

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

Roosevelt HS NCES - 110003000008

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 02/12/2013

Evidence:

Roosevelt Senior High School has an academic leadership team (ALT) that has representation from all content areas. This ALT works closely with our executive (leadership) team through the unique vision of our pathway model.

Indicator	ID02 - All teams have written statements of purpose and by-laws for their operation.(37)		
Status	Tasks completed: 3 of 4 (75%)		
Assessment	Level of Development:	Initial: Limited Development 04/15/2013	
	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, all content teams and instructional leadership teams (ALT) operate with written statements of purpose. Each team functions with written agendas that align to nationally acknowledged, DCPS, or Roosevelt-based instructional best practices that extend from the ALT. The next level is to incorporate by-laws of essentials principles for these content teams moving forward.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	At full implementation all content teams and the ALT will share their statements of purpose (educational/instructional philosophy) at the opening of each meeting. The educational/instructional philosophy will be included on each course syllabus. The staff and student handbooks will incorporate the by-laws of their operation.	
	Target Date:	09/09/2013	
	Tasks:		
	1. Each content team will develop and establish their statement of purpose (educational philosophy.)		
	Assigned to:	[REDACTED]	
	Added date:	05/16/2013	
	Target Completion Date:	06/07/2013	
	Comments:	All statements of purpose have to be approved by the principal. They should be written in behavioral terms from [REDACTED] and include specific instructional strategies that will govern the departments practice of disseminating information to students.	
	Task Completed:	05/30/2013	
	2. Collaborate, model, and create the update syllabus template to include the statement of purpose.		
	Assigned to:	[REDACTED]	
	Added date:	05/16/2013	
	Target Completion Date:	06/10/2013	
	Frequency:	once a year	
	Comments:	The current template needs to be updated. Staff can work on their revised syllabi during a morning collaborative in May or June.	
	Task Completed:	05/30/2013	
	3. Collect all syllabi and put them into shared Dropbox for SY2013-14.		

	Assigned to:	██████████
	Added date:	05/16/2013
	Target Completion Date:	05/17/2013
	Frequency:	once a year
	Comments:	All teachers are to submit their syllabus to their Department Chair for review and put on file.
	Task Completed:	05/30/2013
	4. Submit all content area statements of purpose to ██████████ for the staff and student handbooks for SY2013-14.	
	Assigned to:	██████████
	Added date:	05/16/2013
	Target Completion Date:	05/17/2013
	Frequency:	once a year
	Comments:	All statements of purpose should be submitted in a single document with no formatting. ██████████ will make all of the formatting decisions.
Implement	Percent Task Complete:	Tasks completed: 3 of 4 (75%)

Indicator	ID04 - All teams prepare agendas for their meetings.(39)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/12/2013
	Evidence:	Academic Leadership Team meets weekly/biweekly, with emailed agendas and minutes. Transformation pathway team, also has agendas (A-Team). College and Career Team and Behavioral teams.

Indicator	ID05 - All teams maintain official minutes of their meetings.(40)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/12/2013
	Evidence:	All teams keep minutes of meetings. They are filed electronically and maintained.

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 02/12/2013
	Evidence:	Seven different content level departments all meet with instructional coach, AP of instruction and school principal . Review instructional goals as it relates to DCCAS, and 9th and 10th grade students passing English and Math, and determine if we are on track with our targets for the year, and make necessary adjustments.

Indicator	ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)	
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Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 04/15/2013	
	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:	The Leadership Team has enhanced it's alignment to staff through vehicles such as the executive-leadership team, pathway teams, ALT, and content teams. The leadership team will need to establish a visual that all staff can have that shows how best practices reach all staff members.	
Plan	Assigned to:	Not yet assigned	

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	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 02/12/2013	
	Evidence:	Data is taken from the previous year (DCCAS, SAT scores, Attendance, etc.) and each department's role in these areas is defined. Data is reviewed with the leadership team and the different pathways. Data is viewed from SPDI as well. Professional development is established from this data.	

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 02/12/2013	
	Evidence:	Grade level meeting are held every month, which are led by teachers and attended by social workers counselors and behavioral techs. Behavior, attendance and academic performance is reviewed. Content team meetings occur every Thursday.	

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 02/12/2013	
	Evidence:	810-840 every morning all staff collaborative meetings based on the district initiatives. ELL and Special Ed meetings as well as other departments meet on a weekly basis.	

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	Objective Met 5/30/2013		
Assessment	Level of Development:	Initial: Limited Development 02/12/2013	
		Objective Met - 05/30/2013	
	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:	Currently have updated mission and vision statement focusing on all students being prepared for colleges and careers. Mission is on official letter head and forms. Would like for all students to be able to speak to our mission and vision of the school. It is a ongoing process to develop new staff to articulate and embody the mission and vision of the school.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The mission statement will be posted in all classrooms, offices, and pathway centers. - Students and staff will complete a survey regarding the mission that will capture their satisfaction level with the school's execution of the mission statement. Furthermore, the survey will solicit suggestions for better achieving the mission for 2013-2014.	
	Target Date:	06/03/2013	
	Tasks:		
	1. In order to promote the mission statement, it will be read over the P/A during afternoon announcements.		
	Assigned to:	[REDACTED]	
	Added date:	04/10/2013	
	Target Completion Date:	04/15/2013	
	Frequency:	daily	
	Comments:	Use various staff members from Roosevelt's college & career pathway to read the mission statement when reviewing the afternoon announcements.	
	Task Completed:	05/16/2013	
	2. Develop a survey for staff and students that captures their satisfaction level with Roosevelt's execution of the mission statement.		
	Assigned to:	[REDACTED]	
	Added date:	05/14/2013	
	Target Completion Date:	06/03/2013	

		Comments:	The survey should be ready to disseminate to staff and students at the final senior meeting and staff meeting.
		Task Completed:	05/30/2013
Implement	Percent Task Complete:		
	Objective Met:		5/30/2013
	Experience:		5/30/2013 Roosevelt's mission and vision have been revised over the course of the last three years. The mission has been added to letterhead, agendas, posted around the building, and read over the daily announcements. Communication and collaboration were key to these efforts. First multiple teams were initially pulled together to revise the mission. Then the assignment of sharing the mission, posted the agenda and add it to the daily announcements had to be thoughtfully carried out with consistency. [REDACTED], the executive over the College and Career Pathway had his team members create, distribute, and collect the surveys for the students and create questions for staff that will be included on their Needs Assessment.
	Sustain:		5/30/2013 The mission and vision should be reviewed with the ALT annually and read at each meeting. The revised mission should be read over the PA daily starting at the beginning of the year and included on the students/staff/parent handbooks. The survey should move from 1 time a year to 2 times a year to see if growth has occurred.
	Evidence:		5/30/2013 An announcement sheet has been created documenting everything that is or was shared on specific dates of the PA. The revised mission and vision statements are posted in the main office by the PA system, in pathway offices, and it is included in the student and staff surveys as questions items.

Indicator	IE05 - The principal participates actively with the school's teams. (56)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/12/2013
	Evidence:	Principal meets with the entire team every week. Principal meets with each leadership team member individually with their respective teams. This is ongoing and happens weekly.

Indicator	IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/12/2013
	Evidence:	Principal reviews data dashboard everyday to stay abreast of current trends and current data. Data is analyzed and decisions are made accordingly. Grade Analysis reports are reviewed for students who are failing, and instructional walks are done to look at exactly what is happening in the classroom, and what adjustments need to be made.

Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58)		
Status	Tasks completed: 2 of 4 (50%)		
Assessment	Level of Development:	Initial: Limited Development 02/12/2013	
	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:	Classroom Instruction is monitored through instructional walks and formal evaluations. Would like to focus on the fidelity of implementation of curriculum and scope specifically in the English department.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	ELA instruction will be aligned to the Unit in the CCCS through the pacing, lesson planning and utilizing resources . Would want to give feedback as it relates to the targeted goal as evidenced by the alignment of dated lesson plans to the units in Common Core. A feed back tool will be created that will include pacing, use of resources and alignment to objectives. Principal will continue to seek opportunities to further unpack CCCS standards through attending district Professional development sessions and leading in house PD sessions when appropriate.	
	Target Date:	06/15/2013	
	Tasks:		
	1. Design a Resource Binder(Portfolio) to include all of the Units in CCCS.		
	Assigned to:	[REDACTED]	
	Added date:	02/12/2013	
	Target Completion Date:	02/28/2013	
	Comments:	The resource binder will contain the ELA standards first. The Math standards and units will be include each time one is completed.	
	Task Completed:	02/27/2013	
	2. Collect lesson plans biweekly		
	Assigned to:	[REDACTED]	
	Added date:	02/12/2013	
	Target Completion Date:	02/28/2013	
	Comments:	Lesson Plans are collected biweekly.	
	Task Completed:	02/28/2013	
	3. Create an Observation Tool that is aligned to pacing, planning and utilization of content resources.		
	Assigned to:	[REDACTED]	
	Added date:	02/12/2013	
	Target Completion Date:	05/27/2013	

		Comments:	The tool should incorporate district wide initiatives, local school initiatives, the units based on the 6 week cycles, and the nine teach areas.
		4. Develop a needs assessment for teachers to share supports needed to fully implement curriculum.	
		Assigned to:	██████████
		Added date:	02/12/2013
		Target Completion Date:	05/27/2013
		Comments:	The needs assessment should include questions about planning time, the roll out of the CCSS, the professional development aligned to the CCSS, the adopted tests and how they support the teaching and implementation of the curriculum. It will be important to gather whether teachers have the same needs as it relates to their content and number of years in the classroom.
Implement	Percent Task Complete:		Tasks completed: 2 of 4 (50%)

Indicator	IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)		
Status	Objective Met 5/30/2013		
Assessment	Level of Development:	Initial: Limited Development 02/12/2013	
		Objective Met - 05/30/2013	
	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:	We have are instructional rounds and debriefs. Principal visits two classes each day during first period. Must design a schedule that takes into account the culture of the school, and will allow for this to happen.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	The principal will have evidence of written feedback provided to at least 2 teachers per day which is aligned to the CCSS and/or best practices for literacy.	
	Target Date:	06/10/2013	
	Tasks:		
		1. Create a quick feedback form detailing positive instructional best practices, lesson planning, and support of local school initiatives (Project on Time and Attendance).	
	Assigned to:	██████████	
	Added date:	04/10/2013	
	Target Completion Date:	04/15/2013	
	Frequency:	once a year	
	Comments:	██████████ will collaborate with the Executive Team with information to include on the quick feed back form.	

		Task Completed:	02/01/2013
Implement	Percent Task Complete:		
	Objective Met:		5/30/2013
	Experience:		5/30/2013 An Instructional Rounds calendar was created by the lead Department Chair in January. Each Department Chair was assigned weeks during the year that they would lead instructional rounds. There was also an assignment of A-Team classes to non-instructional staff members including the principal and the assistant principals. All had to go to 1-2 assigned classes during first period each day to address attendance, instruction, and behavior. There are multiple capture sheets for the work done with these classes, the teachers, and individual students. What we did not account for were major discipline issues or school wide crisis or testing that would impact these schedules for days if not weeks at a time.
	Sustain:		5/30/2013 To ensure that this work continues and goes to the next level, the ALT will be assigned to draft a SY2013-14 Instructional Rounds calendar. The calendar should reflect two department chairs doing rounds each week. All educators and leadership team members should be invited and reminded of the time of the instructional walks. Debriefs should occur immediately following with the team that went on the walk and feedback given to the teacher within 24 hours documented in an email.
	Evidence:		5/30/2013 The instructional walk calendar and the IC's calendar both reflect the walks or observations conducted. Additionally, data sheets tracking the work of the A-team have been sent out to the team via email daily.

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 02/12/2013	
	Evidence:	School is actively involved in the interview process, with HR, to make sure teachers who work at Roosevelt are prepared for the reality and ready to uphold the expectations of the school. Teachers and students also assist with the interview process. As a result, teachers who are not on track, receive support from ALT, and Instructional Coach to build up their practice. Teachers who are not sound and willing grow, may not be the correct fit for our program.	

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 02/12/2013	
	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:	Principal provides feedback of course during formal evaluation cycle and daily class visits. Would like improve in offering feedback in two specific areas: Over aged and under credited students and the Special Ed. Population. These are high need areas within the building and would like to offer more consistent support and development opportunities for teachers who work with these students specifically.
Plan	Assigned to:	██████████
	How it will look when fully met:	Informal instructional rounds will be conducted by members of the ALT. The members of the instructional rounds will include the principal and/or one of the other members of the leadership team. Feedback will be provide within 48 hours of the observation. The observations will focus on 2 Teach areas that are identified before the observation. Feedback will also be shared with the Instructional Coach so that if further follow is needed it can be done within 2 days.
	Target Date:	06/17/2013
	Tasks:	
	1. Create an instructional rounds calendar for the entire school year.	
	Assigned to:	██████████
	Added date:	05/14/2013
	Target Completion Date:	01/28/2013
	Comments:	The calendar should be emailed to the entire ALT and the executive team. It can also be shared with the Master Educators for support.
	Task Completed:	02/13/2013
	2. Conduct consistent embedded professional development during morning collaboratives and district-wide PD days with a menu model option.	
	Assigned to:	██████████
	Added date:	05/14/2013
	Target Completion Date:	06/03/2013
	Frequency:	four times a year
	Comments:	Use teacher leaders to conduct 30-45 minute mini professional development sessions on district-wide PD days.
	3. Share outside professional development opportunities through the district, outside organizations, and institutions of higher learning that staff should attend.	
	Assigned to:	██████████
	Added date:	05/14/2013
	Target Completion Date:	12/03/2012
	Frequency:	monthly
	Comments:	These professional development opportunities should be shared through the Coaches Corner, Roosevelt Updates and direct emails to key staff members.
	Task Completed:	05/16/2013
Implement	Percent Task Complete:	Tasks completed: 2 of 3 (67%)

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 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 04/15/2013	
	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:	The instructional teams (content teams) have been working on alignment to the Common Core State Standards. Every class has the CCSS standard posted and the objective aligned for student review. The key is to ensure that content teams are reflecting on their units as aligned to CCSS and making documented adjustments for future instruction.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Units of instruction will include appropriately aligned learning objectives, differentiated assignments and short cycle assessments to appropriately meet each student's needs and diagnose appropriately	
	Target Date:	06/30/2014	
	Tasks:		
	1. Review Units of Study from the DCPS Scope and Sequence for Math and ELA		
	Assigned to:	[REDACTED]	
	Added date:	07/05/2013	
	Target Completion Date:	08/30/2013	
	Comments:		
	2. Create a diagnostic pre-assessment for Unit 1		
	Assigned to:	[REDACTED]	
	Added date:	07/05/2013	
	Target Completion Date:	08/30/2013	
	Comments:		
	3. Outline learning objectives relating to the first unit during department meetings		
	Assigned to:	[REDACTED]	
	Added date:	07/05/2013	
	Target Completion Date:	09/06/2013	
	Comments:		
	4. Create first short-term assessment for Unit 1		
	Assigned to:	[REDACTED]	

	Added date:	07/05/2013
	Target Completion Date:	09/06/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

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 05/16/2013
	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:	Currently Roosevelt has worked to ensure that clear, focused and concise objectives have been written to drive the lesson and learning outcomes in classes. Some teachers have worked to level the objectives and tasks to meet the student's demonstrated prior mastery.
Plan	Assigned to:	Not yet assigned

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	Tasks completed: 1 of 2 (50%)	
Assessment	Level of Development:	Initial: Limited Development 02/25/2013
		Objective Met - 05/30/2013
	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:	Teachers review data after each interim assessment and prepare re-teach plans of varying degrees of quality and implementation
Plan	Assigned to:	
	How it will look when fully met:	All teachers will review interim assessment data and effectively plan and implement re-teach plans.
	Target Date:	06/30/2013
	Tasks:	

	1. Teachers conduct item analysis from the Unit 4 paced interim assessment data in both English language arts and math	
	Assigned to:	██████████
	Added date:	02/25/2013
	Target Completion Date:	04/12/2013
	Comments:	The ELA and Math teachers complete their analysis of all Pace Interim Assessments with the Instructional Coach and Lead Teachers. This data should guide both instruction and adjustments to the Master Schedule and pacing for their courses.
	3. Teachers develop re-teach plans and assessments/performance tasks for the identified learning objective for re-teach	
	Assigned to:	██████████
	Added date:	02/25/2013
	Target Completion Date:	04/19/2013
	Comments:	The ELA and Math teacher participate in a short cycle assessment initiative called Roosevelt- Comprehensive Instruction Reports (R-CIRs). Teachers identify the standard and objective for to be taught, assess it by Friday, submit their data on Monday, and discuss with their team or the ALT on Tuesday. Re-Teaching plans are a part of this report and should happen if necessary within a 48 hour period.
	Task Completed:	04/08/2013
Implement	Percent Task Complete:	
	Objective Met:	5/30/2013
	Experience:	5/30/2013 This objective was built out of the need for the school, executive team, teachers, and specialist to be able to review the PIA and analyze the effectiveness of instruction. This work has been lead by ██████████ with continued direct contact by the instructional coach to look at the results with individual teachers and to provide a report on the results. It was quickly realized that teacher looked at the results on the surface and did not look at how the scores related to their instruction, lack thereof, the pacing of the content in a six week cycle even though Roosevelt was in a 4x4 semester master schedule.
	Sustain:	5/30/2013 To sustain these efforts the instructional coach will need to schedule team meetings to review departmental trends, then review with individual teacher their data and next steps. This work can be done in conjunction with the teacher lead so that the instructional coach is not the only one holding these debriefs. Updates with the ALT, executive team, and the general staff should be on the calendar for meetings immediately following the return of the results.
	Evidence:	5/30/2013 Individual teachers have met with ██████████ ██████████ to review their PIA data since the last PIA. ██████████ sent a report on May 19th 2013 detailing the trends and analysis of PIA 4. The meetings have also been documented on ██████████ coaching calendar.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in differentiating and aligning learning activities

Indicator	IIC04 - All teachers, working in teams, differentiate and align learning activities with state standards.(1716)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 05/16/2013	
	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:	All teachers currently work with at least one team to align learning activities with state standards. Additional teams have been created such as the DCCAS ELA and Math teams to further review, analyze, and revise the pacing and alignment of learning activities of the 9th grade and 10th grade ELA and Math courses.	
Plan	Assigned to:	Not yet assigned	

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	IIIA22 - All teachers use open-ended questioning and encourage elaboration.(131)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 05/16/2013	
	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:	All ELA teacher have Blooms Question Posted in their classrooms.	
Plan	Assigned to:	Not yet assigned	

Indicator	IIIA23 - All teachers encourage peer interaction.(133)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 05/16/2013	
	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 are encouraging peer interaction. There is a clear distinction between teachers that have more than 3 years in the classroom and have thoughtful lesson plans and behavior management strategies that aid in the gradual release of instruction from teacher to student	
Plan	Assigned to:	Not yet assigned	

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 Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 05/31/2013	
	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:	Teacher currently are interacting on a minimal level as teacher/student. There are some teachers that have a great amount of knowledge about the their students and their reprotire with the students is evident. What has just been implemented is "lunch with your student" so that these conversations can be fostered in a neutral and non-academic setting utilizing the culinary arts students.	
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Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	In addition to creating additional opportunities for teachers to interact in non-academic settings with students, teachers are expected to integrate opportunities for students to engage in academic content through discussion and the utilization of content materials connected to their experiences.	
	Target Date:	06/30/2014	

Tasks:

	1. Text selections for Unit 1 materials include a student to text connection purpose		
	Assigned to:	[REDACTED]	
	Added date:	07/05/2013	
	Target Completion Date:	08/30/2013	
	Comments:		
	2. Lesson plans include specific opportunities for students to engage in discussion that includes their own experiences.		
	Assigned to:	[REDACTED]	
	Added date:	07/05/2013	
	Target Completion Date:	09/06/2013	

	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (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)
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Status	Full Implementation
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Assessment	Level of Development:	Initial: Full Implementation 05/31/2013
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Evidence:	<p>The Transformation Pathway and the Elite Pathway cross collaborate to meet the social-emotional needs of the students and staff. Often overlooked is the capacity for an educator or staff member to navigate the daily stressors of teaching or engaging students when they are in crisis themselves. Roosevelt has mobilized its Elite Pathway Social Workers to be on radio and prepared to move to any students or staff member in crisis at a moments notice. The two Transformation Social Workers (TIS) are mobilized for truancy and attendance interventions majority of the time. When multiple crisis abound these two social workers are also able to be mobilized to offer emotional support students and staff.</p> <p>All social workers provide professional development to the staff related to social emotional issues behavior management, and attendance issues at least twice a year. They document on a variety of capture sheets their conversations with students and staff that are kept confidential. Those sheets that are not confidential include data sheets tracking truancy interventions, SST meetings, and the frequency of referral tracking.</p> <p>To continue this work at a high level, Roosevelt will have to continue to fund at least 3 of these 4 social workers. All social workers should be on radio, share the case load of students with special needs as well as crisis intervention. Roosevelt will still need to expand is use of community partnerships that support families in crisis like the Georgia Avenue Collaborative, Latin American Youth Center, and Mary Center. Roosevelt will work to build partnerships with community partners willing to assist with 9th grade students and males who are at-risk.</p>
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Parent, School, and Community

Communication - Providing multiple methods of two-way, school-home communication

Indicator	IVC01 - The school regularly communicates with parents about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(1570)
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Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 05/16/2013
	Evidence:	<p>Roosevelt has expanded its means of communicating with parents about expectations of them and the importance of the curriculum. Roosevelt consistently uses ConnectEd to communicate to all homes via the telephone regarding academics, attendance, Chapter 25, and other expectations. JupiterGrades is used to communicate both academic (curriculum) and behavioral (Chapter 25) live time updates and concerns. Roosevelt also sends out US postal service mailing in multiple languages to communicate all academic, behavioral and attendance expectations. Roosevelt also utilizes TIS social workers for home visits for chronically truant students as well as Roving Leaders who assisting reaching out to less connected families. Constant update of parent listerv and phone numbers will increase the effectiveness of the communications.</p>

Parent, School, and Community

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

Indicator **IVD03 - The school builds capacity around development and implementation of effective, academically-focused family and community engagement, particularly for students with disabilities and ELLs and their families.(2949)**

Status Tasks completed: 1 of 2 (50%)

Assessment	Level of Development:	Initial: Limited Development 05/13/2013
	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:	Currently, Roosevelt's LSAT, ALT, ELL and Elite Division (SPED) and All Staff Meetings have include topics around effective family engagement with all students including students with disabilities and ELLs. The specific topics have included the use of JupiterGrades, Language Line, and specialists (Social Workers, Attendance Monitors, and Roving Leaders) to consistently reach out to parents and guardians. The community and families have been engaged through flyers, open community meetings, PTSA, Parent Teacher meetings, and general events blasts through the billboard outside the school, ConnectEd, and listservs.
Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	Full implementation will include an update parent and community partner listserv. The family and Community will receive monthly calendar updates including PTSA, Testing, Parent Teacher conference days, holidays, and special meetings. Attention will be made to the communications going out via email, phone, and fliers in the two major languages so as to reach a large portion of the families and communities Roosevelt services.
	Target Date:	01/28/2013
	Tasks:	
	1. Send out daily staff updates via email.	
	Assigned to:	[REDACTED]
	Added date:	05/13/2013
	Target Completion Date:	05/31/2013
	Frequency:	daily
	Comments:	Roosevelt Updates have been sent out consistently. Attention to formatting, and priority to pathways during key times during the year so that rotations for that pathway to the leading post whould be considered.
	Task Completed:	05/13/2013
	2. Develop a process for getting mass mailings out in 2 days.	
	Assigned to:	[REDACTED]

		Added date:	05/13/2013
		Target Completion Date:	06/03/2013
		Comments:	██████████ will detail the process and share with the ALT during a meeting.
Implement	Percent Task Complete:	Tasks completed:	1 of 2 (50%)

Parent, School, and Community

Connection - Providing opportunities for members of the school community to meet for purposes related to students' learning

Indicator **IVE07 - The school provides additional time focused on learning strategies for effectively working with students with disabilities or ELLs.(2954)**

Status Tasks completed: 1 of 2 (50%)

Assessment	Level of Development:	Initial: Limited Development 05/13/2013	
	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:	Currently, Roosevelt Senior High School provides ELL teachers with "all staff" morning collaboration every Monday and Friday. The ELL teachers currently collaborate every Wednesday regarding ELL best practices. On Thursdays, the ELL teachers join general education (GEN-ED) teachers regarding instructional practices that are the focus for the week. System 44, ██████████, and connecting our bilingual counselor to the college & career center have been essential strategies that have helped develop learning strategies for ELL.
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Plan	Assigned to:	██████████
	How it will look when fully met:	At full implementation the students will receive support in the general education classes (ELA, Social Studies, and Science). Additional focus will be put on increasing the number of students in the honors and advanced placement courses offered in each of the content areas. Full implementation will also increase the number of ELL and students with disabilities applying to college or vocational schools and attending these institutions.

	Target Date:	05/31/2014
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Tasks:

1. Hire staff member(s) to support ELLs in the general education classes.

	Assigned to:	██████████
	Added date:	05/13/2013
	Target Completion Date:	05/31/2013
	Comments:	The position has been added to the SY2013-14 budget. Resumes are being reviewed currently.

2. Get resumes of qualified ELL candidates.

		Assigned to:	██████████
		Added date:	05/14/2013
		Target Completion Date:	06/03/2013
		Comments:	Reach out to HR for current resumes of ELL candidates that possibly have dual certification or are HQ in science or social studies.
		Task Completed:	05/21/2013
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)	