plan	Assigned to:	██████████
	How it will look when fully met:	Teachers will consistently communicate with parents at all grade levels.
	Target Date:	01/31/2014

Tasks:

1. Teachers will be trained to use EnGrade to record student grades and assignment completion

Assigned to:	██████████
Added date:	07/05/2013
Target Completion Date:	08/23/2013
Comments:	

2. Teachers will send home grading policies and syllabi to parents

Assigned to:	██████████
Added date:	07/05/2013
Target Completion Date:	09/06/2013
Comments:	

3. Teachers will use EnGrade progress reports to send information home to parents regarding academic progress

Assigned to:	██████████
Added date:	07/05/2013
Target Completion Date:	09/30/2013

		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	