

# 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 27, 2013

**Patterson ES** NCES - 110003000158

District of Columbia Public Schools

**School Improvement Indicators (RI)**

Key Indicators are shown in **RED**.

## School Leadership and Decision Making

### Aligning classroom observations with evaluation criteria and professional development

<b>Indicator</b>	<b>IF01 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/30/2013	
	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 ALT (Instructional Coach, Assistant Principal, Principal, PK Teacher, 2nd grade teacher, SpEd Teacher) regularly meets on Monday with standard agendas with a focus on school performance data.</p> <p>Of the current ALT, only three members were a Patterson team members last year. The ALT is meeting regularly and will begin to focus on instructional observations.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	When this objective is fully met, the ALT should regularly be debriefing classroom observations that should then reinforce the focus of the grade-level planning meetings and areas for planning and professional development.	
	Target Date:	06/30/2014	
	<b>Tasks:</b>		
	1. The ALT will meet on a weekly basis with a standard agenda that includes classroom observation debriefs.		
	Assigned to:	[REDACTED]	
	Added date:	09/30/2013	
	Target Completion Date:	10/07/2013	
	Frequency:	twice monthly	

	Comments:	
	2. Compile data from classroom observations and provide professional development to staff.	
	Assigned to:	██████████
	Added date:	10/25/2013
	Target Completion Date:	06/30/2014
	Frequency:	twice monthly
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

<b>Indicator</b>	<b>IF12 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (1695)</b>		
<b>Status</b>	Tasks completed: 0 of 5 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/30/2013	
	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 ALT currently offers professional development led by the Principal and AP during the morning collaborative and a few sessions after school. These professional development sessions have focused on Math.</p> <p>The Instructional Coach will be leading learning cycles focused on literacy instruction this year. Patterson does not have an Instructional Coach for its mathematics program and will continue to use the ALT and District resources to deliver professional development sessions.</p>	
<b>Plan</b>	Assigned to:	██████████	
	How it will look when fully met:	When this objective is fully met, the Academic Leadership Team will focus on professional development in all areas: Literacy, Math and socio-emotional supports with the support of Turnaround for Children. The ALT will also observe changes in practice as a result of the professional development sessions.	
	Target Date:	06/30/2014	
	<b>Tasks:</b>		
	1. Create and implement a needs assessment to determine teacher supports and professional development needed.		
	Assigned to:	██████████	
	Added date:	10/21/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	four times a year	
	Comments:		
	2. Calendar out professional development based on needs assessment results.		

		Assigned to:	██████████
		Added date:	10/21/2013
		Target Completion Date:	06/30/2014
		Frequency:	four times a year
		Comments:	
	3. Professional Development calendar will be focused on analyzing data and how to respond to data.		
		Assigned to:	██████████
		Added date:	10/21/2013
		Target Completion Date:	06/30/2014
		Frequency:	monthly
		Comments:	
	4. Instructional Coach will lead individual and collaborative learning cycles with teachers after each instructional window		
		Assigned to:	██████████
		Added date:	09/30/2013
		Target Completion Date:	06/30/2014
		Frequency:	four times a year
		Comments:	
	5. Turnaround for Children will lead professional development series focusing on the Kagan model during grade level meetings.		
		Assigned to:	██████████
		Added date:	09/30/2013
		Target Completion Date:	06/30/2014
		Frequency:	weekly
		Comments:	
<b>Implement</b>	Percent Task Complete:		Tasks completed: 0 of 5 (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 5 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/30/2013	
	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: The Data Specialist will regularly work with teachers to reflect on instructional units and teacher assessments.

<b>Plan</b>	Assigned to:	[REDACTED]
	How it will look when fully met:	N/A
	Target Date:	06/30/2014

**Tasks:**

1. Calendar out units for instruction in grade level groups.

Assigned to:	[REDACTED]
Added date:	10/21/2013
Target Completion Date:	06/30/2014
Frequency:	weekly
Comments:	

2. Teachers will analyze exit slips to determine student understanding and determine next steps for instruction.

Assigned to:	[REDACTED]
Added date:	10/21/2013
Target Completion Date:	06/30/2014
Frequency:	weekly
Comments:	

3. Teachers will submit exit slip data biweekly to be analyzed by grade level instructional teams.

Assigned to:	[REDACTED]
Added date:	10/21/2013
Target Completion Date:	06/30/2014
Frequency:	weekly
Comments:	

4. ALT will work with grade level instructional teams to analyze exit slip data for ELA and Math.

Assigned to:	[REDACTED]
Added date:	10/21/2013
Target Completion Date:	06/30/2014

	Frequency:	twice monthly
	Comments:	
5. Grade level instructional teams will follow up with exit slip data.		
	Assigned to:	██████████
	Added date:	10/21/2013
	Target Completion Date:	06/30/2014
	Frequency:	twice monthly
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 5 (0%)

<b>Indicator</b>	<b>IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/30/2013	
	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 Patterson has Tier 1 regularly implementing tier block. Tier 2 is using curriculum pieces such as Foundations and leveled language literacy. School also currently has community partnerships with the Naval Research Labotory. However this is not a consistent tier 3 support. School has more resources for literacy than for math. Literacy is built into the master schedule.	
<b>Plan</b>	Assigned to:	██████████	
	How it will look when fully met:	A clearly aligned instructional program that enhances and supports the differentiated instructional levels of students .	
	Target Date:	06/30/2014	
	<b>Tasks:</b>		
	1. Identify the academic supports that are currently in place for students.		
	Assigned to:	██████████	
	Added date:	10/25/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	four times a year	
	Comments:		
	2. Identify students in need of instructional supports and enhancements.		
	Assigned to:	██████████	
	Added date:	10/25/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	four times a year	
	Comments:		

	3. Align academic supports with student instructional needs.
	Assigned to: [REDACTED]
	Added date: 10/25/2013
	Target Completion Date: 06/30/2014
	Frequency: four times a year
	Comments:
	4. Monitor student progress and realign student supports as needed.
	Assigned to: [REDACTED]
	Added date: 10/25/2013
	Target Completion Date: 06/30/2014
	Frequency: four times a year
	Comments:
<b>Implement</b>	Percent Task Complete: Tasks completed: 0 of 4 (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 4 (0%)

<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/30/2013
	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: Each instructional team will be implementing flexible grouping as part of the literacy RTI model. Teachers will be expected to regularly review student data and student work as a part of their planning periods

<b>Plan</b>	Assigned to:	[REDACTED]
	How it will look when fully met:	With the support of the Elementary Data Specialist, Patterson teachers will hold regular data meetings during teacher planning sessions. They will review DIBELS, TRC and other assessment data as well as writing samples.
	Target Date:	06/30/2014

**Tasks:**

	1. Identify the academic supports that are currently in place for students.
	Assigned to: [REDACTED]
	Added date: 10/25/2013
	Target Completion Date: 06/30/2014

		Frequency:	four times a year
		Comments:	
	2. Identify students in need of instructional supports and enhancements.		
		Assigned to:	██████████
		Added date:	10/25/2013
		Target Completion Date:	06/30/2014
		Frequency:	four times a year
		Comments:	
	3. Align academic supports with student instructional needs.		
		Assigned to:	██████████
		Added date:	10/25/2013
		Target Completion Date:	06/30/2014
		Frequency:	four times a year
		Comments:	
	4. Monitor student progress and realign student supports as needed.		
		Assigned to:	██████████
		Added date:	10/25/2013
		Target Completion Date:	06/30/2014
		Frequency:	four times a year
		Comments:	
<b>Implement</b>	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

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

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/30/2013	
	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:	Students and parents have identified significant socio-emotional challenges such as drug abuse, mental health, homelessness, etc. to the Patterson staff and team. The Patterson team has regularly been meeting with teachers and students but they do not have the capacity to coordinate wrap around services sometimes necessary.
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<b>Plan</b>	Assigned to:	[REDACTED]
	How it will look when fully met:	The Turnaround for Children partnership will coordinate with the Patterson Social Worker for supports through the HillCrest center as well as developing strategic intervention plans for students
	Target Date:	06/30/2014

**Tasks:**

- |  |   |
|--|---|
|  | 1. The Turnaround for Children team and Social Worker will regularly identify and coordinate supports for high need students.   |
|  | Assigned to: [REDACTED]   |
|  | Added date: 09/30/2013  |
|  | Target Completion Date: 09/30/2013  |
|  | Frequency: four times a year  |
|  | Comments:   |
|  | 2. Early Childhood Community Parent Liasion will host parent workshops and regularly communicate with parents about school events and developmental appropriate practices.          |
|  | Assigned to: [REDACTED]   |
|  | Added date: 10/25/2013  |
|  | Target Completion Date: 06/30/2014  |
|  | Frequency: four times a year  |
|  | Comments:   |
|  | 3. Non-academic supports will regularly provide support and professional development for staff for best practices in working with students with social, emotional and health needs. |
|  | Assigned to: [REDACTED]   |
|  | Added date: 10/25/2013  |
|  | Target Completion Date: 06/30/2014  |

	Frequency:	four times a year
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

### Parent, School, and Community

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

**Indicator** **IVD02 - The school builds capacity for family and community engagement staff designed to increase their skill level in developing academically focused engagement opportunities for families and the community. (2948)**

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

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/30/2013	
	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: Since most of the Patterson staff is new to the building, the faculty regularly works to build capacity of teachers to regularly communicate with parents. Principal [REDACTED] also has a few partnerships to focus on parent-focused events.

<b>Plan</b>	Assigned to:	[REDACTED]
	How it will look when fully met:	Teachers will regularly conference and communicate with parents. Patterson will also have a Parent Teacher Association that regularly meets and supports school initiatives.
	Target Date:	06/30/2014

**Tasks:**

1. Turning the Page will deliver a parent engagement night focused on questions to ask at home to support the process

Assigned to:	[REDACTED]
Added date:	09/30/2013
Target Completion Date:	10/16/2013
Comments:	

2. Turning the page will lead a parent night focused on Common Core Standards

Assigned to:	[REDACTED]
Added date:	09/30/2013
Target Completion Date:	10/30/2013
Comments:	

3. Turning the Page will lead a parent night focused on reading from a local children's author.

Assigned to:	[REDACTED]
Added date:	09/30/2013
Target Completion Date:	11/13/2013

		Comments:	
		4. Turning the Page will lead a parent engagement night on tracking their child's academic progress.	
		Assigned to:	██████████
		Added date:	09/30/2013
		Target Completion Date:	12/04/2013
		Comments:	
<b>Implement</b>		Percent Task Complete:	Tasks completed: 0 of 4 (0%)