

Improvement Plan Report

A detailed activity report of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation information, omitting the details of the tasks.

Browne EC

Key Indicators are shown in **RED**.

SIG Implementation Indicators

Turnaround Principles		
Principle 1: School Leadership		
Indicator	C03 - The principal is a change leader.(1664)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012
	Describe current level of development:	Ensuring that there's a shared vision for mission and goals. Content teams collect and analyze student data based on current assessments and create action plans. More focus has been placed on academic turnaround rather than the school's culture. Gains have been made in parental support; although, the momentum in this area could benefit from improvement. The shared vision of the school lacks support from our community partners.
Plan	Assigned to:	██████████
	How it will look when fully met:	The principal will chair the Steering Cabinet, which represents all stakeholders (e.g., teachers, school leadership, students, parents, department heads, community partners), that works collaboratively to develop and communicate a shared vision and goals for the school. Embed data analysis naturally into pedagogical practices. Set the foundation for student government to set the tone for academic and social expectations among the student body.
	Target Date:	12/06/2013
Implement	Percent Tasks Completed:	0 of 3 (0%)

Indicator	C04 - The principal effectively and clearly communicates the message of change.(1665)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012
	Describe current level of development:	While parents, staff, students and stakeholders may be able to articulate aspects of the school's vision and mission, these stakeholders may not understand how the goals impact the overall vision and mission of the school.
Plan	Assigned to:	██████████

	How it will look when fully met:	All stakeholders will actively engage in the implementation of stated goals and vision for school. Evidence: -All stakeholders can articulate school's academic, school culture and family engagement goals. -Changed behavior (e.g., observe high-level of academic expectations for teachers and students) - Majority of parents can communicate successes of school and are involved in the majority of school functions and activities
	Target Date:	12/01/2013
Implement	Percent Tasks Completed:	0 of 3 (0%)

Indicator	C06 - The principal, after reviewing the data, seeks quick wins.(1667)	
Status	Tasks completed: 0 of 4 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012
	Describe current level of development:	Although data walls are established, they are not pervasive throughout the school campus.
Plan	Assigned to:	██████████
	How it will look when fully met:	Create a culture where growth is celebrated regularly (e.g., morning shout-outs, comprehensive data displays, student celebrations before PIA's, morning meeting student recognition, teacher-generated incentives).
	Target Date:	12/20/2013
Implement	Percent Tasks Completed:	0 of 4 (0%)

Indicator	C07 - The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions.(1668)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012
	Describe current level of development:	The principal provides for various school teams to plan and implement decisions (e.g., Teacher Advisory Team, content teams, grade-level academies, Student Support Teams, attendance team, student engagement team, and various school-level committees).
Plan	Assigned to:	██████████
	How it will look when fully met:	All school transformation school teams meet regularly and outcomes are aligned to school-wide goals and vision.
	Target Date:	03/28/2014
Implement	Percent Tasks Completed:	0 of 3 (0%)

Indicator	C08 - The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(1712)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012

	Describe current level of development:	Teacher Advisory Team members presently make recommendations on instructional practices, parental engagement and professional development focus areas. A teacher lead supports the data cycle and occasionally facilitates professional development. Other opportunities are afforded to teachers who demonstrate leadership skills in specific areas of strength.
Plan	Assigned to:	██████████
	How it will look when fully met:	Reorganize teacher leader schedules to enable them to have a greater impact on the instructional program. Expand the role of the Teacher Advisory Team to include more peer support, mentoring for novice teachers and facilitating demonstration classrooms.
	Target Date:	11/30/2013
Implement	Percent Tasks Completed:	0 of 3 (0%)

Indicator	D01 - The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools.(1671)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012
	Describe current level of development:	Teachers receive formal and informal feedback. Continue to ensure evaluation process is aligned with CCSS and District initiatives. Teachers will continue to receive timely formal and informal feedback. The ALT reviews teacher artifacts, data and student work and determines next steps based on analysis of the data.
Plan	Assigned to:	██████████
	How it will look when fully met:	Teachers will receive ongoing informal assessment observations and timely feedback to improve classroom instruction and develop teacher effectiveness.
	Target Date:	12/20/2013
Implement	Percent Tasks Completed:	0 of 2 (0%)

Indicator	D02 - There is an established procedure for documenting the evaluation process.(1675)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/20/2012
	Evidence:	Continue to utilize IMPACT evaluation rubric for staff evaluation.

Indicator	D03 - The principal provides timely, clear, constructive feedback to teachers.(1676)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012
	Describe current level of development:	Continue to ensure evaluation process is aligned to CCSS and district initiatives for staff; teachers will continue to receive timely formal and informal feedback.
Plan	Assigned to:	██████████

	How it will look when fully met:	Teachers will receive ongoing informal assessment observations and timely feedback to improve classroom instruction and develop teacher effectiveness.
	Target Date:	12/20/2013
Implement	Percent Tasks Completed:	0 of 2 (0%)

Indicator	F07 - The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice.(1699)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/24/2012
	Evidence:	Formal and informal evaluations are done on a regular basis with feedback to the teacher within a specific period of time. The LEA can continue to allow instructional coaches to focus their time effectively in support of teachers. The LEA should continue to provide flexible funds for human resources, such as deans of students, ISS coordinators, mental health personnel, and behavior techs to alleviate student disciplinary burdens from academic leadership teams and to enhance the social and emotional stability of students.

Indicator	F10 - The principal aligns professional development with classroom observations and teacher evaluation criteria.(1713)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/24/2012
	Describe current level of development:	The principal, along with the ALT uses an informal observation checklist and formal IMPACT evaluation data to garner information about deficiencies in instruction. The ALT uses formal and informal results to plan for differentiated support aligned to teacher evaluation criteria, as well as CCSS-need areas.
Plan	Assigned to:	
	How it will look when fully met:	Teachers will continue to receive differentiated support based on evaluation criteria and individual needs. Such teacher support and ongoing feedback will allow teachers to effectively build a learning-focused classroom community and deliver rigorous content that is aligned to CCSS.
	Target Date:	12/20/2013
Implement	Percent Tasks Completed:	0 of 2 (0%)

Turnaround Principles

Principle 5: Effective Use of Data

Indicator	C05 - The principal collects and acts on data from a variety of sources and in a timely manner.(1666)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012

	Describe current level of development:	Principal and ALT review data from classroom observations, interim assessments, school-wide assessments, student work samples, attendance and behavioral referrals to reflect on program effectiveness.
Plan	Assigned to:	██████████
	How it will look when fully met:	Create, implement and monitor short cycle assessments to better understand the overall trajectory of growth in the instructional program. In addition, use interim assessments, local school assessments and teacher-made assessments to plan interventions and strategic instruction.
	Target Date:	12/20/2013
Implement	Percent Tasks Completed:	0 of 2 (0%)

Indicator	H01 - The principal ensures that teachers align instruction with standards and benchmarks.(1714)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012
	Describe current level of development:	The principal and the ALT creates opportunities for teachers to analyze and synthesize DCPS curricula guidance materials and develop aligned instructional plans. Teachers reflect on PIA data to assess instructional effectiveness and create re-teach plans.
Plan	Assigned to:	██████████
	How it will look when fully met:	During common planning time, teachers will perform lesson plan reviews and curricula investigations to determine instructional alignment. Teachers will use benchmark data to reflect on instructional program effectiveness and develop re-teach plans. The cycle will repeat on a monthly basis.
	Target Date:	12/20/2013
Implement	Percent Tasks Completed:	0 of 2 (0%)

Indicator	J08 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(1710)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012
	Describe current level of development:	For SY 2013-14, OSTP will run the extended learning program. The OSTP coordinator and principal must ensure a quality program is in place.
Plan	Assigned to:	██████████
	How it will look when fully met:	Pre-assessment, progress monitoring, and post-assessment data will demonstrate student growth on track for 1.5 GE growth.
	Target Date:	01/31/2014
Implement	Percent Tasks Completed:	0 of 3 (0%)

Turnaround Principles

Principle 2: Effective Staffing Practices & Instruction

Indicator **D04 - The evaluation process is linked with the LEA's collective and individual professional development programs.(1677)**

Status **Full Implementation**

Assessment Level of Development: Initial: **Full Implementation** 01/20/2012

Evidence: IMPACT is used to evaluate teachers with fidelity; professional development (i.e., CLC's, ILC's, PLC's and PD Days) is aligned to TLF standards and CCSS. Continue to use the IMPACT system to evaluate teachers; ensure that professional development is linked to TLF standards and CCSS.

Indicator **D05 - The LEA/School assesses the evaluation process periodically to gauge its quality and utility.(1678)**

Status Tasks completed: 0 of 2 (0%)

Assessment Level of Development: Initial: **Limited Development** 01/20/2012

Describe current level of development: Teachers will continue to receive timely formal and informal feedback. The ALT will continue to review classroom practices and various data points to determine next steps for instructional improvement.

Plan Assigned to: [REDACTED]

How it will look when fully met: The administrative team will use a classroom observation tool to link data on instructional practices to students' achievement. These data can be used to inform decisions regarding teacher professional development and the need for additional instructional resources.

Target Date: 10/31/2013

Implement Percent Tasks Completed: 0 of 2 (0%)

Indicator **E01 - The LEA/School has created a system for making awards that is transparent and fair.(1679)**

Status Tasks completed: 0 of 2 (0%)

Assessment Level of Development: Initial: **Limited Development** 01/20/2012

Describe current level of development: Teachers are publicly recognized and celebrated for notable student growth after PIA, Star Math, Star Reader, and DIBELS data results are made available. Through IMPACT Plus, teachers are rewarded monetarily for their expertise in pedagogical practices and student achievement. Teachers are provided supported through informal and formal observations, CLC's, ILC's, PLC's peer support, off-site visits, webinars, professional development opportunities, coach support, and ME support. After receiving these comprehensive levels of support, teachers who are rated ineffective, or minimally effective for two years, are separated from service.

Plan Assigned to: [REDACTED]

	How it will look when fully met:	Teachers will be highlighted in the Bomber Bulletin, faculty meetings, morning announcements, Kudos Board, and kudos messages for staff members. Minimally and ineffective teachers will improve and move to a higher level of demonstration in their instructional practice. IMPACT scores will manifest. A decrease in the level of coaching and support will be evident. Student achievement will improve across data sources.
	Target Date:	11/29/2013
Implement	Percent Tasks Completed:	0 of 2 (0%)

Indicator	E02 - The LEA/School has implemented a communication plan for building stakeholder support, for the system of awards.(1681)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012
	Describe current level of development:	City Year provides recognition breakfasts for all staff members. DCPS rewards teachers with merit pay through the LIFT ladder aligned to the IMPACT evaluation system.
Plan	Assigned to:	██████████
	How it will look when fully met:	The Steering Cabinet, representing all stakeholders, will publicly recognize staff members receiving distinction for meeting and exceeding school-wide goals.
	Target Date:	12/06/2013
Implement	Percent Tasks Completed:	0 of 2 (0%)

Indicator	E03 - The LEA/School has identified and established non-monetary staff incentives for performance.(1684)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012
	Describe current level of development:	Staff receives certificates for notable performance.
Plan	Assigned to:	██████████
	How it will look when fully met:	Staff will receive recognition for performance in the form of Staff of the Month certificates, perfect attendance certificates, early dismissal, additional planning periods, and specified parking space.
	Target Date:	12/20/2013
Implement	Percent Tasks Completed:	0 of 1 (0%)

Indicator	E04 - The LEA/School has created several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems). (1685)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012
	Describe current level of development:	IMPACT is used to implement exit points for employees who are unable to meet goals.
Plan	Assigned to:	██████████

	How it will look when fully met:	Teachers can articulate expectations and their develop areas as aligned to the staff handbook and the IMPACT evaluation system.
	Target Date:	12/13/2013
Implement	Percent Tasks Completed:	0 of 2 (0%)

Indicator	E05 - The LEA/School has established and communicated clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning.(1686)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/24/2012
	Describe current level of development:	Teachers are provided support through informal and formal observations, CLC's, ILC's, PLC's peer support, off-site visits, webinars, professional development opportunities, instructional coach support, and ME support. After receiving these comprehensive levels of support, teachers who are rated ineffective, or minimally effective for two years, are separated from service.
Plan	Assigned to:	
	How it will look when fully met:	All teachers engage in a monthly data reflection across available data sources. Teachers whose students demonstrate limited growth, combined with informal observation feedback, will receive targeted support.
	Target Date:	11/29/2013
Implement	Percent Tasks Completed:	0 of 2 (0%)

Indicator	E06 - The LEA has negotiated expedited processes for performance-based dismissals in transformation schools.(1688)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/24/2012
	Describe current level of development:	The local school does not control this indicator. Performance-based dismissals are executed via IMPACT. No expedited process exists on the local school level.
Plan	Assigned to:	
	How it will look when fully met:	Transformation schools will have the power to process expedited dismissals.
	Target Date:	06/26/2015
Implement	Percent Tasks Completed:	0 of 2 (0%)

Indicator	E07 - The LEA has a team available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers.(1690)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 01/24/2012
		Not a priority or interest

Indicator	E08 - The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees.(1691)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 01/24/2012
		Not a priority or interest

Indicator	F01 - The LEA/School provides professional development that is appropriate for individual teachers with different experience and expertise.(1692)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/24/2012
	Describe current level of development:	Professional development is differentiated via individual and collaborative learning cycles and content and grade level team meetings. Professional learning communities prioritize topics such as the data cycle, student interventions, common core, district initiatives (e.g., guided reading block, text dependent questioning, informational text).
Plan	Assigned to:	██████████
	How it will look when fully met:	Teachers will continue to receive differentiated support based on individual needs and skills. Highly effective teachers are empowered to plan, model and facilitate professional development aligned to school-wide goals. Novice and developing teachers receive ongoing support, which will allow them to effectively build a learning focused classroom community and deliver rigorous content.
	Target Date:	12/27/2013
Implement	Percent Tasks Completed:	0 of 2 (0%)

Indicator	F02 - The LEA/School offers an induction program to support new teachers in their first years of teaching.(1693)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/24/2012
	Describe current level of development:	New teachers receive PD on the school culture, IMPACT, instructional practices and expectations for professional duties. New teachers participate in a new teacher CLC and content and grade level teams.
Plan	Assigned to:	██████████
	How it will look when fully met:	First-year teachers will receive prescriptive support for instructional competencies.
	Target Date:	11/15/2013
Implement	Percent Tasks Completed:	0 of 2 (0%)

Indicator	F03 - The LEA/School aligns professional development with identified needs based on staff evaluation and student performance.(1694)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/24/2012

	Describe current level of development:	Principal informs the instructional coach about specific, individual needs based on data from evaluations. The instructional coach either begins a coaching cycle with the individual teacher or supports the teacher as needed. Professional development is differentiated via individual and collaborative learning cycles and content and grade level team meetings. Professional learning communities prioritize topics such as the data cycle, student interventions, common core, district initiatives (e.g., guided reading block, text dependent questioning, informational text). Utilize PIA student performance to develop re-teach plans and data analysis cycles. PLC teams review CR student performance to determine patterns of strengths and skill deficits.
Plan	Assigned to:	██████████
	How it will look when fully met:	Teachers will continue to receive differentiated support based on individual needs and skills. During common planning time, highly effective teachers, along with the ALT, will plan, model and facilitate professional development aligned to school-wide goals. Novice and developing teachers receive ongoing feedback and support from the ALT, which includes the principal, assistant principal, instructional coach and lead teachers. Such PD opportunities will allow them to effectively build a learning-focused classroom community and deliver rigorous content that is aligned to CCSS.
	Target Date:	12/20/2013
Implement	Percent Tasks Completed:	0 of 2 (0%)

Indicator	F04 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(1695)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/24/2012
	Describe current level of development:	Principal informs the instructional coach about specific, individual needs based on data from evaluations. The instructional coach either begins a coaching cycle with the individual teacher or supports the teacher as needed. Professional development is differentiated via individual and collaborative learning cycles and content and grade level team meetings. Professional learning communities prioritize topics such as the data cycle, student interventions, common core, district initiatives (e.g., guided reading block, text dependent questioning, informational text). Utilize PIA student performance to develop re-teach plans and data analysis cycles. PLC teams review CR student performance to determine patterns of strengths and skill deficits.
Plan	Assigned to:	██████████

	How it will look when fully met:	Teachers will continue to receive differentiated support based on individual needs and skills. During common planning time, highly effective teachers, along with the ALT, will plan, model and facilitate professional development aligned to school-wide goals. Novice and developing teachers receive ongoing feedback and support from the ALT, which includes the principal, assistant principal, instructional coach and lead teachers. Such PD opportunities will allow them to effectively build a learning-focused classroom community and deliver rigorous content that is aligned to CCSS.
	Target Date:	12/20/2013
Implement	Percent Tasks Completed:	0 of 2 (0%)

Indicator	F06 - The LEA/School sets goals for professional development and monitors the extent to which it has changed practice.(1698)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/24/2012
	Describe current level of development:	Professional development such as CLC's run for a particular period of time with either group or individual goals and expectations to be met. A time of reflection occurs at the end of the cycles to determine if goals have been met. The success of the PD is determined by teacher evaluations, classroom observations, and student achievement.
Plan	Assigned to:	
	How it will look when fully met:	The ALT reviews teacher surveys quarterly to determine the effectiveness of meeting teachers' instructional needs and PD goals. This would be evidenced by increased IMPACT scores. Instructional walk-throughs yield evidence of PD-focused areas and best practices.
	Target Date:	12/27/2013
Implement	Percent Tasks Completed:	0 of 3 (0%)

Indicator	F08 - The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.(1700)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/24/2012

	Describe current level of development:	Peer observations are made within PLC's, Learning Cycles, and inter-school CLC's. Teachers also observe videos of classroom instruction within the LEA, Educator Portal Plus, and other research-based websites, such as Learn Zillion, Better Lessons, Khan Academy, The Teaching Channel, Teach Like a Champion, and so forth. Additionally, the principal informs the instructional coach about specific, individual needs based on data from evaluations. The instructional coach either begins a coaching cycle with the individual teacher or supports the teacher as needed. Professional development is differentiated via individual and collaborative learning cycles and content and grade level team meetings. Professional learning communities prioritize topics such as the data cycle, student interventions, common core, district initiatives (e.g., guided reading block, text dependent questioning, informational text). Utilize PIA student performance to develop re-teach plans and data analysis cycles. PLC teams review CR student performance to determine patterns of strengths and skill deficits.
Plan	Assigned to:	██████████
	How it will look when fully met:	Teachers will continue to receive differentiated support based on individual needs and skills. During common planning time, highly effective teachers, along with the ALT, will plan, model and facilitate professional development aligned to school-wide goals. Novice and developing teachers receive ongoing feedback and support from the ALT, which includes the principal, assistant principal, instructional coach, and lead teacher support. Teachers will also participate in PLCs, which will provide opportunities for critical peer feedback. Such PD opportunities will allow them to effectively build a learning-focused classroom community and deliver rigorous content that is aligned to CCSS.
	Target Date:	12/20/2013
Implement	Percent Tasks Completed:	0 of 2 (0%)

Indicator	G01 - The LEA/school has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation.(1646)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/24/2012
	Describe current level of development:	The district recruits potential candidates both nationally and internationally. Candidates matriculate through multiple levels of screening before being placed in the candidate pool. For example, phone and face-to-face interviews, video-recorded lessons and further screenings. Locally, Browne EC interviews candidates via the Personnel Committee, as well as requires candidates to perform demonstration lessons. Regarding retention, the district offers bonuses and salary increases to high performing teachers. At Browne EC, high performing teachers are offered leadership roles. For example, teachers may serve as demonstration classroom teachers, teacher advisory team members, IB Steering Committee, provide peer support,etc.
Plan	Assigned to:	██████████

	How it will look when fully met:	Browne EC will be able to recruit teachers with varying levels of experience and instructional expertise. High-performing teachers will demonstrate investment in Browne EC by taking on the initiative to spearhead and support major academic school initiatives. Browne EC will be able to retain at least 80% of its high-performing teachers annually.
	Target Date:	03/28/2014
Implement	Percent Tasks Completed:	0 of 2 (0%)

Indicator	G02 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(1670)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/24/2012
	Evidence:	Browne implements IMPACT as outlined by the district. Additionally, the district complements IMPACT and rewards teachers according to the LIFT model.

Indicator	I01 - The school has established a team structure among teachers with specific duties and time for instructional planning.(1711)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/20/2012
	Evidence:	Collaborative Planning time is available each morning from 8:10-8:40 a.m. Either grade-level or content-level teams meet collaboratively.

Indicator	I04 - All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.(1719)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012
	Describe current level of development:	Teachers provide instruction with a variety of models, particularly in the literacy block and elementary math block.
Plan	Assigned to:	
	How it will look when fully met:	All teachers will provide sound instruction according to a continuum of instructional models based on research-based best practices. For example, teacher-directed to student-directed; whole-class to small-group to independent work; and differentiated computer-based learning.
	Target Date:	01/31/2014
Implement	Percent Tasks Completed:	0 of 2 (0%)

Indicator	K01 - All teachers demonstrate sound homework practices and communication with parents.(1720)	
Status	Tasks completed: 0 of 4 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012

	Describe current level of development:	We've instituted a schoolwide policy for daily homework and homework tracking. Communication occurs on a weekly basis through Tuesday notes, homework calendars, classroom newsletters. Additionally, staff have formed positive relationships with families and contact them as needed.
Plan	Assigned to:	██████████
	How it will look when fully met:	All students will return homework completed and signed by parents on a regular basis. Parents communicate with teachers when assignments are unknown. Teachers will utilize online homework/grade tracker to communicate student progress with parents (i.e., School Loop, Engrade, etc.).
	Target Date:	11/15/2013
Implement	Percent Tasks Completed:	0 of 4 (0%)

Turnaround Principles

Principle 3: Effective Use of Time

Indicator	F05 - The LEA/School structures professional development to provide adequate time for collaboration and active learning.(1696)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/24/2012
	Describe current level of development:	Content teams and CLC's meet multiple times each week for 30 to 40 minutes per session. Team members review and critique student work, re-teach plans, portfolios, and video clips of teachers in action.
Plan	Assigned to:	██████████
	How it will look when fully met:	In addition to the current level description, teams will meet to flesh out daily plans in greater depth using the DCPS curricular materials, as well as IB unit plans.
	Target Date:	12/20/2013
Implement	Percent Tasks Completed:	0 of 3 (0%)

Indicator	I02 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.(1715)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012
	Describe current level of development:	This is the expectation with regards to instructional window and re-teach planning following the PIA; however, teachers are at different stages of growth.
Plan	Assigned to:	██████████
	How it will look when fully met:	One-hundred percent of teachers will develop re-teach plans, including all desired components with fidelity. Students receive targeted interventions, differentiated instruction and immediate feedback on growth and skill deficits.
	Target Date:	12/20/2013
Implement	Percent Tasks Completed:	0 of 2 (0%)

Indicator	J05 - All teachers employ effective classroom management.(1721)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012
	Describe current level of development:	Some teachers struggle with classroom management. These teachers are assigned support by the administration through individual coaching cycles, PLC's, or administrative support in the classroom.
Plan	Assigned to:	██████████
	How it will look when fully met:	Teachers will receive management training and support as needed. Students demonstrate appropriate conduct in alignment with the student handbook. Data demonstrates that students receive incentives for appropriate conduct.
	Target Date:	10/25/2013
Implement	Percent Tasks Completed:	0 of 2 (0%)

Indicator	J01 - The principal is familiar with research and best practices associated with efforts to increase learning time.(1703)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012
	Describe current level of development:	Students presently participate in Extended Learning, which extends the school day two hours. Support is needed structuring the program and hiring team members who will execute the program according to best practices. The Principal will continue to pursue professional learning and growth through DCPS and personal research in this area.
Plan	Assigned to:	██████████
	How it will look when fully met:	Students will participate in learning all year. Students will participate in rigorous before and / or aftercare programs.
	Target Date:	06/20/2014
Implement	Percent Tasks Completed:	0 of 1 (0%)

Indicator	J04 - The LEA/School has allocated funds to support extended learning time, including innovative partnerships.(1706)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/20/2012
	Evidence:	For SY 2012-13, the PWP grant funded the position. City Year supported learning in the classroom. OSTP will organize the program for SY 2013-14, and funds were committed via this year's budget process.

Indicator	J06 - The LEA/School creates and sustains partnerships to support extended learning. (1708)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/20/2012
	Evidence:	For SY 2013-14, OSTP will implement the extended learning program.

Indicator	J07 - The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development.(1709)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012
	Describe current level of development:	Although teachers are required to submit lesson plans to the extended learning program coordinator, the quality of the program is not otherwise monitored for quality. For SY 2013 -14, OSTP will implement the extended learning program.
Plan	Assigned to:	██████████
	How it will look when fully met:	Teacher lesson plans for the extended learning program should be aligned to the day program, and submitted to the extended learning coordinator. The principal and extended learning coordinator should perform bi-weekly monitoring of lesson plans and classroom instruction to ensure the quality of the program is preserved.
	Target Date:	11/22/2013
Implement	Percent Tasks Completed:	0 of 2 (0%)

Turnaround Principles

Principle 6: School Culture and Climate

Indicator	F09 - The LEA/School creates a professional learning community that fosters a school culture of continuous learning.(1701)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/24/2012
	Evidence:	The ALT members facilitate content team meetings; whereby, teachers meet weekly for collaboration, peer observations, data cycle analysis, and discussions of best practices. The instructional coach facilitates Individual and Collaborative Learning Cycles based on PD Day topics, TLF standards, and teacher needs. The TAT makes recommendations to the ALT regarding academic programming and overall school climate. Beyond this, individual teachers have taken initiative to lead monthly PD sessions in areas of their instructional strengths.

Turnaround Principles

Principle 4: Curriculum, Assessment and Intervention System

Indicator	H02 - All teachers assess student learning frequently using standards-based classroom assessments.(1717)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012

	Describe current level of development:	We are continuously trying to align our instruction and design our instructional windows and assessments in advance of the instructional cycle. Most teachers assess students daily using exit tickets or other quick checks for understanding. Formative and summative assessments are used in most classrooms. School-wide assessments are done three times a year for DIBELS/TRC/Burst, Star Math, and SRI. The PIA is administered at the end of each advisory.
Plan	Assigned to:	██████████
	How it will look when fully met:	Create a culture where teachers assess student learning frequently using standards-based classroom assessments.
	Target Date:	12/20/2013
Implement	Percent Tasks Completed:	0 of 2 (0%)

Indicator	H03 - All teachers, working in teams, prepare standards-aligned lessons.(1718)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012
	Describe current level of development:	All teachers turn in plans; however, some teachers work collaboratively, while others work individually.
Plan	Assigned to:	██████████
	How it will look when fully met:	Teachers meet multiple times weekly within vertical and content teams to design standards-aligned lessons.
	Target Date:	12/20/2013
Implement	Percent Tasks Completed:	0 of 2 (0%)

Indicator	I03 - All teachers, working in teams, differentiate and align learning activities with state standards.(1716)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012
	Describe current level of development:	Currently teachers plan individually but struggle to include differentiation strategies.
Plan	Assigned to:	██████████
	How it will look when fully met:	One-hundred percent of teachers will plan collaboratively with either content- or grade-level teams to create comprehensive planning, including differentiated instructional strategies. Teachers will hold student conferences to provide differentiated feedback on targeted skills.
	Target Date:	02/21/2014
Implement	Percent Tasks Completed:	0 of 2 (0%)

Turnaround Principles

Principle 7: Effective Family and Community Engagement

Indicator	J02 - The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners.(1704)
Status	Full Implementation

Assessment	Level of Development:	Initial: Full Implementation 01/20/2012
	Evidence:	For SY 2013-14, OSTP will implement the extended learning program at the local school.
Indicator	J03 - The principal creates enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication.(1705)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 01/20/2012
	Describe current level of development:	An extended learning program is in place. However, enthusiasm for the program is not evident.
Plan	Assigned to:	██████████
	How it will look when fully met:	Parents, teachers, students, and community organizations are aware of the extended learning program's overall goals and strategies to achieve them. Stakeholders are excited and confident that the program can meaningfully increase instructional time and bolster student achievement.
	Target Date:	12/20/2013
Implement	Percent Tasks Completed:	0 of 2 (0%)
Indicator	J05 - The LEA assists school leaders in networking with potential partners and in developing partnerships.(1707)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/20/2012
	Evidence:	For SY 2013-14, OSTP will implement the extended learning program.
Indicator	K02 - The LEA/School has assigned transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation.(1647)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/20/2012
	Evidence:	N/A
Indicator	K03 - The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change. (1648)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/20/2012
	Evidence:	N/A
Indicator	K04 - The LEA/School has engaged parents and community in the transformation process.(1649)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/20/2012
	Evidence:	N/A

Indicator	K05 - The LEA/School helps stakeholders overcome resistance to change.(1652)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/20/2012
	Evidence:	N/A

December 31, 2013