

**DISTRICT OF COLUMBIA
PUBLIC SCHOOLS**
OFFICE OF TEACHING AND LEARNING



**DCPS
COMPREHENSIVE
SCHOOL PLAN**
SCHOOL YEARS 2008-2009 / 2009-2010

Michelle Rhee, Chancellor

Table of Contents

Overview of Planning Process	3
Diagram: Comprehensive Planning Process	5
Comprehensive Plan: Required Section	
School Improvement Team Composition and Signatures	7
School Summary Sheet	8
School Vision and Mission	9
Comprehensive Needs Assessment	10
Element 1 (Core Focus): Teaching and Learning	12
Element 2: Leadership	14
Element 3: Job-Embedded Professional Development	15
Element 4: Resources	17
Element 5: Safe and Effective Learning Environment	24
Element 6: Family and Community Engagement	26
Corrective Action Addendum	28
Restructuring Addendum	30
Appendices	
Appendix A: Comprehensive School Planning Guide	33
Appendix B: Chancellor's Declaration of Core Beliefs	43
Appendix C: Creation and Mission and Vision	43
Appendix D: DCPS Effective Schools Framework	44
Appendix E: NCLB Requirements	45
Appendix F: Glossary	48

At A Glance

The **DCPS Comprehensive School Plan** includes all components of effective schools as mandated by the No Child Left Behind Legislation.

- A. The **Comprehensive School Plan** is to be completed by **ALL** schools.
- B. The **Corrective Action Plan Addendum** is to be completed **ONLY** by schools in the Corrective Action AYP Status
- C. The **Restructuring Plan Addendum** is to be completed **ONLY** by schools in Restructuring I Status (schools entering AYP restructuring)
- D. Schools currently in Restructuring II Status (already in AYP restructuring) do not need to complete the Restructuring Plan Addendum. Those schools should attach their current **Restructuring Plan**.

Overview of the Planning Process

The District of Columbia Public Schools (DCPS) has undertaken a rigorous reform effort to drastically improve student achievement in every school in the District. The status of our schools requires immediate, efficient, and effective intervention.

The Chancellor believes that we must respond quickly, yet thoughtfully, to address components that are not meeting the needs of our children in not only these challenged schools, but also the remaining schools in the District. A rigorous, coherent, and thorough planning process created with input from a variety of stakeholders and aligned to District-wide objectives is essential in this effort.

The “DCPS Comprehensive School Plan” is the tool that will guide schools through this process. As its name indicates, this plan is designed to be the single planning document for all schools in the District. This document not only complies with Federal, State, and local mandates, but is aligned to the DCPS Effective Schools Framework, a set of six elements that lay the foundation for systemic reform efforts at the school and district levels^a. As a result of this alignment, this plan should be treated as much more than just a compliance document. It is intended to drive all improvement efforts within every DCPS school.

This plan must be completed by the designated School Improvement Team in every school. Therefore, the first step that school leaders should take is to form a School Improvement Team. For detailed information on the composition of this team, refer to the Comprehensive School Planning Guide in **Appendix A**.

Once formed, the School Improvement Team at all schools must complete the following components of the Comprehensive School Plan:

- Data Snapshot
- School Vision and Mission
- Comprehensive Needs Assessment
- All Questions in the Following Sections:
 - Element 1 (Core Focus): Teaching and Learning
 - Element 2: Leadership
 - Element 3: Job-Embedded Professional Development
 - Element 4: Resources
 - Element 5: Safe and Effective Learning Environment
 - Element 6: Family and Community Engagement

^a For more information on the DCPS Effective Schools Framework, refer to the Appendix

In addition to completing the Comprehensive School Plan, schools in Corrective Action and Restructuring Planning I (entering restructuring status) must also complete the addendum that corresponds to their respective status. Because these addendums are meant to complement one another, they should be written to strengthen, rather than restate, the Comprehensive School Plan.

As you begin the planning process, this document contains a number of tools to support you. First, the diagram on the next page provides an overview of the entire process. Second, for a more detailed description of each step in the process, refer to the Comprehensive School Planning Guide in **Appendix A**. In addition to this guide, **Appendices B - E** contain additional resources that you may find useful.

Finally, the Office of Academic Support and the Office of LEA Grants are also available to support schools in the planning process. Representatives from these offices will be available to provide technical assistance to school-level planning teams. Small group sessions will be conducted at the Logan Professional Development Annex, 215 G Street, NE on the following dates:

- October 20, 2008: 3:30 – 6:00 p.m.
- October 21, 2008: 3:30 – 6:00 p.m.
- October 22, 2008: 3:30 – 6:00 p.m.

You can sign up for these sessions through PD Planner.

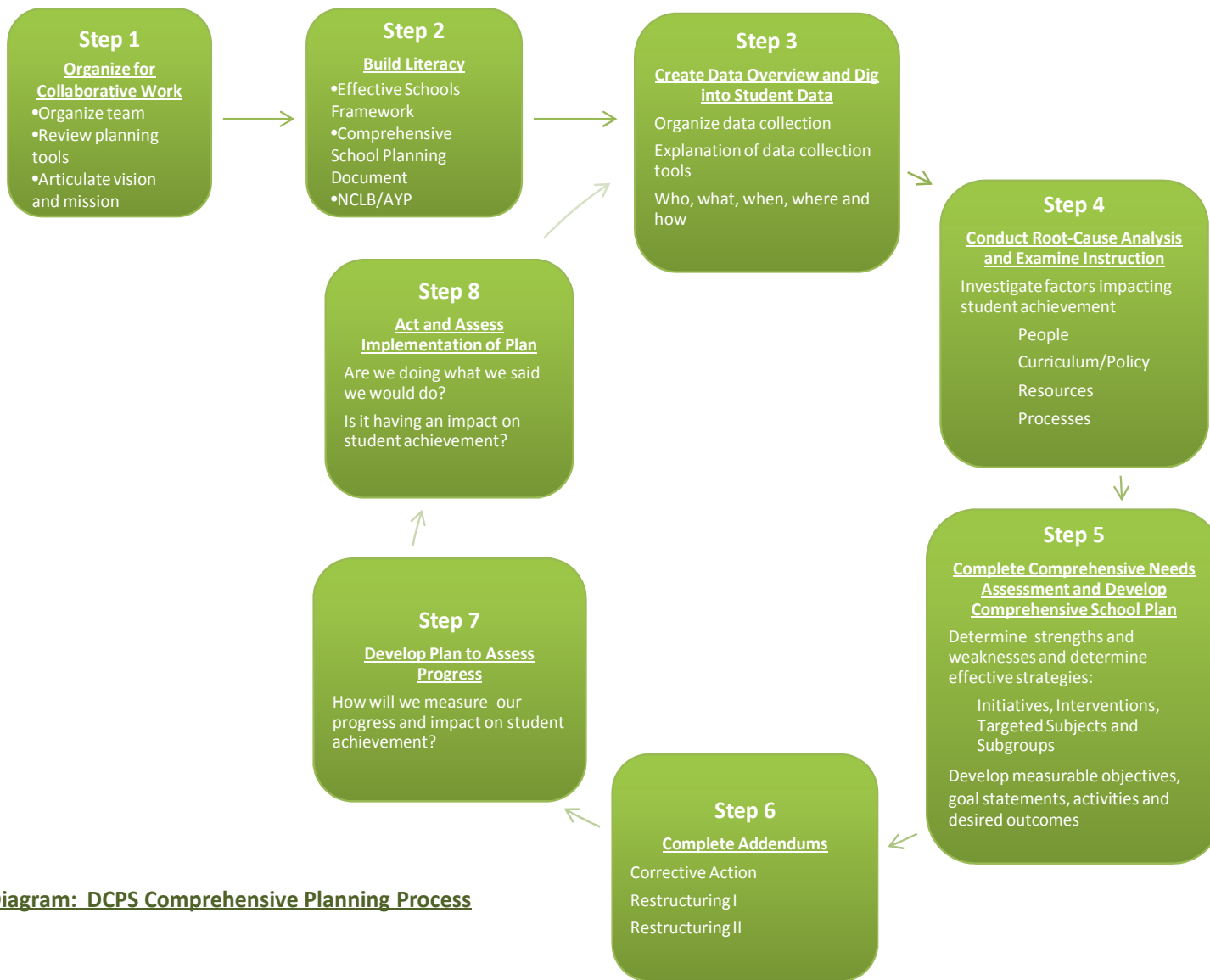


Diagram: DCPS Comprehensive Planning Process

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

OFFICE OF TEACHING AND LEARNING



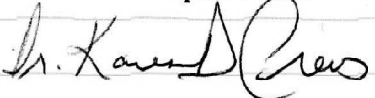
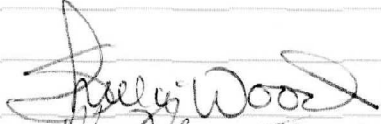
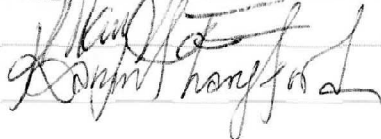

**DCPS COMPREHENSIVE
SCHOOL PLAN:
SECTION REQUIRED
FOR ALL SCHOOLS**

SCHOOL IMPROVEMENT TEAM: TEAM COMPOSITION AND FINAL SIGN OFF

School Name: Bernard T. Janney Elementary

All schools are required to form a School Improvement Team to complete the Comprehensive School Plan. The school may choose the members of this team at its discretion, but at minimum the team MUST include the individuals with asterisks (*) next to their name below.

All School Improvement Team members must sign below indicating final review of the Comprehensive School Plan and Budget

Position:	Please print your name in the appropriate space below:	Please sign your name in the appropriate space below:
Principal (*)	Karen Crews, Ed.D	
WTU Building Representative (*)	Laure Hunter	
LSRT Chairperson (*)	Kirk Rankin	
Teacher (*)	Shellie Wood, Ph.D	
Teacher	Mary Osterman	
Teacher	Karen Langford, Ph.D.	
Teacher	Marijke Gero	
Teacher	Malin Kerwin	
Parent (*)	Cheryl Ohlson	
Parent	Andrew Smiles	
Parent	Karen Martin	
Parent	Jane Malhotra	
Parent	Allison Feeney	
PTA Representative	Karen Kalat	
Support Staff Member (*)	Tawana Franklin	
Community Representative (*)		

Janney ES

School Information		Improvement Status:		None
Principal	Karen Crews	Phone	282-0110	
Assistant Principal		Address	4130 Albemarle St. NW	
Instructional Sup.	Tim Williams	Ward		

Demographic Data					Attendance Data			
	Total Enrolled	% of Enrolled	Total Enrolled, DCPS	% of Enrolled, DCPS		2007-08	2008-09	DCPS Average
Total School	489	100%	48256	100%	Student Attendance Rate	96%		90%
Black	74	15%	37928	79%	Staff Attendance			
White	354	72%	3540	7%				
Hispanic	24	5%	5773	12%				
Asian	33	7%	971	2%				
FRL	14	3%	26418	55%				
ELL	14	3%	3868	8%				
Special Ed	29	6%	6030	12%				

Achievement Data								DCPS Elementary Schools: DC CAS Data					
School DC CAS Data								DCPS Elementary Schools: DC CAS Data					
	2008 Reading Prof. Rate	2007 Reading Prof. Rate	Change in Reading Prof. from 2007	2008 Math Prof. Rate	2007 Math Prof. Rate	Change in Math Prof. from 2007	Participation	2008 Reading Prof. Rate	2007 Reading Prof. Rate	Change in Reading Prof. from 2007	2008 Math Prof. Rate	2007 Math Prof. Rate	Change in Math Prof. from 2007
	%	%	%	%	%	%	%	%	%	%	%	%	%
Total School	87.80%	83.40%	4.40%	88.98%	80.57%	8.41%	100.0%	46%	37%	9%	40%	29%	11%
Black	71.93%	69.49%	2.44%	75.44%	62.71%	12.73%	100.0%	41%	33%	8%	35%	24%	11%
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	51%	45%	6%	75%	39%	36%
White	93.67%	88.24%	5.43%	92.41%	84.97%	7.44%	100.0%	87%	85%	2%	85%	78%	7%
Asian	85.71%	88.89%	-3.18%	92.86%	96.30%	-3.44%	N/A	74%	68%	6%	78%	68%	10%
FRL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	39%	32%	7%	34%	24%	10%
ELL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	39%	42%	-3%	38%	37%	1%
Special Ed	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25%	16%	9%	17%	10%	7%

Adequate Yearly Progress				Special Education		
	Reading	Math	Overall		2007-2008	2008-2009
Participation	Yes	Yes	Yes	# of IEPs	40	
Proficiency	Yes	Yes	Yes	% IEPs Timely	100%	
Attendance	95.79%		Yes	# DC CAS Alt	0	

Budget Data			
	2007-08	2008-09	Four Average
Budget Allocation	\$3,204,288	\$3,774,483	\$2,751,321
Budgeted Membership		480	294
Registered Students as of X/X/08			
Student Roll as of X/X/08			
Projected Enrollment as of 8/26/08		489	
Facility Capacity		364	429

Qualitative Data - Surveys and Quality School Review					
Survey	Response Rate	% Agree School on Right Track	% Strongly Agree on Right Track	DCPS Agree	DCPS Strongly Agree
Staff Survey	38	29%	71%	41%	31%
Student Survey					

Quality School Review	Score
Teaching & Learning	n/a
Safe/Effective Learning Env.	n/a
Parent/Community Involvement	n/a

GOAL SETTING FOR 2008-2009			
Category	AYP Targets	Safe Harbor Targets	School Goals
Reading Proficiency	57.69	89.02%	
Math Proficiency	55.41	90.08%	
DC CAS Participation	95%	95%	
Attendance Rate	90.00%	Set Goal	
Attendance Entry	x	x	
PSAT Participation	x	x	
Other District Metric	x	x	
School Defined Goal	x	x	

SCHOOL VISION AND MISSION

Creating a shared vision and mission is a useful first step in a comprehensive planning process. The intent of this exercise is to engage the entire school community in a process of co-creation. By reaching a shared understanding of what the future should look like, the school community has a common foundation from which it can base the rest of the Comprehensive School Plan.

For additional information on creating a school vision and mission, **Appendix C** provides several ways to think about this process. It is up to schools to choose the process they want to follow.

School Vision:

The people of Janney Elementary School promote a nurturing academic and social environment for everyone. We consistently strive to provide academic excellence by setting goals for achievement, supporting those goals with effective practices, and evaluating our progress. We consistently strive to provide an excellent climate by demonstrating cooperation with and respect for each other.

We are committed to making a positive difference in the lives of all the people of Janney Elementary School by helping each person grow to full potential in a caring and supportive environment.

School Mission:

Janney strives to be a community of learners that promotes respect and responsibility, and also cultivates the skills, values, and confidence to support a lifetime of learning, leadership, and service. Through an interactive curriculum and inclusive model of instruction that includes arts integration and differentiated instruction, the school encourages children to be joyful, active learners who are confident and ethical citizens of the school community and can successfully enter a global community. Students learn to think critically, to solve problems in creative ways, to work cooperatively with others, and to use technology to promote understanding and communication.

COMPREHENSIVE NEEDS ASSESSMENT

Prior to creating a plan, all School Improvement Teams must conduct a Comprehensive Needs Assessment. The purpose of this process is to help the School Improvement Team better understand the needs of the school. For additional information on conducting this assessment, reference the Planning Guide in Appendix A.

1. Provide a brief description of your school, your attendance area, and your community.

The Bernard T. Janney School has been an integral part of the Tenleytown area of Washington DC for over 81 years. We are a diverse public school that supports high academic achievement through a rich and varied curriculum. We encourage and are blessed with tremendous parental support. Our teachers and support staff are dedicated and experienced and work very hard to ensure that every child is being challenged and demonstrating positive growth academically, socially, and emotionally.

Our school serves approximately 320 families and 490 students in grades PK through 6 through this academic year. The school population will be PK through grade 5 beginning in 2009. Janney implements a model of full inclusion so that each child spends the majority of time with a homeroom teacher in the general education environment, leaving the classroom to attend Art, Library, Music, Spanish, and Physical Education classes. A full time literacy and math coach support the teaching staff through modeling, consultation, and professional development.

2. Summarize the actual results of your Comprehensive Needs Assessment. In your summary, include the following:
 - Data to support the conclusions
 - How the Assessment was conducted
 - Participants in the process
 - How it addresses the needs of all the students in the school
 - In particular, how it addresses the needs of struggling students and those most at risk.

A Comprehensive Needs Survey was developed by the School Plan Committee (SPC) and distributed to all members of the Janney School community including Janney families and staff. An electronic version was issued using the SurveyMonkey website and hard copies were available for families without web access. Results were computed by the survey instrument and discussed by the SPC. Surveys were returned by 76% of the staff and 66% of families.

Respondents were asked to rate items on a 1 through 5 likert scale. For the purposes of this evaluation, "Satisfaction" scores were derived from combining points 1 and 2 on the scale.

Improvement and expansion of facilities was by far the greatest priority of school families. 70% of responding families believe the school needs additional bathrooms for students; 60% of responding families believe there needs to be separate and improved space for cafeteria/ gymnasium/ and auditorium along with appropriate furnishings. Currently there is one undersized (not large enough to hold the entire school population at one time) room which serves simultaneously as gymnasium, cafeteria and auditorium.

Less than half (46%) of responding staff feel safe in the current building while 67% of the responding families feel their children are in a safe environment. Current dissatisfaction with infrastructure which includes outdoor facilities, overcrowding in classrooms, hallways, playground and common space, and movement from indoors and outdoor facilities contribute to this issue.

48% of responding families and staff were satisfied with the current science program ; there was a 66% satisfaction rate from the responding community and 54% responding staff satisfaction with the social studies curriculum.

Staffing priorities: The responding parent community puts emphasis on adding a science resource teacher to the current list of resources. Responding staff did not share this opinion rating the support as a low desire. A second priority for families is to public fund the current library staff which is supplemented by PTA funds.

Curriculum: About 87% of respondent families and 76% of staff expressed satisfaction with the readers and writers workshop models. Everyday math results showed 74% satisfaction from responding families and 70% satisfaction from responding staff.

3. Summarize the strengths and weaknesses of the current program for improving the education of low-achieving students.

Janney implements the following components to improve learning for under-achieving students:

- Interactive progressive curriculum in reading, writing, and math incorporate repeated and differentiated instruction along with frequent criterion assessment
- Functioning SST process develops support plans for short term intervention and ongoing accommodations
- Homework assistance after school for JED students
- After school tutorial program for basic skill development and test performance
- Mentor program for targeted students

4. As a result of the Comprehensive Needs Assessment, what are the specific priority need areas for the Schoolwide program? (Please list in order of priority 1, 2, 3, etc.)

1. Improve facilities including additional bathrooms and gymnasium/cafeteria space along with
2. Increase professional development training for staff and improve parent education in terminology and methodology in Everyday Math program focusing on differentiation of instruction.
3. Continued professional development training for new staff in readers/writers workshop models

4. Evaluate current science and social studies curriculum and improve curricular offerings
5. Heighten awareness and improve security in the building including additional cameras and lights for out doors;

5. List the goals of the Schoolwide program. These goals should be directly related to the priority need area identified as the means to educate all students in the school to the State's academic achievement standards, as illustrated in the Comprehensive Needs Assessment.

1. Reduce gender and ethnic achievement gap in reading
2. Maintain or exceed current AYP percentage goals
3. Increase percentage of students scoring advanced on DCCAS
4. Decrease percentage of students in Basic/Below Basic categories on DCCAS

6. Use this section to provide a 3-5 paragraph narrative describing the process and outcomes of the Comprehensive Needs Assessment:
 - Identify the significant achievement gaps and a summary of the root cause analyses.
 - Isolate the areas of improvement that the plan will address.
 - Complete the Comprehensive School Plan Snapshot.

DCCAS results in the spring of 08 indicate that the performance gaps in both gender and race were narrowed in math. Achievement gaps in both gender and race still remain for reading. Data analysis indicates that areas where scores were lowest were on questions where a “constructed response” was required. We conclude that reading scores were impacted by the students’ lack of confidence and experience with the format and would benefit from additional instruction and practice this year.

Analysis of overall scores revealed that all but 10 students achieved proficient scores in either reading or math; conversely 10 students are basic or below basic in both reading and math. In addition, four students scored below basic in math. The school performance plan must target these students specifically and develop individual plans along with assigned mentors to ensure that they gain the skills they need to be successful in life.

The majority of the student body is scoring in the proficient range of achievement. The school must target those students who are close to advanced and advanced students and provide challenging skill development at the upper end of the spectrum.

Snapshot: The Bernard T. Janney School has been an integral part of the Tenleytown area for over 80 years. We are a diverse public school that supports high academic achievement through a rich and varied curriculum. We encourage and are blessed with tremendous parental support. Our teachers and support staff are incredibly dedicated and experienced and work very hard to ensure that every child is being challenged and demonstrating positive growth both academically and socially.

Our school serves approximately 490 students in grades PK – 6. Each child spends the majority of time with a homeroom teacher but we are fortunate to offer Art, Library, Music, Spanish, and Physical Education as resource classes.

ELEMENT 1 (CORE FOCUS): TEACHING AND LEARNING

All teachers engage in a strategic instructional planning process and deliver high-quality, rigorous, standards-based instruction to ensure continuous growth and high levels of student achievement.

1. Describe the reform strategies designed *to strengthen the core academic program of the school*. For each strategy you include, please address the following questions:
 - Is it based on scientifically-based research?
 - Is the program Schoolwide? If not, at what levels is it being administered?
 - Are the methods and strategies focused on the needs of all students, or a particular subgroup?
 - In particular, how do the reform strategies address the academic achievement problem that caused the school to be identified for improvement?
 - What is the school's implementation strategy?
 - How do you measure whether or not it met students' needs?

Balanced literacy – Reading is formally assessed a minimum of 3 times yearly using the Developmental Reading Assessment (DRA). Children are assessed on their fluency and comprehension and receive a leveled score to determine appropriate books for instruction and independent reading. Children progress through leveled books in the Reader's Workshop model with DRA assessments confirming their progress.

Everyday Math: Six years ago Janney adopted a new math curriculum after researching reform curricular models. Every Day Math was adopted to address issues of a performance gap in gender and race as well as to raise math scores across grade levels by providing a curriculum that was conceptually based with a hands on approach to skill development. The program was implemented school-wide in 2003. It continues to be used exclusively throughout the school and does not target any particular subgroup. Inherent within the program are differentiation strategies to address individual student needs on specific concepts. In the five years since implementation, gender and race gaps were narrowed and scores increased by 10% on the 2008 DC CAS, the first year that all students were taught this curriculum for their entire experience at Janney.

Professional Development

Janney participates in the DC Collaborative which emphasizes development of Readers and Writers Workshop Model across the schools. The Collaborative is structuring professional development for all Collaborative schools including scheduling of consultants from New York to work with coaches and teachers in schools. The Collaborative is seeking similar resources to develop a professional development resource for Every Day Math.

2. Describe the intervention programs and activities the school provides for *students who experience difficulties* mastering the proficient or advanced levels of academic achievement.
 - What types of interventions are offered?
 - How are students targeted for intervention?
 - How do you ensure the interventions are timely and effective?
 - How are interventions monitored and adapted?
 - How is feedback given to students?

Janney operates a full inclusion support model for children identified as having special needs. All special education students receive full instruction in the general education classroom with special education staff providing support in class to those students as well as others who may benefit from the classroom support. Children are pulled out for intermittent re-teaching or skill development and related services.

The math curriculum incorporates performance reviews at the end of each unit and indicates students who need additional practice and re-teaching in targeted skills

The reading and writing curricula incorporate daily peer feedback, teacher coaching, unit and criterion assessments monthly for math and three times yearly for reading.

3. Describe the activities before school, after school, during the summer, and during any extension of the school year that the school offers students. For each program you include, please address the following questions:

- Is the program Schoolwide? If not, at what levels is it being administered?
- How are students identified for this program?
- Is this program intended to support students who are struggling academically?
- Is this program focused on improving proficiency levels of academic achievement? If so, how?
- How does this program connect to the student's primary instructional setting?

Math Counts Before School Program: Twice weekly before school, grades 2 through 6, open to all students; goal to expand problem solving skills and refine and extend understanding of math concepts and skills. There is a correlation between Math Counts participants and increased test scores

>Afterschool homework help: Open to students enrolled in JED, students may work on homework with supervision and assistance from a Janney classroom teacher

>After school tutorial: Open to all students, a short term six week tutorial geared towards skill development and test taking skills 3 days weekly after school

>Extracurricular music: Notebusters, an after school children's performance based choir open to grades 1 through 5; Sixth Grade Chorus, performance based required for all sixth graders operating during school day; Janney Band, operates before school, open to all children grades 1 through 6; Janney Players, produces a full scale musical audition based for students in grades 4 through 6; Orf Ensemble, percussion club; Recorder Club, open to grades 3- 6.

>Foreign Language: After school French and Spanish open to all

>Drama: Imagination Theater after school classes open to all

>Basketball: Girls and Boys team operates on tryout basis grades 4 – 6

>JACS: Janney Assistant Cybrarians, club to promote skills in library science

>Safety Patrol: Janney operates a Safety Patrol which supports safe transit before school. 44 children participate in grades 4 – 6; students must be recommended by teachers.

4. Describe how assessments are used to drive instruction and improve achievement of students in the school. In your response, address the following:

- The types of interim assessments used to monitor student performance
- The alignment of assessments to content standards
- The role teachers play in the creation, delivery and analysis of assessments
- The role other school staff play in the creation, delivery and analysis of assessments
- The use of assessment results to measure the efficacy of specific programs or activities

Math: –Imbedded within the Every Day Math Curriculum are the following:

Daily: slate assessments, math boxes, home links, study links, math games—reviewed daily to determine which skills are mastered and which skills need re-teaching within the unit.

Unit assessments – check mastery of skills taught within unit occurring at least monthly—determine which skills need additional attention beyond the distributed review presented by the curriculum

DC BAS and DC CAS – Used at the beginning of the school year to note which students require additional support and which content strands present concerns per individual student or by grade level.

All goals in units are aligned to DC Standards on pacing plans

Teachers are 100% responsible for delivery of assessments done during instructional time. Analysis is done by teachers in team meetings supported by the math coach. Special education staff provide modification and additional scaffolding for development, delivery, and analysis of assessments. Math skills are rated by the assessments as developing and secure. Advancement along the curriculum and skill selection for lessons are based on assessment information.

DC-CAS scores have risen each grade level for a total of 10% since the start of this curriculum 5 years ago

Reading: All children in grades K through 6 are given the Developmental Reading Assessment (DRA) to children in the three times annually. This provides an individual score rating children on their fluency, comprehension, and instructional reading level. From this assessment, books are chosen to match the reading levels of each individual student for use in reading instruction and practice. DC BAS and DC CAS assessments are administered per annual schedule in grades 3 through 6.

ELEMENT 2: LEADERSHIP

All school leaders fully understand their role as a high-impact instructional leader and create a coherent organizational structure to support teaching and learning.

1. Describe the instructional vision and expectations for the school.

The instructional vision and expectations for our school is as follows:

The following goals and measures have been included as a part of our instructional vision:

- Will maintain or exceed current proficiency/advanced aggregate data
- Will continue to narrow the achievement gap in gender and ethnicity in math
- Will narrow the achievement gap in gender and ethnicity in reading
- Will move 5% of proficient students to advanced
- Will move 8 students who are basic or below in both reading and math to proficient in at least one area
- Will develop enrichment curricular opportunities for students who score advanced
- Will move 5% of students from basic to proficient

Our faculty and staff focus will include the following:

- Differentiation strategies for all staff
- Instructional and assessment strategies (workshop models and Everyday math for new staff)
- Paraprofessional training in instructional and assessment strategies

Janney consistently strives to provide academic excellence by setting goals for achievement, supporting those goals with effective practices, and evaluating our progress. Our staff sets high expectations for every student and uses standards based curriculum to promote student achievement. Janney implements an interactive curriculum consisting of workshop models for both Reading and Writing, and Everyday Math throughout the school.

Our school implements the Everyday Mathematics instructional design. We have high expectations for all students; develops concepts and skills over time and in a wide variety of contexts; balances multiple content strands; provides dynamic applications; provides multiple methods and strategies for problem solving; provides concrete connections as a pathway to abstract understanding; engages students in collaborative learning in partner and small-group activities; and makes cross-curricular applications and connections.

Balanced literacy – Balanced literacy includes assessment driven responsive literacy instruction in reading, writing and word study. This philosophy of literacy instruction is derived from the pedagogy of Columbia University’s Reading and Writing Project. The cornerstone of instruction is assessment. Teachers use a workshop model which includes a focused explicit mini lesson followed by significant time for student independent work allowing the teacher to meet students individual needs in one-on-one conferences and small strategy groups. Teachers continually assess and formulate instruction to meet DCPS standards as well as skills and strategies outlined in the Continuum of Literacy Learning by Irene Fountas and Gay Su Pinnell. Readers and writers workshop are supported with the additional elements of balanced literacy: shared reading and writing, interactive and instructional read alouds and word study (spelling and grammar instruction

In addition, Janney strives to integrate arts into the curriculum using by participating in the DC Arts Collaborative and maximizing community resources in the school.

2. Describe the school's management and organizational structure. Be specific about the teams that are in place, and their respective roles and responsibilities. Be sure to address the responsibilities of the school, school district and other stakeholders in implementing the Academic Plan.

The principal will establish duties and responsibilities to committees that will oversee specific school wide initiatives. These initiatives provide all students with a challenging curriculum in a safe and orderly school climate. The principal will support district initiatives and communicate cluster and district mandates to staff, students and parents. The principal will request professional development programs offered through the district office and communicate district-wide expectations to staff.

The LSRT provides guidance, support, and leadership oversight to the Principal. Reviews and discusses instructional and management goals for the school.

The administrative team of Principal and Assistant Principal is supported by the following Committees: SCAC—School Chapter Advisory Committee—serves as communicator and liason between administration and staff concerning rights, needs, and equitable practices in schools.

Special Education Team—Provides consultation to staff for development and implementation of accommodations for identified students. Facilitates assessment and identification of students with special needs; develops and implements individualized education plans for identified students.

Maintains legally mandated documents and timelines.

Intermediate, and Primary Teams: Investigate and promote excellence in instruction by holding weekly meetings to implement standard based instruction, partner teaching, attending professional book clubs.

Grade Level Teams – grade level teachers have common planning time for developing lessons and administering curriculum based instruction.

Personnel Team – assists administration in developing selection criteria and interviewing new teacher candidates and support services staff throughout the school

Student Support Team (SST): Assists staff in providing support to struggling students throughout the school to maximize their educational performance. Provides short-term academic and behavioral interventions to students for diagnostic (RTI) purposes.

Technology team: Assess current technological needs and goals throughout school and facilitate acquisition, maintenance and training in use of technology

Student Council – Students liason between community, professional staff and student body. Represents student body for expressing concerns and developing school-wide activities to enrich school community.

PBIS – Positive Behavavior Intervention System – promotes school culture and values

3. Describe the school's goal-setting process. In your response, address the following:
- Metrics the school focuses on (i.e. DC- CAS 8th grade math, attendance, retention rate)
 - Levels at which goals are set (i.e. school, department, individual teachers, individual students)
 - How these goals are communicated to staff, students, and families

- Measurement and accountability system

School-wide survey to students staff and community distributed at least bi-annually. School wide goals are set by LSRT; student goals are set through teacher student conferencing, class meetings, Committee Meetings as appropriate.

Information distributed through a weekly newsletter, website, ongoing meetings.

Teacher goals managed through PPEP

Targeted students goals developed and measured through IEP and SST process.

ELEMENT 3: JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

High-quality professional development is job-embedded, aligned to district and local school goals, data-driven, and differentiated. It supports in-depth development of teachers and leadership and is directly linked to the District's Effective Schools Framework.

1. Provide a detailed description of the professional development plan for the school. In your description, reference specific programs and address the following:
 - Alignment with school and district-wide initiatives
 - Intended impact on overall student achievement
 - Intended impact on specific subgroups
 - Staff involvement in the development of the plan
 - Types of professional development available to staff
 - Level of differentiated support for individual staff
 - Collaboration among teachers / other staff
 - Use of instructional coaching
 - Use of mentors and other support personnel

Supporting the District-wide initiative to implement Every Day Math and Readers/Writers workshop model in schools and has fully implemented these programs across grade levels. The professional development focuses on enhancing high quality implementation which translates into higher student performance. Students who are underperforming and scoring below expectations are targeted; all staff participate in professional development to meet needs of targeted students. Math and Literacy coaches provides ongoing activities including modeling, consultation, co-teaching, and both grade level and vertical team formal trainings including the spiral nature of curriculum, lesson components, assessments etc. Monthly staff sessions are allocated to inter-staff consultation and training for sharing expertise.

Individual staff are supported financially to attend ongoing professional development in curricular and other approved areas.

2. How will the school measure the actual impact of its professional development plan? How does the school intend to update the plan in light of this information?

A survey of staff soliciting their perceived needs for additional professional development was distributed at the beginning of the school year and will be redistributed intermittently during the year. Staff development in perceived areas of need will be provided to supplement the training opportunities provided by the collaborative. Monitoring and feedback on PD sessions will be gathered from staff and reviewed by the Professional Development Committee to update opportunities throughout the year.

3. Describe how the school plans to introduce the DCPS Effective Schools Framework and the Comprehensive School Plan to all staff. In what ways will staff members be expected to utilize these tools in their work?

The Comprehensive School Plan will be distributed through committees, through general faculty meetings, and to the greater community by the LSRT.

Staff will directly implement in the classroom, support struggling students, share with colleagues at grade level and vertical teams, and engage in conversations for the enrichment of colleagues.

ELEMENT 4: RESOURCES

Resources (funding, staff, materials, and time) are allocated with a specific focus on instructional improvement and increasing student achievement.

A. School Staff

1. Describe the school's plan to attract high-quality, highly-qualified teachers to the school.

We will participate in city wide recruitment fairs. In addition, we will continue to strengthen our relationships with area colleges and universities (Catholic University, Trinity College, George Washington Univ., American University) by accepting student teachers and interns.

We will provide support to new teachers through training, support, coaching, and mentoring. Maintain an active parent support group that provides a plethora of resources to supplement the basic core instructional materials. Provide high quality targeted professional development on school-wide and professional basis. Maintain a school population of high achievers with strongly supported school values to maintain a healthy learning environment. We foster cooperation and respect for self and others that is evident throughout the student population and school environment.

2. Describe the school's plan to retain high-quality, highly-qualified teachers at the school.

Provide support to classroom teachers in the form of mentoring new teachers, training, coaching, providing on site opportunities for re-certification and graduate credits. Teacher appreciation activities including, adopt a staff program, staff luncheons for holidays and end of year. Ongoing environment support includes safe working environment, metro access, free parking

In addition, the following

- providing a new teacher mentoring program that meets monthly
- Providing and supporting professional development opportunities
- Establishing a positive school climate

3. For every teacher employed at the school, include the following:
 - Name
 - Teaching position at the school
 - Courses that they teach

- “Highly Qualified” status as outlined in Title I law
4. Identify all paraprofessionals (regardless of funding source) employed at your school *who provide instructional services to students*. For each paraprofessional, the school **must** provide documentation to demonstrate that he/she meets one of the three criteria required under Title I law:
- Must have completed two years at an institution of Higher Education, or
 - Must have an Associate’s degree or higher, or
 - Must meet a rigorous standard of quality, which includes an assessment of math, reading and writing.

Name	Position	Course/Grade
Anderson, Camille	General Education	6th Gr. Teacher
Bellissimo, Kristen	Music	Grades PreK-6
Bigelow, Kimberly	General Education	2nd Gr. Teacher
Braxton, Mattie	Excessed Teacher	Grades PK-6
Brown, Patricia	Librarian/Media Specialist	Grades PK-6
Brudnick, Rebecca	General Education	Kgn Teacher
Carpousis, Pamela	General Education	6th Gr. Teacher
Carrier, Danielle	General Education	4th Gr. Teacher
Clements, Barbara	General Education	6th Gr. Teacher
David-Martinez, Nicole	General Education	3rd Gr. Teacher
Etris, Kate	General Education	4th Gr. Teacher
Gero, Marijke	Special Education	
Hunter, Laure	General Education	6th Gr. Teacher
Kovacs, Luke	Physical Education	Grades PK-6
Korac, Vesna	ESL	ESL
Langford, Karen	Math Coach	
Leventhal, Maureen	Social Worker	Grades PK-6
Mann, Jacqueline	Special Education	
McCarthy, Kate	General Education	3th Gr. Teacher
McCrackin, Frances	General Education	1st Gr. Teacher
Miller, Jennifer	General Education	2nd Gr. Teacher
Morgan-Williams, Wendy	General Education	Pre-Kgn Teacher
Morrison, Pauline	Art	Grades PK-6
Osterman, Mary	General Education	4th Gr. Teacher
Potock, Allison	Art	Grades Pre-K - 6
Rockwell, Lauren	General Education	Kgn Teacher
Roy, Heather	General Education	1st Gr. Teacher
Rutledge, Regina	General Education	1st Gr. Teacher
Seward, Jaclyn	General Education	5th Gr. Teacher
Simonsen, Amy	Special Education	
Stribel, Elizabeth	Literacy Coach	
Walters, Rona	General Education	3rd Gr. Teacher
Wood, Shellie	Special Education	

Young, Laurie	General Education	4th Gr. Teacher
Zallmanm, Shoshana	General Education	2nd Gr. Teacher

Paraprofessionals

Name	Passed Parapro Assessment Test
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Franklin, Tawana	Yes
Haley, Christine	Yes
Jones, Jason	Yes
McFadden, Remona	Yes
Morning, Cheryl	2 years college
Pressley, Marquita	Yes
Watson, Victoria	Yes

5. Explain the duties of each paraprofessional employed at your school (regardless of funding source).
For each paraprofessional/aide:
- Explain how their duties increase the opportunities for all students to meet the State’s academic achievement standards
 - Identify how the duties are allowable under Title I law.

Allowable duties for Aides:

- One-on-one tutoring for eligible students, only when student would not receive instruction from a teacher.
- Assist classroom management (in a Schoolwide setting only).
- Provide computer lab assistance.
- Conduct parental involvement activities.
- Serve as a translator.
- Provide support in a library or media center.
- Provide instructional support services under the direct supervision of teacher.

*** You may include this information in an attachment*

All paraprofessionals at Janney have been certified as highly qualified by the Office of Academic Credentials at DC Public Schools, through either 60+ college credits or the Para-Pro Assessment Exam with a score of 461 or higher, as required by “No Child Left Behind”.

Paraprofessionals at Janney have the skills required to assist teachers in providing quality learning experiences for all students. Their occupational and professional identity is emphasized to maximize their contribution to learner-centered activities that help to achieve the mission of Janney School.

Paraprofessionals work side by side with teachers and work directly with students to help improve the teacher/student ratio and the quality of educational services.

Paraprofessional perform the following tasks:

- . assist with the instruction of individuals and small groups of students in all subject areas using plans and strategies developed by teachers.

- . document data about learner behavior and performance
- . Implement and assist with the development of behavior management and disciplinary procedures
- . prepare learner materials and help to maintain learning centers
- . assist with and follow established lesson plans including Individualized Education Plan(IEP) and outlines supplied by teachers
- . operate and care for equipment used in the classroom for instructional purposes
- . assist students in mastering the equipment and instructional materials assigned by the teacher.
- . assist in developing and reinforcing daily living skills and socially appropriate behaviors

B. Program Coordination

Describe how the school coordinates and integrates Federal, State, and local resources in a coherent manner. This description should include programs supported under NCLB (i.e. violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training)

Janney was in the first cohort of schools that adopted the Positive Behavioral Interventions and Services (PBIS) in DCPS. Since starting the program, there has been a more cohesive approach to teaching and reinforcing positive behavior and dealing with negative or inappropriate behavior. There is a PBIS team in the building that meets monthly to review the status of the program and to support staff in implementing it.

Janney's PTA is a very active and dynamic part of the school and they have over 40 committees to meet the needs of the school community, from outdoor beautification to fundraising. The PTA at Janney also sponsors adult education lectures on a variety of topics related to education and parents. These lectures occur approximately four times in a school year. There is a diverse Career Day program that exposes students from pre-k through 6th grade to a variety of career opportunities. Parents, grandparents, volunteers and community members demonstrate and/or talk about their careers with the students during Career Day.

C. Budget Plans

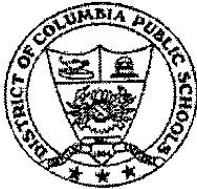
ALL schools must complete a budget plan. Make certain that your budget aligns and supports improvement strategies and details how the plan will coordinate with other local and Federal resources. Be sure to include a budget narrative for each line item.

- Title I Schoolwide programs must provide budget narrative to support how their Federal funds will support the stated Schoolwide program priority goals
- Non-Title I schools and Targeted Assistance programs must list all planned usages of Federal funds and justify how the selected allowable usages will benefit student achievement and the mission of the school.

Remember: Federal funds must supplement and not supplant.

The following indicates our Non-Title I school assistance programs that benefit student achievement and the mission of our school:

- We receive Title II funds for Professional Development that we use to assist teachers with training and opportunities to enhance teaching skills.
- Our budget is directly aligned to improvement strategies - We are a full-inclusion school and our Special Education staffing reflects our efforts to assist students through the SST process.
- We have a literacy and math coach in our budget to assist with the implementation and monitoring of the Reading and Writing workshop and Everyday Math. Programs. The Literacy Coach and Math coach both review data and provide teachers with assistance with student achievement.
- We were able to support having additional paraprofessionals to assist teachers in our pre-k - 1 classrooms



DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Office of the Chief Financial Officer
 825 North Capitol Street, N.E., 7th Floor
 Washington, DC 20002-4232

**SY2008-2009 Budget Allocation
 FINALIZED 7/29/08**

School Name: **Janney ES**
 Organization Code: **5500**
 School Classification: **ELEMENTARY**

Projected Enrollment: **480**
 F/R: **17**
 SPED: **42**
 ESL: **29**

Revised 10/17/08

PERSONAL SERVICES (PS)

FULL-TIME STAFFING	FTE	Costs
School-Based Management Staffing		
Principal	1	127,939
Assistant Principal	1	118,207
Administrative Assistant	0	0
Administrative Aide	2	103,232
Clerk/Data Entry Clerk	0	0
Registrar	0	0
Business Manager	1	77,161
Dean of Students/ISS Coord./Prg. Coord.	0	0
Academy/Special Ed Coordinator	0	0
Administrative Officer	0	0
School-Based Classroom Staffing		
General Education	23	1,875,627
Pre-K	2	163,096
Special Education	3	244,647
ESL / Bilingual	1	81,549
Vocational Education	0	0
Head Start	0	0
School-Based Support Staffing		
Teacher (EG 09)	0	0
Guidance Counselor	0	0
Bilingual Counselor	0	0
Parent / Tech Coordinator	0	0
Librarian / Media Specialist	1	81,549
Library / Tech Aide / Data Coord.	0	0
Attendance Counselor	0	0
School Social Worker / Gen. Academy Coach	1	81,549
School Psychologist	0	0
Computer Lab Coordinator	0	0
Behavioral Technician	0	0
School Based Custodial Staffing		
Custodial Foreman	1	72,919
Custodian	2	102,968

FULL-TIME STAFFING (Cont.)	FTE	Costs
Additional Full-Time Staffing/Shared Services		
Literacy Coach	1	81,549
Numeracy Coach	0	0
Music	1	81,549
Art	1	81,549
P.E.	1	81,549
Total Full-Time Staffing	43	3,456,641

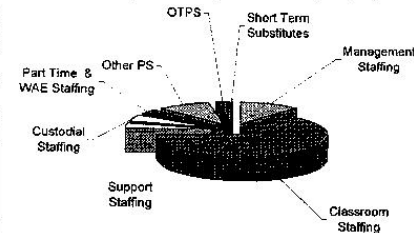
PART-TIME STAFFING	FTE	Costs
Aides		
Pre-K, K Educational Aide	2.84	142,332
Special Education Aide	0	0
Translation Aide	0	0
General Aide	0	0
<i>* actual aide count is computed by dividing FTE by .71</i>		
Other Part Time Employees		
Bilingual Teacher	0	0
Special Ed	0	0
Art	0	0
Music	0	0
P.E.	0	0
Librarian / Media Specialist	0	0
Social Worker	0	0
Business Manager	0	0
Special Ed Coordinator	0	0
Literacy Coach	0	0
Numeracy Coach	0	0
Pre-K	0	0
Parent / Tech Coordinator	0	0
Program Coordinator	0	0
General Ed Teacher	0	0
Guidance Counselor	0	0
Total Part-Time Staffing	2.84	142,332

FULL & PART TIME STAFFING	FTE	Costs
Total Full-Time Staffing	43	3,456,641
Total Part-Time Staffing	2.84	142,332
Other PS Related Expenditures		
Short-Term Substitutes		8,000
Administrative Premium		22,968
Custodial OT		18,792
Itinerant ESL Teacher		0
Total PS Staffing & Expenditures	45.84	3,648,733

Analysis of Expenditures

Management Staffing	11.4%
Classroom Staffing	63.1%
Support Staffing	4.3%
Custodial Staffing	4.7%
Part Time & WAE Staffing	3.8%
Other PS	9.8%
OTPS	2.7%
Short Term Substitutes	0.2%
	100.0%

Analysis of Expenditures (Graph)



NON-LOCAL FUNDING

Grants:	
SY 2008-2009 Grants Allocation	12,125

OTHER THAN PERSONAL SERVICES (OTPS)

Analysis of OTPS by Chief of...

Title I Schoolwide Budget and Justification

NOTE: TO BE COMPLETED BY TITLE I SCHOOLWIDE PROGRAMS

Please insert in the chart below program activities/personnel that align with the 10 required NCLB Schoolwide components.

Schoolwide Components	Activity/Personnel	Identified Object Code <i>(See Key)</i>	Estimated Monetary Value
A comprehensive needs assessment of the entire school			
Schoolwide reform strategies			
Instruction by highly qualified teachers			
High-quality and ongoing professional development for teachers, principals, and paraprofessionals			
Strategies to attract highly qualified teachers to high-need schools			
Strategies to increase parental involvement through means such as family literacy services			
Plans for assisting preschool children in the transition from early childhood program			
Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program			
Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standard			
Coordination and integration of Federal, State, and local services and programs			

Object Code	Code Description
011	Regular Pay-Cont Full Time
0012	Regular Pay-Other
0013	Additional Gross Pay
0014	Fringe Benefits-Current Personnel
0020	Supplies and Materials
0040	Other Services and Charges
0070	Equipment & Equipment Rental

ELEMENT 5: SAFE AND EFFECTIVE LEARNING ENVIRONMENT

Policies, procedures, and practices are in place to support a safe environment characterized by high expectations, mutual respect, and a focus on teaching and learning.

1. Outline the school's discipline policies and procedures.

Janney has participated in the PBIS initiative since its onset with DCPS. Our one main rule is RESPECT – for others, school, community, and self. We weave this theme through all aspects of the school beginning on Day 1 each year as we teach behavioral expectations as they apply to different activities and environments throughout the building and the day. The Janney mascot is a jaguar; therefore, Janney Paw Prints are given out regularly by all staff to students to reinforce positive behavior when it is demonstrated by a student or students. When 1000 paw prints are earned by the student body, the school celebrates.

Janney is fortunate to have very few children with behavior problems. When transgressions occur, they are treated as opportunities to teach new behaviors. We emphasize behavior choices and teach the children different ways to manage social and emotional situations. This begins in the classroom as each class begins its day with a class meeting to discuss upcoming events, past issues, and set the emotional tone for the day. Teachers are the first line of response to behaviors. Ongoing issues are referred to the counselor or to the SST coordinator; this can lead to short term interventions and behavior plans. Major infractions are referred to the office for disciplinary response. The first line of response from office staff is supportive and used as an opportunity to teach new behaviors. We encourage logical consequences when appropriate and avoid random punishment. We strive to teach children to work together in a cooperative manner and to avoid exclusionary responses. Suspension is used as a last resort for extreme, no-tolerance infractions.

2. What strategies and programs are in place to ensure the school has a safe and healthy learning environment?

The PBIS philosophy permeates the school. Classes begin with a meeting. Staff is encouraged and reminded to find 5 things to compliment for every correction. Staff is encouraged to use active supervision during transition times, before school, after school, and on the playground. TLC is used as an effective intervention. The halls are joyful places for greetings and validations. Work is praised. Challenges are supported. Children are valued. Parents are welcome as support figures in classrooms and throughout the school. Staff and families work together to make Janney a true community of learners.

3. What strategies and programs are in place to ensure that students and their families have support services necessary to engage students in school?

Janney has an active Student Support Team which meets regularly to discuss the needs of students who would appear to benefit from additional supports. The math and literacy coaches are regular members of the team and have abundant referral resources for children with learning needs that go beyond the resources of the school. Our counselor is a licensed clinical social worker and has access to community resources for children with emotional needs. We are frequented often by our local police who make themselves known to students in a friendly supportive manner. Our social worker organizes a career fair annually to make students and families aware of career opportunities and community organizations. The social worker also coordinated and supports volunteers within the building. In particular, she is in charge of managing OASIS, a senior citizens tutoring program, serving students in reading once a week, and Stone Ridge School of the Sacred Heart students, a private girls school, that places students for community service in classrooms for a total of eight hours a month.

4. Describe how the general education and special education staff in the school work together to support student academic and social/emotional success.

Janney operates a full inclusion program for supporting children with special needs in regular classrooms. We do not have a resource room and self contained classes. All children are engaged in the general education curriculum in their graded classes. Special education teachers work along with the classroom teachers to design and implement modifications to assignments and presentation of learning activities in class. Special education teachers may team teach with general education teachers, or work with the teacher to break the class into small groups for more direct instruction. Special ed students are grouped along with general ed students in small groups and taught according to their academic needs rather than their labels. Children may be pulled out for related services, i.e., to receive individual language or occupational therapy. However, these services are also provided in the classroom when appropriate or even outdoors during recess to assist children in applying the skills they are developing in real-life settings. Children may be pulled out to the hall or to the side within a class for academic support intermittently as needed for short periods of time; but the goal is to keep them connected as much as possible to the ongoing activities of the class.

5. How does the school promote a positive culture? In the response, please address any of the following (or any other relevant aspects of the school's culture):

- Schoolwide culture
- Classroom culture
- Acknowledgment and respect for diversity
- Respect for all people
- High expectations
- A collaborative and supportive environment

Janney participates in the PBIS initiative and implements all aspects of the Positive Behavior approach to building a school culture. Our theme is Respect: this is reflected by bulletin boards in halls, posters

on walls, children's work in classrooms, the distribution of Paw Prints which lead to school wide celebrations at least each advisory.

Diversity is celebrated. Janney is fortunate to have children from over 30 different countries and nationalities attending as well as a variety of ethnic groups. We celebrate diversity by holding International evenings where cultures share food, art, dance, and a variety of cultural expressions. Classrooms are encouraged to have international and cultural celebrations in the form of breakfasts, holiday presentations, exhibits. The school sponsors international and intercultural entertainment via assemblies regularly.

Janney's "one main rule" is Respect. It is sung in our school song, posted on bulletin boards, and referred to continually throughout the school. Discipline is managed through the metaphor of respect: how is that behavior respecting the other person? The school? The community? The property? We encourage children to learn to view their behaviors and actions through the rubric of respect. Staff is encouraged to use self examination and peer coaching to ensure that they model respectful behavior and interactions for the students and to the students.

Expectations at Janney are very high both academically and socially. The majority of our students function at or above grade level (insert DCCAS percentages) We encourage children to work cooperatively and supportively to assist others and (aside from competing in city wide contests) we discourage overt competition amongst peers for achievement since it is unnecessary and often conflicts with our over-riding goal of respect for others and accepting differences. High expectations are built into the community of learners. We provide opportunities for children to excel within those values.

6. Describe the school's plan to support children as they transition into your school from lower grades or other schools. In your response, address all of the following transitions that apply to the school:
- Early childhood programs to elementary schools
 - Elementary to middle schools
 - Middle to high schools
 - K8 to high schools
 - Students from outside of DCPS schools (i.e. charter schools, other districts)

Janney School presently ranges from Pre K through grade 6. Next year the sixth grade will leave us to join Deal Middle School. Transition from elementary to middle school is facilitated by many aspects. Stepping Up- This year's fifth graders started the year with a day of team building at an outdoor camp trained in helping promote good communications, team work and problem solving. The fifth grade, as a team, meets every Friday afternoon to continue to work on team building skills and preparing themselves to "Step Up" to sixth grade at Deal Middle School

> Deal Buddy Day: Sixth grade students spend a day at Deal Middle School paired up with an attending student, many of whom previously attended Janney. The student attends classes with their buddy and get a sense of what life is like as a middle schooler. A different program with the same goal but for 5th grade students is being worked on by the Deal Transition Team.

>Deal Middle School's Principal has set up a Transition Team that includes the school social worker, the assistant principal, a classroom teacher and a parents from Janney along with other similar colleagues from the other feeder schools. They will meet regularly to discuss the plan for assisting the 5th grade in transitioning to middle school this coming year. Janney teachers, assistant principal and school social worker also attend during this day to provide support.

- > Life After Janney: Sixth and fifth graders are invited to attend an evening with their families to hear the principal of Deal Middle School along with former Janney students talk about Deal Middle School.
- > Deal Middle School staff administer math placement tests at Janney.
- > Deal conducts an orientation meeting for all feeder schools on the course selection process at Deal and provides information for school counselor/social workers to relay to parents about the choices and opportunities at Deal Middle School
- > Deal Middle School Special Education Coordinator attends the final IEP meeting for special education students who will be transferring to Deal
- > SST folders are transferred to Deal with accompanying consultation for students who benefit from additional support

ELEMENT 6: FAMILY AND COMMUNITY ENGAGEMENT

Schools/DCPS invest families and community members in creating effective schools.

1. Describe how the school engages families. In your response, please address the following:
 - An outline of the school’s family and community engagement plan (if available)
 - How the school communicates with families (frequency, mode of delivery)
 - How teachers communicate with families (frequency, mode of delivery)
 - Specific programs in place to engage families in supporting the academic success of students
 - Other programs that promote volunteerism at the school
 - A brief description of the Title I School Parent Compact process

Janney works very hard at communicating with families. We have a Newsletter that goes out weekly to all parents. In the newsletter we keep parents abreast of events and items that parents would need to be aware of to engage in the schools influence on their child. This newsletter is distributed weekly and both electronically and a paper version is made available to those who do not have internet accessibility. **We also communicate important announcements and events through our ConnectEd phone message system.**

Teachers communicate with parents in multiple ways. First and foremost teachers directly email parents with concerns, information, and responses to parent inquiries. In addition, teachers maintain a website and weekly, monthly or spontaneously update parents via email up coming events and note worthy information.

At Janney we have multiple ways in which families are able to engage in their child’s academic success. We offer “Math Counts” a morning meeting of children to investigate math solutions in real time. We have multiple occasions during the school year in which parents are able to support reading across the curriculum, i.e. Dr Seuss Day, Reading one to one with children, supporting the school’s library, and sharing the “Author’s presentations for support of the “Book Fair”

2. Describe how the school engaged families with respect to the design and implementation of the Comprehensive School Plan. In your response, please address the following:
 - Parental representation on the School Improvement Team
 - Parental feedback on the Comprehensive School Plan (*Note: if the evaluation results show that the Schoolwide plan is not satisfactory to parents, the school should submit these comments to the LEA*)
 - How the school will provide parents with assistance in understanding topics pertinent to the school’s Schoolwide program (i.e. family literacy services)

The School Improvement Team has equal representation with School Staff. As a result there are parents contributing to the design of the school plan. In addition we have an active and highly involved PTA which also contributes to the school plan. All communication to the parent community takes the form of communication via the weekly newsletter, monthly PTA meetings, an electronic list serve for sensitive and immediate communication with families.

3. Describe how the school engages the community. In your response, please address the following:

- Level of community involvement in the school
- All relevant partnerships with Community Based Organizations and Faith Based Organizations.
- Other relevant partnerships

Janney has an extremely high involvement by the community. In addition to the family centered PTA and SIT, Janney contributes weekly to a food bank, runs a walk for the homeless each fall, and keeps neighboring churches aware of community sensitive issues regarding Janney. Iona House is regularly supported through interaction with classrooms and children participate in choral singing, projects working with seniors and connecting the generations.

4. Attach the following items for Federal and State compliance

- Attach the school's required Parent Involvement Policy and Parent Involvement Compact.
- Provide documentation of written notice about the school's current AYP status to all parents of each student enrolled in the school.

**DISTRICT OF COLUMBIA
PUBLIC SCHOOLS**
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**CONTINUOUS SCHOOL
IMPROVEMENT PLAN:
CORRECTIVE ACTION
ADDENDUM**

Required only for schools in Corrective Action

District of Columbia Public Schools

Corrective Action Addendum

In addition to completing the Comprehensive School Plan, all schools in Corrective Action must complete a Corrective Action Addendum.

Under Federal and State law, those schools must work with the school district to revise the school plan for the affected school. DCPS has the responsibility of providing assistance to the affected schools in the development of a corrective action plan. The corrective action plan must reflect collaboration with the assigned WTU representative; LSRT Chairman; Parents; a community representative; teacher representatives; a student representative; School Improvement Personnel; Literacy & Numeracy Coaches; Professional Developers; educational support staff member; School Improvement Personnel; Curriculum Specialists; central office leadership; and other support persons. The plan must reflect the following:

1. Focus on instructional areas not meeting AYP

2. Review data analysis process and list targets for improvement

3. Review of instructional time to ensure targeted focus on key initiatives and scheduling of classroom observations

4. Support and review of teacher collaboration lesson planning implementation

5. Role of literacy and numeracy coaches with teachers, and during in-service training

6. District monitoring of assessments

7. District leadership work collaboration with school leadership to plan, implement, and evaluate programs.

**DISTRICT OF COLUMBIA
PUBLIC SCHOOLS**
OFFICE OF TEACHING AND LEARNING



**CONTINUOUS SCHOOL
IMPROVEMENT PLAN:
RESTRUCTURING
ADDENDUM**

Required Only for Schools in Restructuring I Status

District of Columbia Public Schools

Restructuring Plan Addendum

Each school restructuring plan developed in collaboration with the DCPS leadership must follow one of three courses of action in the affected schools:

1. **Staffing:** Replace all or most of the school staff, which may include the building principal, who are relevant to the school's inability to meet the standards of AYP according to NCLB.
2. **Other Major Restructuring:** Implement any other restructuring of school's governance that makes fundamental reform in:
 - Governance and management and/or
 - Financing materials resources and/or
 - Staffing
 - Whole School Reform
 - Mandated Curriculum
3. Enter into a contract with an entity, such as a private Educational Management Organization (EMO), with a demonstrated record of effectiveness in school management and improving achievement.

Restructuring I (schools entering restructuring in SY 2008-2009) Timeline

Date	Action
Step 1: October 2008	Quality School Review
Step 2: November/December 2008	Group of school community members create first draft of restructuring plan using results of Quality School Review
Step 3: January 2009	Group of school community members present first draft to school community
Step 4: January/February 2009	DCPS staff and school community team incorporate feedback and produces final draft
Step 5: February/March 2009	Restructuring plan produced by school community team is reviewed and finalized by the Chancellor

Restructuring II (schools that already have a restructuring plan)

Schools that are in the process of implementing restructuring plans written during the 2007-2008 school year will have opportunities to engage in support and monitoring activities with DCPS staff and potential outside providers. DCPS staff will continue supporting these schools in the implementation of strategies outlined in their restructuring plan through on-site visits and evaluation.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

OFFICE OF TEACHING AND LEARNING



APPENDICES

- Appendix A:** Comprehensive School Planning Guide
- Appendix B:** Chancellor's Declaration of Core Beliefs
- Appendix C:** Creating a Vision and Mission
- Appendix D:** DCPS Effective Schools Framework
- Appendix E:** NCLB Requirements and the Effective Schools Framework

Appendix A: The Comprehensive School Planning Guide

PLANNING GUIDE: BUILDING AN EFFECTIVE SCHOOL IMPROVEMENT TEAM (*ALL SCHOOLS*)

A. Forming a School Improvement Team

Prior to beginning the process of completing the plan, create a School Improvement Team. Participants of the must include the names with asterisks (*) below and may include others on the list as well:

- Principal (*)
- Teacher (* 1 required)
- Student (* - HS only)
- Support Staff (*)
- Washington Teachers Union Representative (*)
- Local School Restructuring Team Chairman (*)
- Parents (* 1 required)
- A Community Representative (*)
- Program Administrator
- Pupil Services Personnel
- Central Office Leadership
- Other

Other staff members and school representatives may also participate in the planning process. However, the team will serve as the core decision-making and evaluating body for school improvement. Documentation of participating members must be recorded.

B. Preparing the School Improvement Team for Success

To produce an effective Comprehensive School Plan, the following guidelines are recommended to assist schools, principals and leadership teams, in the continuous improvement process:

- Examine the DCPS Comprehensive School Plan thoroughly
- Determine which components of the DCPS Comprehensive School Plan must be completed (based on the school's NCLB status)
- Ensure that the team understands all Federal requirements (i.e. NCLB) related to the planning process
- Set clear expectations, determine roles and responsibilities, and agree to a timetable for completion

It is imperative that during this planning process, careful consideration be given to all parts of the school plan in order to facilitate continuous school improvement planning.

Schools are required to conduct a comprehensive needs assessment of the total educational program within the school. A comprehensive needs assessment, informed by data, drives the development of an effective educational plan. Therefore, identified needs should be based on the collection, analysis, and interpretation of data.

I. Data Collection

The first step of conducting a needs assessment is the data collection. This guidance provides a data collection method taken from the work of Deborah Wahlstrom, author of *Using Data to Improve Student Achievement*^b and *Data Wise*, by President and Fellows of Harvard College. Schools will need to thoroughly plan for the types of data that are needed and disaggregate such data in order to identify the strengths and weaknesses of students and the educational program.

The data that has been collected during this process should then be utilized to conduct a Root Cause Analysis (RCA). RCA is a process of problem solving aimed at identifying the root causes of problems or events. The practice of RCA is predicated on the belief that problems are best solved by attempting to correct or eliminate root causes, as opposed to merely addressing the immediate obvious symptoms. The data should be used to generate charts, graphs, specific notation of skill levels and address achievement gaps.

Before beginning to collect data for the comprehensive needs assessment, schools must determine what types of data to collect. There are many sources of data that a school can utilize to conduct the assessment, however, there are specific types of data that *Data Wise* and researcher Deborah Wahlstrom prescribe as the key components to effectively using data to improve student achievement.

- A. Outcome Data: This data is the data that you will use to determine the efficacy or outcome indicators for measuring effectiveness. These indicators are very important in determining whether or not what you are doing is producing the results you are trying to achieve, i.e.:
- % of students passing the State Reading / Language Arts test (source: State test results)
 - % of students failing the State Reading / Language Arts test (source: State test results)
 - % of students earning a D or F in English / Language Arts (source: student report cards)

^b Wahlstrom, Deborah, (1991). *Using Data to Improve Student Achievement*. Successline Incorporated, VA

- B. Demographic Data: Provides a clear picture of how different groups of students are performing. i.e.:
- % of students missing more days of school and percentages of these students passing or failing key tests (sources: school/district attendance report; State test results);
 - % of minority students passing the district Reading/Language Arts test (source: State test results);
 - % of students who have been enrolled in school all year (compared with those who transferred in); passing State tests (source: school/district enrollment report)
- C. Process Data: Process data is often referred to as “power data” or “agent data.” This information helps to identify and validate why students are performing at a certain level. A critical analysis of this data should begin to formulate a guide to improved student performance. The list of process data elements below is not exhaustive, but it should provide a starting point for teams as they think about what types of data to collect and analyze:

Organizational Practices	Instructional Practices
Teacher hiring and teacher retention	Aligned Curriculum
Teacher mentoring	Standards
Safe and Positive Environment	Instructional Programs / Current Interventions
Scheduling	Professional Learning / Staff Development
Utilization of Personnel	Collaborative Planning
Grouping Strategies	Classroom Management
Planning Time	Differentiation of Instruction
Allocation of Space	Goals for Student Learning
Accessibility of Resources	Assessments
Culture of Learning	Instructional Mapping
Attendance Procedures	Lesson Sequencing
Discipline Procedures	
Grading	

The following example about writing is a way to interpret areas to explore and evaluate writing at the school level.

- % of time students spend writing (source: teacher lesson plans);
- % of students who indicate they enjoy writing (source: student writing survey);
- % of teachers who have been trained in the writing process (source: faculty survey of training in writing process); and

- % of teachers trained in use of writing rubrics (source: faculty survey)^c

II. Organizing Data Collection

A. Documents

Before you begin to collect data, take time to identify the outcome, demographic, and process data that is needed to drive the development of an effective School Improvement Plan. Narrative summaries, as well as tables, charts, and graphs should be used to display the school's outcome, demographic and process data. It is required to document the sources and dates of data included. You must address groups of students:

- Economically disadvantaged; (Free and Reduced Meals Eligibility)
- Major ethnic/racial groups;
- Limited English Proficient (LEP) and Non-English Proficient (NEP) students; and
- Children with disabilities (physical, emotional, psychological).

The following subgroup of students should be included where appropriate:

- Migrant students;
- Homeless children;
- Neglected and delinquent (Alternative Education) students; and
- Students at-risk of failing (i.e., poor attendance, self-esteem, grades).

B. Review *Outcome* data to determine the measure of effectiveness.

This data tells you what students know or were able to achieve based on some measure of student achievement. Provide the school leadership team with a brief description, comparison matrix and/or chart of all survey information collected, highlighting common threads.

- Discuss the comparison information to determine areas that most support areas of needs based on NCLB.
- Determine how this information will be useful in meeting the needs for AYP.

C. Analyze *Demographic* data to determine subgroups and content areas needing improvement and write the annual measurable objectives. Refer to the following data sources:

- Use formative and summative assessment results (DC BAS and DC CAS) to identify trends in subjects, domains and subgroups;

^c Wahlstrom, Deborah, (1999). *Using Data to Improve Student Achievement*, Successline Incorporated, VA

- Use AYP report to determine the subgroups that did not make AYP in previous year;
- Use AYP report to determine the subgroups at-risk for 2008-2009;
- Focus on the minimum requirement for Annual Measurable Objectives and reference DCPS' benchmarks for DC CAS;
- Discuss the findings with the faculty members, school council and other stakeholders; and
- Analyze in-school ongoing assessments and authentic student work.

D. Root Cause Analysis

Next, the school must conduct an in-depth analysis of data to determine why students are not meeting the benchmarks set for them. This requires the following:

- An organized, coherent plan to analyze and react to student data
- Participation by teachers and other staff members
- A willingness to use data, rather than anecdotal information and gut reactions, to guide decision-making

The purpose of the data-analysis exercise is to determine **root causes** that are impacting student performance. Answers to the following questions should provide the School Improvement Team with the **root causes** that explain why student are not meeting the SEA benchmarks:

- What are the students' learning strengths and deficits by domains and subgroups of the school? (Are the students on grade level in reading when they arrive at your school? Are they able to read? If not, why?)
- What are the students' learning strengths and deficits by domains and subgroups for individual classes? (Are the elementary, middle, and high schools' curricula seamless and vertically articulated, and is there a transition program from elementary to middle schools? If so, what weaknesses does it address?)
- What are the students' learning strengths and deficits by domains and subgroups for department or grade levels as indicated by the trends in the data? (Is there flexibility in scheduling to provide challenging academic work for the students who are gifted?)
- What are the strengths and the challenges of the current school program? (What do the faculty and staff believe are the weaknesses of the students)?
- Does the evidence gathered support staff assumptions about strengths and needs?
- Who are your key leaders in the school?
- What data do you use to monitor your School Improvement Plan?
- How are you using this data to improve student achievement?

- How do you support your teachers who are having a difficult time with classroom management and content delivery?
- What have you learned from your school improvement efforts that would be useful to other schools and districts?

This work involves looking closely at current performance levels weighed against the grade level content strands. Schools must then begin developing academic plans and programming to bring students “up to speed”. The academic plan should clearly define the achievement gaps in what students should have received, what they actually received and what they need to receive in order to reach mastery levels.

PLANNING GUIDE: COMPLETING THE COMPREHENSIVE SCHOOL PLAN (ALL

After the School Improvement Team has identified the root causes and the specific needs of the school, prioritize the *reasonable and attainable* needs that the school will be able to address within this two year academic plan. You will respond to the components within the DCPS Comprehensive School Plan. Using this tool, you will begin to draft your Comprehensive School Plan that identifies interventions and actions that the school will implement to improve academic achievement. However, it is important to review all other school plans that will directly influence targeted subjects, domains, and subgroups for meeting the requirements of NCLB.

- Flag, list, or highlight the initiatives and interventions from the various plans so the leadership team can discuss and reach consensus on those that truly address the academic needs of targeted subgroups as they are currently reflected in the root cause analysis.
- Prioritize the initiatives and interventions beginning with those that have the MOST potential for immediately improving student achievement, which are within the school's control.
- Examine the prioritized interventions and determine if the interventions are sufficient to mitigate academic deficiencies.
- Identify needed interventions and/or strategies for targeted areas and subgroups.
- Identify professional learning necessary to support the implementation of interventions and strategies.
- Develop annual measurable objectives.
 - Objectives should cover a two-year period and should be developed to directly address specific causes of problems/challenges identified.
 - A measurable objective is concisely defined with no extraneous information and written with a defined time period.

Be sure to:

- State in measurable terms what results are expected when objectives are achieved (activities, specific target population, what students, teachers, and administrators are expected to do).
- Indicate your school's current classification based upon the criteria established by the accountability model.
- Establish advisory benchmarks as checkpoints towards meeting the cited objective. Define benchmarks for each advisory (i.e. November, January, April).
- Develop strategies/supporting activities. List 3-5 critical strategies for each advisory period that will promote the achievement of each goal and objective. Strategies and activities should address

all populations (sub-groups). A strategy identifies the actions to be taken in order to achieve an objective.

- List the funding sources for the resources to be used to achieve the goal; provide the starting and ending dates for implementation of each strategy; identify the person(s) who will be accountable for the implementation of each strategy.
- Define and prioritize the type of outcomes expected. Outcomes must be **measurable** and **standards-based**.
- Ensure all stakeholders can draw clear connections between the information gathered and how it supports the conclusions made. After completing the Root Cause Analysis, schools must begin to identify the gaps between where students are and where they need to be; identify the knowledge and skills students must know and master in order to move into grade level proficiency.

Monitoring and Assessment

To ensure the effective implementation of the DCPS Comprehensive School Plans, schools should be focused on a continuous process of monitoring and assessing. As part of the planning process, the School Improvement Team should consider the following steps in order to ensure implementation occurs:

- School Leadership Team should develop action plans to guide and monitor the implementation of the goals and strategies. Action plans communicate the incremental steps needed for the implementation and are routinely revised throughout the school year to communicate tasks, responsibilities, and timelines needed to obtain full implementation.
- Grade and class-level plans should also follow the data analysis process to establish the student learning targets that support the School Improvement Plan.
- Establish dates and times for school-based team meetings to ensure all teachers understand their roles in implementing the improvement plan.
- Create, adapt, assemble, and organize all formative assessments for dissemination and discussion with all appropriate groups.
- School Leadership Teams should utilize logs to document ongoing planning and monitoring of progress toward school improvement goals.
- On a routine basis, ask the following key questions^d
 - Do all teachers know their limited number of annual improvement goals:
 - What evidence do you have of this?
 - When are your monthly improvement meetings scheduled?

^d Adapted from Mike Schmoker, *RESULTS NOW: How We Can Achieve Unprecedented Improvements in Teaching and Learning*

- Can every teacher, at any point during the school year, tell you precisely which areas of weakness or subgroups their team is currently concentrating on during their regular team meetings (i.e. measurement, statistics, and/or Limited English Proficient)?
- What successful strategies have been generated, refined, and learned to promote improvement in the identified areas of weakness?

I. Addendum 1: Corrective Action

Under Federal and State law, each school in the corrective action phase of school improvement in the district must work with the school district to revise the school plan for the affected school. The completed addendum must accompany the Comprehensive School Plan and must reflect collaboration with all members of the School Improvement Team (described in Step 1 above).

II. Addendum 2: Restructuring

Under Federal and State law, each school in Restructuring is required to develop a school restructuring plan in conjunction with the district. Regardless of the option the district selects, the plan must meet the requirements for approval described in the school improvement plan. The completed Restructuring Plan is an addendum to the Comprehensive School Plan, and it must follow one of three courses of action indicated below:

- A. Course 1: Staffing:** Replace all or most of the school staff, which may include the building principal who are relevant to the school's inability to meet the standards of AYP according to NCLB.
- B. Course 2: Other Major Restructuring:** Implement any other restructuring of school's governance that makes fundamental reform in:
- Governance and management; and/or
 - Financing materials resources; and/or
 - Staffing
 - Whole School Reform
 - Mandated Curriculum
- C. Course 3: Contracting:** Enter into a contract with an entity, such as an Education Management Organization with a demonstrated success record of effectiveness, to meet the standards of AYP according to NCLB.

Appendix B: Chancellor's Declaration of Core Beliefs

- We believe that all children, regardless of background or circumstance, can achieve at the highest levels.
- We believe that achievement is a function of effort, not innate ability.
- We believe that we have the power and the responsibility to close the achievement gap.
- We believe that our schools must be caring and supportive environments.
- We believe that it is critical to engage our students' families and communities as valued partners.
- We believe that our decisions at all levels must be guided by robust data.

Appendix C: Creating a Vision and Mission

Everyone in the school community should know where they are going and why. In order to create a shared Vision and Mission within a school community, consider the following sources:

- DuFour and Eaker (1998) suggest sentence stems to begin the process
 - The kind of school I would like my child to attend would...
 - I want my school to be a place where...
- Sagor (1996) used scenario writing
 - Process begins by having each teacher writing a personal story.
 - Stories are pooled, reviewed and refined.
- Northwest Regional Educational Laboratory uses a process based on analysis of school data.
 - Participants write narrative statements about the data
 - The group evaluates the statements and writes its own summary statements
 - Through consensus, the group decides on final statements

This is not an exhaustive list, but it should help School Improvement Teams start the process of drafting the school vision and mission.

Appendix D: DCPS Effective Schools Framework

DCPS is committed to providing *all* students with the caliber of education they deserve. The goal of the DCPS Effective Schools Framework is to ensure that every child, in every classroom, has access to a high-quality and engaging standards-based instructional program, and that all school supports are aligned to support teaching and learning. The elements of the DCPS Effective Schools Framework reflect the foundational elements of district reform efforts. It has been developed to ensure alignment with the DCPS Five-Year Strategic Plan and related Performance Plans. In the spirit of our commitment to data-driven inquiry and the “Plan, Do, Assess” model, this framework will be continuously evaluated to examine effectiveness and make modifications as needed.

Elements of Effective Schools

Core Focus

Element 1: Teaching and Learning

All teachers engage in a strategic instructional planning process and deliver high-quality, rigorous, standards-based instruction to ensure continuous growth and high levels of student achievement.

Element 2: Leadership

All school leaders fully understand their role as a high-impact instructional leader and create a coherent organizational structure to support teaching and learning.

Element 3: Job-Embedded Professional Development

High-quality professional development is job-embedded, aligned to district and local school goals, data-driven, and differentiated. It supports in-depth development of teachers and leadership and is directly linked to the district’s Effective Schools Framework.

Element 4: Resources

Resources (funding, staff, materials, and time) are allocated with a specific focus on instructional improvement and increasing student achievement.

Element 5: Safe and Effective Learning Environment

Policies, procedures, and practices are in place to support a safe environment characterized by high expectations, mutual respect, and a focus on teaching and learning.

Element 6: Family and Community Engagement

Schools make families and community members aware of their important roles in creating effective learners and schools, and invest families and community members in that work.

Data-Driven Decision Making

The use of data is an essential component of the DCPS Effective Schools Framework. Throughout each of the six elements, decision-making will be supported with accurate information about how our students and the school district are performing.

Appendix E: NCLB Requirements and the Effective Schools Framework

NCLB Requirements and the Effective Schools Framework

An alignment among Schoolwide, Targeted Assistance, and School Improvement

A Schoolwide model promotes local control and decision-making. A Targeted Assistance model provides strategic and targeted intervention for a school’s neediest students. Both programs build an opportunity to focus federal dollars based on the needs of individual schools to achieve overall improvements of teaching and learning. However, both Schoolwide and Targeted Assistance are required to include certain components which are essential to any high quality school improvement plan. These compliance components are the foundation of the Effective Schools Framework and the school improvement plan monitoring implemented by the District. Please note in the table below where the components align with the core elements of the Effective Schools Framework.

Effective Schools Framework	Desired Outcomes	Required Schoolwide Components	Required Targeted Assistance Components	Required School Improvement Components
Element 1: Teaching and Learning Data-Driven Decision Making	Comprehensive Needs Assessment	A comprehensive needs assessment of the entire school	Ensure that planning for students served under Title I is incorporated into existing school planning	Directly address the academic achievement problem that caused the school to be identified for improvement Establish specific, annual, measurable objectives for continuous and substantial progress of each subgroup and enrolled in the school.
Element 1: Teaching and Learning Data-Driven Decision Making	Schoolwide Reform Strategies	Schoolwide reform strategies	Use effective methods that rely on scientifically based research that strengthens the core academic program of the school	Incorporate strategies grounded in scientifically based research that will strengthen instruction in the core academic plan and address specific academic issues that caused the school to be in improvement Incorporate, as appropriate, activities before school, after school, during the summer, and during the extension of the school

Element 2: Leadership Element 3: Job-Embedded Professional Development	Instruction by Highly Qualified Teachers	Instruction by highly qualified teachers	Provide instruction by highly qualified teachers	Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all subgroups and enrolled in the school will meet the state's proficiency level of achievement Specify the implementation responsibilities of the school, the LEA, and the SEA serving the school under the plan
Element 2: Leadership	Highly Qualified Teachers to High Needs Schools	Strategies to attract highly qualified teachers to high-need schools.		
Element 6: Family and Community Engagement	Parental Involvement	Strategies to increase parental involvement through means such as family literacy services	Provide strategies to increase parental involvement	Include strategies to promote effective parental involvement at the school
Data Driven Decision Making Element 2: Leadership Element 3: Job-Embedded Professional Development Element 4: Resources	Measures to Include Teachers in Decision-Making Regarding the Use of Assessments	Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.		
Element 1: Teaching and Learning Element 4: Resources	Preschool Transitioning (Elementary Schools only)	Plans for assisting preschool children in the transition from early childhood program	Coordinate with and support the regular education program which may include services to preschool children in Head Start, Even Start, Reading First	Incorporate teacher mentoring program
Element 3: Job-Embedded Professional Development	Professional Development	High-quality and ongoing professional development for teachers, principals, and	Provide opportunities for professional development using Title I resources	Increase opportunities for teachers, principals and other instructional staff as appropriate to participate in high quality

Element 4: Resources		paraprofessionals		professional development
Element 1: Teaching and Learning Element 4: Resources Element 5: Safe and Effective Learning Environment	Effective, Timely Assistance	Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standard		
Element 1: Teaching and Learning Element 4: Resources	Coordination of Programs	Coordination and integration of federal, state, and local services and programs.	Coordinate with and support the regular education program which may include services to preschool children in Head Start, Even Start, Reading First	

Appendix F: Glossary

Adequate Yearly Progress (AYP):

AYP is an individual State's measure of progress toward the goal of 100 percent of students achieving State academic standards in at least reading/language arts and math. It sets the minimum level of proficiency that the State, its school districts, and schools must achieve each year on annual tests and related academic indicators. Parents whose children are attending Title I (low-income) schools that do not make AYP over a period of years are given options to transfer their child to another school or obtain free tutoring (supplemental educational services).

Corrective Action:

Schools that remain in improvement for additional years are subject to **corrective action** and restructuring, including a takeover or complete reorganization of the school.

District of Columbia Comprehensive Assessment System (DC CAS): The tests of the DC CAS measure the reading and mathematics proficiency of students in the District of Columbia, relative to the mastery of the DC Content Standards. These tests are aligned to the approved English Language Arts and Mathematics standards of the DCPS.

Local Education Agency (LEA):

This term refers to a public board of education or authority legally constituted within a State for either administrative control or direction of, or to perform a service function for public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State. The DCPS LEA Office of Grants Programs has the specific charge of allocating Federal funds according to No Child Left Behind legislation and monitoring the use of those Federal according to the same legislation. For non-public schools, the LEA Office of Grant Programs provides services and goods to eligible children and school personnel within those schools, according to the No Child Left Behind Act of 2001.

Restructuring:

Schools that remain in improvement for additional years are subject to corrective action and restructuring, including a takeover or complete reorganization of the school.

Root Cause Analysis (RCA):

The practice of RCA is predicated on the belief that problems are best solved by attempting to correct or eliminate root causes, as opposed to merely addressing the immediately obvious symptoms. By directing corrective measures at root causes, it is hoped that the likelihood of problem recurrence will be minimized.

Safe Harbor: For a school, LEA, or the State to make AYP each subgroup (whole school, students with disabilities, NEP/LEP, economically disadvantaged, and all major racial/ethnic groups) must meet or exceed the State annual measurable objectives (to include the applicable additional academic indicator) and have at least 95 % participation rate in State assessment. The percentage of students in each subgroup scoring below proficiency decreased by 10% compared to the prior year. In regard to the other academic indicators (i.e., attendance graduation rate), subgroups can achieve safe harbor by showing improvement on the additional academic indicators as specified

School In Need of Improvement (SINI): Schools that receive Federal Title I funds (based on percentage of students from low-income families) that have not made State-defined adequate yearly progress (AYP) for two consecutive school years must be identified as needing school improvement before the beginning of the next school year. Immediately after a school is found to be in need of improvement, school officials must receive help and technical assistance. These schools must develop a two-year plan to turn around the school. Every student in the school must be given the option to transfer to another public school in the district (one that has not been identified as in need of improvement).

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