

# Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

November 27, 2013

**Eastern SHS-9** NCES - 110003000078

District of Columbia Public Schools

**SIG Implementation Indicators**

Key Indicators are shown in **RED**.

## Turnaround Principles

### Principle 1: School Leadership

<b>Indicator</b>	<b>D01 - The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (1671)</b>		
<b>Status</b>	<b>Objective Met</b> 6/13/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/10/2012	
		<b>Objective Met</b> - 06/13/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Our most regular evaluation of teacher knowledge is IMPACT and the tools being utilized are the TEACH standards of DCPS. A way for improvement is more frequent informal meetings with teachers. We also utilize a variety various observation templates and debrief meetings occur regularly.</p> <p>UPDATE 2-1-13 There is no change in level of development, priority score, and opportunity score.</p> <p>Last year we focused on informally and formally evaluating teachers for strengths and areas of growth; however, this year there has been more of a focus on identified trends throughout classrooms. Professional development has been provided for these areas of focus. We still strive to conduct more informal observations and provide more frequent feedback.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will receive: 1. Consistent formal observations through IMPACT 2. Regular informal feedback throughout the school year	
	Target Date:	06/15/2013	
	<b>Tasks:</b>		
	1. Create a school wide, standard informal observation tool		
	Assigned to:	[REDACTED]	
	Added date:	02/24/2012	
	Target Completion Date:	08/01/2012	
	Comments:	The Leadership team has utilized an informal observation tool throughout the school year.	
	<b>Task Completed:</b>	<b>08/31/2012</b>	
	2. Develop a monthly informal observation schedule for the leadership team		
	Assigned to:	[REDACTED]	

		Added date:	02/24/2012
		Target Completion Date:	09/01/2012
		Comments:	The leadership team developed a weekly informal observation calendar per the availability of the specific administration team member.
		Task Completed:	09/07/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/13/2013
	Experience:		6/13/2013 The tools enabled the leadership team to narrow their focus on certain areas of instruction during the informal observation process.
	Sustain:		6/13/2013 Each week the leadership team will continue to conduct informal observations in efforts to support instruction.
	Evidence:		6/13/2013 Informal Observation Tool

<b>Indicator</b>	<b>D02 - There is an established procedure for documenting the evaluation process. (1675)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/10/2012
	Evidence:	We utilize the IMPACT tool on-line through DCPS. Teachers also have access to their complete evaluations from administrators and master educators throughout the year as can Central Office view the information.  UPDATE: 2-1-13  There is no change to this status.

<b>Indicator</b>	<b>D03 - The principal provides timely, clear, constructive feedback to teachers. (1676)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/10/2012
	Evidence:	We provide feedback regularly through the IMPACT evaluation debrief conferences. Also, feedback is given after all informal observations through verbal and/or written communication.  UPDATE 2-1-13 There is no change to this status and we continue to work on frequency of feedback.

<b>Indicator</b>	<b>F07 - The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice. (1699)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/12/2012
	Evidence:	Teachers receive feedback through written and verbal communications from the instructional leadership team on a regular basis.

<b>Indicator</b>	<b>C03 - The principal is a change leader. (1664)</b>		
<b>Status</b>	Tasks completed: 2 of 4 (50%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/10/2012	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Eastern Senior High School began the school year with a brand new team of staff members, only retaining thirteen of the 39 former employees at Eastern Senior High School. The principal spent a planning year learning about the school community in designing an instructional program for the incoming freshman class.</p> <p>Our growth area includes utilizing incoming student data to inform our academic programming. Our quick wins include the culture changing agents such as school uniforms and a school-wide incentive program. Attendance has increased throughout the school year. Disciplinary incidents have declined overtime. The suspension rate has also lessened each month.</p> <p>Communication of the vision and mission statement is spoken at meetings regularly.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	The principal balances the immediate operational needs of the school with the larger instructional vision. She develops effective community partnerships and creates a high level of positive visibility for the school within the community. She effectively uses her leadership team to delegate responsibilities that allow her to focus on strategic planning, identifying talent.	
	Target Date:	06/15/2013	
	<b>Tasks:</b>		
	1. Develop systems to regularly communicate with school leaders and staff at the feeder schools, focusing on alignment of the IB program.		
	Assigned to:	[REDACTED]	
	Added date:	06/22/2012	
	Target Completion Date:	05/15/2013	
	Comments:		
	2. Create a system of meetings and communication among the leadership team to monitor and assess effectiveness of school operations.		
	Assigned to:	[REDACTED]	
	Added date:	06/22/2012	
	Target Completion Date:	09/15/2012	

		Comments:	The Leadership team meets on a weekly basis to monitor and assess the effectiveness of school operations. The leadership team utilizes email in order to address any urgent items as well throughout the day.
		Task Completed:	06/07/2013
	3. Work with the coordinator of school affairs to enhance external marketing, including community meetings, improved website, opening building to community members.		
		Assigned to:	[REDACTED]
		Added date:	06/22/2012
		Target Completion Date:	12/15/2012
		Comments:	
	4. Continue to deliberately message mission and vision to faculty and staff, and actively involve all staff members in evolution of the vision as full participants.		
		Assigned to:	[REDACTED]
		Added date:	06/22/2012
		Target Completion Date:	06/15/2013
		Comments:	Intentional messaging will occur throughout the year.
		Task Completed:	06/07/2013
<b>Implement</b>	Percent Task Complete:		Tasks completed: 2 of 4 (50%)

<b>Indicator</b>	<b>C04 - The principal effectively and clearly communicates the message of change. (1665)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/10/2012	
	Evidence:	<p>The message is communicated to staff, students, families, and future families regularly. We have a website with our mission statement and have social network sites that regularly provides updates on Eastern successes. Also, written communication is given to parents and prospective students.</p> <p>UPDATE: 2-1-13 There is no change to this status.</p>	

<b>Indicator</b>	<b>C06 - The principal, after reviewing the data, seeks quick wins. (1667)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/10/2012	
	Evidence:	<p>We have surveyed students about their impressions of the school. Staff has also participated in a variety of surveys including instructional strengths and CSC feedback. The staff also participated in a holiday party designed to improve staff morale. Students have been recognized for academic success in the Honor Roll Assembly. We also immediately conducted one-on-one meetings after receiving data of failing students.</p>	

<b>Indicator</b>	<b>C07 - The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions. (1668)</b>		
<b>Status</b>	<b>Full Implementation</b>		

<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/10/2012
	Evidence:	The principal shares all relevant information and meet regularly as a team to discuss goals. We have also included teachers in the decision making process, for example, they gave extensive input on how to resolve a scheduling issue in our building. The LSAT, consisting of teachers, parents, and community members, has been recently formed and will become an advisor for the school transformation process.

<b>Indicator</b>	<b>C08 - The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (1712)</b>
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<b>Status</b>	<b>Objective Met</b> 6/13/2013
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<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/10/2012
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		<b>Objective Met</b> - 06/13/2013
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	Index:	6	(Priority Score x Opportunity Score)
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	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
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	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
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	Describe current level of development:	<p>The focus has been more reactive and on building systems and routines for the school's operation without enough focus on school wide instructional goals. We have begun building leadership opportunities for teachers to help develop our school's IB program. We also have teacher team leads as well as teacher participation on local school committees.</p> <p>UPDATE: 2-1-13 We have identified content area teacher leads who are serving to facilitate our work in creating common formative and summative assessments. Next year, we will work with District partners to further formalize leadership capacity at the classroom level.</p>	
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<b>Plan</b>	Assigned to:	
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	How it will look when fully met:	Every teacher will have a secondary role in the building that enhances the school's community.
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	Target Date:	06/15/2013
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	<b>Tasks:</b>	
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	1. Informing teachers of opportunities to lead various initiatives at Eastern.	
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	Assigned to:	
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	Added date:	02/24/2012
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	Target Completion Date:	06/15/2013
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	Comments:	The teachers have had multiple opportunities to lead professional development opportunities at Eastern. Teachers answered a survey that indicated their strengths. Also, any opportunity which comes available at Eastern is emailed in our daily staff announcements.
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		<b>Task Completed:</b>	06/13/2013
		2. Conduct check-ins on learning goals and exploration of leadership opportunities through the IMPACT process	
		Assigned to:	██████████
		Added date:	02/24/2012
		Target Completion Date:	06/15/2013
		Comments:	The Leadership team conducts walk-thrus and frequent check-ins with teachers concerning the pacing of instruction and mastery of content. Through data talks and weekly academic team meetings, the leadership team is able to pinpoint areas of growth and areas of strength.
		<b>Task Completed:</b>	06/11/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/13/2013
	Experience:		6/13/2013 We are fortunate to have many staff members taking the initiative to take ownership on leadership opportunities throughout the school year. The transparent communication of learning expectations and teacher expectations of our students has enable our students to learn at high levels of success this past school year.
	Sustain:		6/13/2013 The leadership opportunities will be communicated to staff through the daily staff announcements as well as pinpointing individuals who would enjoy various leadership opportunities. The leadership team will continue to develop walk-thru schedules to best support our teaching staff by providing feedback which will help improve instructional practices.
	Evidence:		6/13/2013 IMPACT evaluation data from DCPS List of after school activities Professional Development Calendar

<b>Indicator</b>	<b>F10 - The principal aligns professional development with classroom observations and teacher evaluation criteria. (1713)</b>		
<b>Status</b>	<b>Objective Met</b> 6/13/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/12/2012	
		<b>Objective Met</b> - 06/13/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The instructional leadership team uses classroom observations to inform professional development areas of focus for staff.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	All teachers at Eastern will be provided with professional development aligned to Common Core Standards and the Teaching and Learning Framework. Additionally, their individual growth areas will be addressed through on-site or off-site high-quality professional development.	
	Target Date:	06/15/2013	
	<b>Tasks:</b>		
	1. Send teachers to outside professional development to enhance skills and knowledge in teaching less familiar content areas.		
	Assigned to:	[REDACTED]	
	Added date:	06/22/2012	
	Target Completion Date:	07/30/2013	
	Comments:	There are monthly PD sessions that are teacher led in house. The ALT recommends to teachers if they feel like this would be beneficial for their growth. All teachers are welcome to come to all in house PD sessions	
	<b>Task Completed:</b>	<b>06/11/2013</b>	
	3. Academic Leadership Team designs professional development based on individual teacher needs.		
	Assigned to:	[REDACTED]	
	Added date:	06/22/2012	
	Target Completion Date:	12/15/2012	

		Comments:	<p>During the IMPACT process, the administrative team has recommended district professional development opportunities in areas of growth.</p> <p>Members of the academic leadership team periodically observe classrooms informally and offer feedback to teachers as they develop.</p> <p>There are monthly PD sessions that are teacher led in house. The ALT recommends to teachers if they feel like this would be beneficial for their growth. All teachers are welcome to come to all in house PD sessions.</p>
		Task Completed:	12/14/2012
		4. Inventory strengths and growth areas for every teacher at Eastern through surveys and classroom observations.	
		Assigned to:	
		Added date:	06/22/2012
		Target Completion Date:	09/15/2012
		Comments:	During the welcome back PD week, teachers took a brief survey to inform the ALT of needs.
		Task Completed:	08/31/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/13/2013
	Experience:		6/13/2013 Monthly professional development opportunities allow teachers to continue to grow in different instructional areas.
	Sustain:		6/13/2013 The instructional coach will be an asset to the school in the areas of instructional professional development. We will continue to offer in house PD opportunities and continue to communicate outside PD opportunities.
	Evidence:		6/13/2013 Professional Development Calendar

## Turnaround Principles

### Principle 2: Effective Staffing Practices & Instruction

<b>Indicator</b>	<b>E03 - The LEA/School has identified and established non-monetary staff incentives for performance. (1684)</b>		
<b>Status</b>	<b>Objective Met</b> 3/14/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/10/2012	
		<b>Objective Met</b> - 03/14/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>While we regularly "Shout Out" the accomplishments of our hardworking staff members through our daily staff announcements, we have yet to implement a formal staff member of the month or other means of public recognition.</p> <p>UPDATE 2-1-13: We have changed our level of implementation to full implementation.</p> <p>We added a "Eastern Attitude Staff Award" to our quarterly honor roll assemblies. We also publicly announce teacher accomplishments to greater community through social media networks. Most importantly, we have also tied going above and beyond to the evaluation process. Teachers are rewarded through their IMPACT scores by staying after school, hosting My Friday Advisory programs, and participating in our Saturday Academy.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Staff members will be recognized on a monthly basis through individual and collective recognition (ie: attendance, student support, Team Spirit, and innovative instructional activities).	
	Target Date:	06/15/2013	
	<b>Tasks:</b>		
		1. Weekly staff shout outs through the staff announcements and monthly newsletter.	
		Assigned to:	[REDACTED]
		Added date:	02/24/2012
		Target Completion Date:	06/15/2013
		Comments:	This continues to be an on going event, but it is being fully implemented throughout the year.
		<b>Task Completed:</b>	<b>03/14/2013</b>
		2. Continue quarterly staff recognition at the honor roll assembly	
		Assigned to:	[REDACTED]
		Added date:	02/24/2012

		Target Completion Date:	06/15/2013
		Comments:	We have recognized four outstanding staff members and will recognize two more staff members at our next honor roll assembly in May.
		Task Completed:	03/14/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		3/14/2013
	Experience:		3/14/2013 We continue to publicly announce teacher accomplishments to greater community through social media and networks. We continue to tie going above and beyond to the evaluation process. Teachers are also rewarded through their IMPACT scores by staying after school, hosting "My Friday Advisory" program,s and participating in our Saturday Academy.
	Sustain:		3/14/2013 We will continue to recognize our staff accomplishments.
	Evidence:		3/14/2013 Eastern Facebook Page Eastern Twitter Account Monthly Newsletter Daily Staff Announcement Email

<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/10/2012
	Evidence:	The IMPACT process addresses ongoing low performance related to job responsibilities. We also utilize progressive discipline as a district with assistance from Labor Management to warn and potentially dismiss employees. Staff members also have the option to leave at will at any time of year.  UPDATE 2-1-13: There is no change to this status.

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Objective Met</b> 6/13/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/10/2012	
		<b>Objective Met</b> - 06/13/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>While we clearly communicated the standards by which all staff members would be assessed before the evaluation process began, we could improve the availability of targeted training for employees requiring specialized professional development.</p> <p>UPDATE 2-1-13: We are still at limited implementation, but we have still made progress in this area. Professional development has been provided for these areas of focus. These include co-teaching and differentiated instruction, classroom management, creating effective assessments, and quarterly data analysis of the Paced Interim Assessment test items.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	The IMPACT Evaluation system will be used within the established time frame of DCPS.	
	Target Date:	09/30/2013	
	<b>Tasks:</b>		
	1. Based on IMPACT scores, teachers will receive specific and individualized professional development opportunities. In order to do this effectively, we would need the District of Columbia to lift the ban on funding for off-site professional development.		
	Assigned to:	[REDACTED]	
	Added date:	03/02/2012	
	Target Completion Date:	06/15/2013	
	Comments:	UPDATE 2-1-13: We are still at limited implementation, but we have still made progress in this area. Professional development has been provided for these areas of focus. These include co-teaching and differentiated instruction, classroom management, creating effective assessments, and quarterly data analysis of the Paced Interim Assessment test items.	
	<b>Task Completed:</b>	<b>02/01/2013</b>	
	2. Create a calendar of informal observations within the academic leadership team.		
	Assigned to:	[REDACTED]	
	Added date:	03/02/2012	

		Target Completion Date:	06/15/2013
		Comments:	The administrative team has completed a calendar of observations.
		Task Completed:	09/30/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/13/2013
	Experience:		6/13/2013 DCPS provides clear objectives of the IMPACT process and the Leadership team adheres to the procedures set forth by the LEA.
	Sustain:		6/13/2013 The leadership team will continue to follow procedures set forth by DCPS.
	Evidence:		6/13/2013 IMPACT Evaluation System

<b>Indicator</b>	<b>E06 - The LEA has negotiated expedited processes for performance-based dismissals in transformation schools. (1688)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/10/2012	
	Evidence:	As a turnaround school we were able to reconstitute our staff.	

<b>Indicator</b>	<b>E08 - The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees. (1691)</b>		
<b>Status</b>	<b>Objective MetAdd a Task</b> 6/13/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 01/10/2012	
		<b>Objective Met</b> - 06/13/2013	
		Will include in plan	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We would like the LEA to support an expedited process to dismiss employees of low quality.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Underperforming employees at Eastern will be provided immediate feedback and support in efforts to improve the staff member's performance. However, if these efforts do not yield positive results, the DCPS evaluation system (IMPACT) allows for ineffective employees to be terminated in a single school year. Two years of minimally effective performance also result in termination. In addition, inappropriate conduct by an employee can also be addressed through written reprimands and subsequent termination with the assistance of Labor Management. What does not yet exist is a system for expedited termination at turnaround schools (i.e. sooner than one year), which would be helpful in cases of extreme underperformance at the detriment of student learning.	
	Target Date:	06/30/2013	
	<b>Tasks:</b>		
	1. Continue to work with the Teacher Effectiveness offices of DCPS to.....		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	06/30/2013	
	Comments:	However, if these efforts do not yield positive results, the DCPS evaluation system (IMPACT) allows for ineffective employees to be terminated in a single school year. Two years of minimally effective performance also result in termination. In addition, inappropriate conduct by an employee can also be addressed through written reprimands and subsequent termination with the assistance of Labor Management.	

		Task Completed:	03/14/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/13/2013
	Experience:		6/13/2013 DCPS provides clear expectations on the procedures of dismissal and termination of employees.
	Sustain:		6/13/2013 The leadership team will continue to adhere to the polices and procedures set forth by DCPS.
	Evidence:		6/13/2013 IMPACT Evaluation System

<b>Indicator</b>	<b>D05 - The LEA/School assesses the evaluation process periodically to gauge its quality and utility. (1678)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/10/2012	
	Evidence:	The IMPACT tool has been revised each year from DCPS based on feedback from DCPS employees.	

<b>Indicator</b>	<b>D04 - The evaluation process is linked with the LEA's collective and individual professional development programs. (1677)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/10/2012	
	Evidence:	The district's initiative of the TEACH Learning cycle links directly to the IMPACT system. The lack of the instructional coach has limited our participation in the initiative.  UPDATE: 2-1-13 We remain without an instructional coach, but plan to hire one in the 2013-2014 school year. This will allow us to better implement the TEACH learning cycles.	

<b>Indicator</b>	<b>E01 - The LEA/School has created a system for making awards that is transparent and fair. (1679)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/10/2012	

	Evidence:	The IMPACT tool has a compensation system that aligns with the performance of highly effective teachers.
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<b>Indicator</b>	<b>E02 - The LEA/School has implemented a communication plan for building stakeholder support, for the system of awards. (1681)</b>	
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<b>Status</b>	<b>Full Implementation</b>	
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<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/10/2012
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	Evidence:	DCPS has received local and national recognition for their innovative teacher compensation design. At the school level, we are planning to implement a teacher recognition system with the support of our stakeholders.
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<b>Indicator</b>	<b>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)</b>	
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<b>Status</b>	Not a priority or interest	
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<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 01/10/2012
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	Explain why not a Priority or Interest:	The district's current evaluation system does not require additional time for low performers.  UPDATE 2-1-13: There is no change to this status.
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<b>Indicator</b>	<b>F01 - The LEA/School provides professional development that is appropriate for individual teachers with different experience and expertise. (1692)</b>		
<b>Status</b>	<b>Objective Met</b> 6/13/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/12/2012	
		<b>Objective Met</b> - 06/13/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	In addition to the TEACH Learning Professional Development sessions required of all schools in DCPS, we will implement various behavior/classroom management sessions for all teachers. We have continued to offer individual support as needed. We completed a whole staff session on student mental health issues.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	All teachers at Eastern will be provided with professional development aligned to Common Core Standards and the Teaching and Learning Framework. Additionally, their individual growth areas will be addressed through on-site or off-site high-quality professional development.	
	Target Date:	06/15/2013	
	<b>Tasks:</b>		
	1. Inventory strengths and growth areas for every teacher at Eastern through surveys and classroom observations.		
	Assigned to:	[REDACTED]	
	Added date:	06/22/2012	
	Target Completion Date:	09/15/2012	
	Comments:	At the beginning of the year, teachers completed a professional development survey indicating which areas they felt they need more growth in. We then created a professional development plan and sessions that targeted the areas of concern. Through observations, administrators are able to acknowledge the growth of teachers and areas of concern then recommend the teacher for a specific professional development.	
	<b>Task Completed:</b>	<b>03/15/2013</b>	
	2. Academic Leadership Team designs professional development based on individual teacher needs.		
	Assigned to:	[REDACTED]	
	Added date:	06/22/2012	
	Target Completion Date:	12/15/2012	
	Comments:	Professional development has been led based on the needs indicated in the survey at the beginning of the year and also through observations conducted by the administrative team.	

		<b>Task Completed:</b>	03/15/2013
		3. Through informal observations and the IMPACT process, teacher development is monitored by the ALT.	
		Assigned to:	██████████
		Added date:	06/22/2012
		Target Completion Date:	05/15/2013
		Comments:	Teacher development is monitored by the Academic Leadership Team after various informal observations. Teachers are recommended to various professional development opportunities in order to strengthen their areas of growth.
		<b>Task Completed:</b>	06/13/2013
		4. Send teachers to outside professional development to enhance skills and knowledge in teaching less familiar content areas.	
		Assigned to:	██████████
		Added date:	06/22/2012
		Target Completion Date:	07/30/2013
		Comments:	Teachers were able to participate "in house" professional development opportunities for classroom management, higher level questioning, and grading practices.
		<b>Task Completed:</b>	03/15/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/13/2013
	Experience:		6/13/2013 This year, in the absence of an instructional coach, the IB Coordinator monitored the monthly professional development opportunities. Outside professional development opportunities were distributed in the daily staff announcements.
	Sustain:		6/13/2013 We will be hiring an instructional coach for the SY 2013-2014.
	Evidence:		6/13/2013 Professional development schedule

<b>Indicator</b>	<b>F02 - The LEA/School offers an induction program to support new teachers in their first years of teaching. (1693)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/12/2012
	Evidence:	DCPS offered a new teacher training and orientation prior to the beginning of the school year.

<b>Indicator</b>	<b>F03 - The LEA/School aligns professional development with identified needs based on staff evaluation and student performance. (1694)</b>		
<b>Status</b>	<b>Objective Met</b> 6/13/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/12/2012	
		<b>Objective Met</b> - 06/13/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Based on Paced Interim Assessment data and IMPACT feedback, teachers have received hard copies of suggested strategies. We continue to offer support through the TEACH model of DCPS when needed. Based on the first IMPACT cycle, we have noted common areas for improvement amongst our teachers (i.e. higher level questioning).	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	The leadership team will examine informal and formal observations to identify specific professional development needs of teachers.	
	Target Date:	09/30/2013	
	<b>Tasks:</b>		
	1. Survey staff around their professional development needs as related to classroom management and instructional strategies.		
	Assigned to:	[REDACTED]	
	Added date:	02/24/2012	
	Target Completion Date:	10/31/2012	
	Comments:	Teachers assessed their own professional development needs based on a survey given at the beginning of the school year.	
	<b>Task Completed:</b>	<b>09/28/2012</b>	
	2. Create a monthly series of optional specialized professional development and recommend staff members to attend.		
	Assigned to:	[REDACTED]	
	Added date:	02/24/2012	
	Target Completion Date:	09/30/2013	
	Comments:	Each month, teachers can partake in professional developments each month led by other Eastern teachers.	

		<b>Task Completed:</b>	03/15/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/13/2013
	Experience:		6/13/2013 Based on Paced Interim Assessment data and IMPACT feedback, teachers have received hard copies of suggested strategies. We continue to offer support through the TEACH model of DCPS when needed. Based on the first IMPACT cycle, we have noted common areas for improvement amongst our teachers (i.e. higher level questioning).
	Sustain:		6/13/2013 The Leadership team will continue to develop tools to help teachers raise student achievement. Through continued data analysis and data talks, it will allow teachers to determine areas of enrichment and re-teaching.
	Evidence:		6/13/2013 PIA Data from Cycles 1-4  Leadership Team feedback on IMPACT

<b>Indicator</b>	<b>F04 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (1695)</b>		
<b>Status</b>	<b>Objective Met</b> 6/13/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/12/2012	
		<b>Objective Met</b> - 06/13/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are providing high quality differentiated individual staff professional development opportunities; however we have not provided whole group professional development opportunities as often as needed.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	All teachers at Eastern will be provided with professional development aligned to Common Core Standards and the Teaching and Learning Framework. Additionally, their individual growth areas will be addressed through on-site or off-site high-quality professional development.	
	Target Date:	06/15/2013	
	<b>Tasks:</b>		
	1. Send teachers to outside professional development to enhance skills and knowledge in teaching less familiar content areas.		
	Assigned to:	[REDACTED]	
	Added date:	06/22/2012	
	Target Completion Date:	07/30/2013	
	Comments:	During the IMPACT process, the administrative team has recommended district professional development opportunities in areas of growth.	
	<b>Task Completed:</b>	<b>06/11/2013</b>	
	2. Through informal observations and the IMPACT process, teacher development is monitored by the ALT.		
	Assigned to:	[REDACTED]	
	Added date:	06/22/2012	
	Target Completion Date:	05/15/2013	
	Comments:	Members of the academic leadership team periodically observe classrooms informally and offer feedback to teachers as they develop.	
	<b>Task Completed:</b>	<b>06/11/2013</b>	
	3. Academic Leadership Team designs professional development based on individual teacher needs.		

		Assigned to:	██████████
		Added date:	06/22/2012
		Target Completion Date:	12/15/2012
		Comments:	There are monthly PD sessions that are teacher led in house. The ALT recommends to teachers if they feel like this would be beneficial for their growth. All teachers are welcome to come to all in house PD sessions.
		Task Completed:	03/29/2013
	4. Inventory strengths and growth areas for every teacher at Eastern through surveys and classroom observations.		
		Assigned to:	██████████
		Added date:	06/22/2012
		Target Completion Date:	09/15/2012
		Comments:	During the Eastern PD week at the beginning of the school year, a survey was given to teachers based on areas they felt they needed to develop.
		Task Completed:	08/24/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/13/2013
	Experience:		6/13/2013 We continue to offer support through the TEACH model of DCPS when needed.
	Sustain:		6/13/2013 With the help of the instructional coach next school year, it is our hopes that we continue to offer opportunities for our teachers to continue to improve instructional practices including but not limited to higher level questioning.
	Evidence:		6/13/2013 IMPACT Evaluation Feedback

<b>Indicator</b>	<b>F06 - The LEA/School sets goals for professional development and monitors the extent to which it has changed practice. (1698)</b>		
<b>Status</b>	<b>Objective Met</b> 6/13/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/12/2012	
		<b>Objective Met</b> - 06/13/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	DCPS has set professional development goals for the school year for literacy, common core standards, and the TLF. At Eastern, we have also identified the need for classroom management professional development and differentiated instruction. We do need to set clearer goals around the time lines and outcomes of this professional development.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	School will set goals for teacher and student performance that can be met through effective professional development.	
	Target Date:	09/30/2013	
	<b>Tasks:</b>		
	1. Create performance goals for students and teachers for the 2012-2013 School year (ie: promotion rates and DC CAS scores for students and IMPACT scores for teachers).		
	Assigned to:	[REDACTED]	
	Added date:	02/24/2012	
	Target Completion Date:	08/01/2012	
	Comments:	Goals were created prior to the beginning of the school year and are reviewed quarterly with faculty, staff, and students.	
	<b>Task Completed:</b>	<b>08/01/2012</b>	
	2. Create a space in the academic leadership meeting to evaluate school goals.		
	Assigned to:	[REDACTED]	
	Added date:	02/24/2012	
	Target Completion Date:	06/15/2013	
	Comments:	The ALT meets and evaluates school goals on a bi-quarterly basis to review the school goals' data.	

		<b>Task Completed:</b>	05/24/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/13/2013
	Experience:		6/13/2013 With bi-quarterly data talks and the progress towards school goals, teachers were able to pinpoint areas of growth and continue to support students in their learning process.
	Sustain:		6/13/2013 The Leadership team will continue to develop tools to help teachers raise student achievement. Through continued data analysis and data talks, it will allow teachers to determine areas of enrichment and re-teaching on a consistent basis.
	Evidence:		6/13/2013 Data Presentations IMPACT Professional Development

<b>Indicator</b>	<b>F08 - The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (1700)</b>		
<b>Status</b>	<b>Objective Met</b> 4/10/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/12/2012	
		<b>Objective Met</b> - 04/10/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Although the instructional leadership team follows the IMPACT cycle schedule, there is still a need for a peer observation rotation. Also, the leadership team would like to complete informal observations more frequently.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	A system will be developed to conduct peer observations.	
	Target Date:	01/31/2013	
	<b>Tasks:</b>		
	1. Debrief classroom observations in academic leadership meetings and conduct professional development and a peer observation timeline.		
	Assigned to:	[REDACTED]	
	Added date:	02/24/2012	
	Target Completion Date:	09/30/2013	
	Comments:	During the ALT meetings, the administrative team debriefs about classroom observations and makes a collaborative effort to invite teachers to PD courses. A peer observation timeline is still in progress and will be developed for next school year.	
	<b>Task Completed:</b>	<b>03/29/2013</b>	
<b>Implement</b>	Percent Task Complete:		
	Objective Met:	4/10/2013	
	Experience:	4/10/2013 The ALT developed a monthly PD plan and enable teachers to be leaders of their own learning by facilitating PD sessions for the staff.	
	Sustain:	4/10/2013 We will continue to develop a peer observation timeline for next school year.	
	Evidence:	4/10/2013 Monthly PD Calendar	

<b>Indicator</b>	<b>G01 - The LEA/school has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (1646)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/12/2012	

	Evidence:	<p>Through the DCPS recruitment and selection process, we obtained a well-rounded experienced staff. We are beginning recruitment for the 2012-2013 school year.</p> <p>UPDATE 2-1-13: Through a district recruitment partnership, we will continue to recruit and retain a well-rounded experienced staff. We have identified a personnel community liaison to help facilitate the process. We retained over 80% of our effective and highly effective teachers, which is higher than the District average.</p>
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<b>Indicator</b>	<b>G02 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (1670)</b>	
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<b>Status</b>	<b>Full Implementation</b>	
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<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/12/2012
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	Evidence:	<p>DCPS has implemented a recruitment and selection process called TEACH DC where applicants go through a rigorous application including a video audition. The IMPACT system rewards teachers for high quality instructional practices. At Eastern, we recruited our first cohort of turnaround teachers through Teach for America Alumni, Public Charter Schools, and recruitment fairs.</p> <p>UPDATE 2-1-13: There is no change.</p>
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<b>Indicator</b>	<b>I01 - The school has established a team structure among teachers with specific duties and time for instructional planning. (1711)</b>	
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<b>Status</b>	<b>Full Implementation</b>	
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<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/12/2012
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	Evidence:	<p>Three mornings per week teachers participate in collaborative meetings and utilize common planning periods within departments. At team meetings, teachers discuss students of concern, meet with parents, and plan for cross content project based learning opportunities. Department meetings provide time for instructional planning.</p>
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<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Objective Met</b> 6/13/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/12/2012	
		<b>Objective Met</b> - 06/13/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	As we improve school culture and climate, teachers will feel more comfortable moving away from teacher centered learning to more varied instructional strategies.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will provide a variety of instructional methods to meet the needs of all students and engage them in active learning.	
	Target Date:	09/30/2013	
	<b>Tasks:</b>		
	1. Teachers will be explicitly directed to engage students in multiple modalities to ensure student centered classrooms. This will be tied to teachers' IMPACT evaluations.		
	Assigned to:	[REDACTED]	
	Added date:	03/02/2012	
	Target Completion Date:	09/30/2013	
	Comments:	A continued area of growth for our staff is ensuring a student centered classroom. We will continue to strive for this goal by providing professional development opportunities for staff.	
	<b>Task Completed:</b>	<b>06/13/2013</b>	
	2. Create a peer observation system that allows struggling teachers to observe instructors who are strong at using a variety of instructional strategies.		
	Assigned to:	[REDACTED]	
	Added date:	03/02/2012	
	Target Completion Date:	06/15/2013	
	Comments:	The peer observation system continues to be developed and will be a continued process next school year.	

		<b>Task Completed:</b>	06/13/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/13/2013
	Experience:		6/13/2013 Teaching has continued to be teacher centered, however as teachers grew more comfortable, they began to move to varied instructional strategies.
	Sustain:		6/13/2013 Continue to develop lessons with higher order thinking and student centered learning opportunities.
	Evidence:		6/13/2013 Feedback from OSSE and DCPS during the SIG visits IMPACT Evaluation

<b>Indicator</b>	<b>K01 - All teachers demonstrate sound homework practices and communication with parents. (1720)</b>		
<b>Status</b>	<b>Objective Met</b> 2/14/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/10/2012	
		<b>Objective Met</b> - 02/14/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We consistently have a policy of counting 20% in all courses; however, there have been challenges with parents receiving prompt notification when students fail to turn homework and other assignments in a timely manner. We have begun to address the issue through repeated messaging to staff and a new on-line gradebook for parents to access. Teachers are expected to provide students with regular printed grade sheets.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Parents will be able to: 1. Receive bi-weekly progress reports of student performance in each content area 2. Receive weekly communication of upcoming assignments and/or projects from teacher teams 3. Understand school wide policies regarding grading practices and assignment completion policies	
	Target Date:	09/30/2012	
	<b>Tasks:</b>		
	1. 100% parent access to the DC STARS Parent Assistance program		
	Assigned to:	[REDACTED]	
	Added date:	02/24/2012	
	Target Completion Date:	12/01/2012	
	Comments:	Back to School Night and Parent Teacher conferences  Currently we have 30% of our parents who have retrieved the information for the DC STARS Parent Assistance program. We currently have 100% access to passwords for every parent, however, we continue to advocate to our parents the need for accessing their child's grade on a consistent basis.	
	<b>Task Completed:</b>	<b>06/28/2013</b>	
	2. Teachers will receive professional development with the DC STARS grade book		
	Assigned to:	[REDACTED]	
	Added date:	02/24/2012	
	Target Completion Date:	09/30/2012	

		Comments:	DC STARS Team Teachers received professional development on the DC STARS grade book during teacher orientation in August.
		Task Completed:	08/30/2012
		3. All teachers will return parent emails from their DC.Gov accounts within 48 hours.	
		Assigned to:	[REDACTED]
		Added date:	02/24/2012
		Target Completion Date:	09/30/2012
		Comments:	Teachers continue to reach out to parents on a consistent basis. We continue to encourage open communication with the home via phone, email, and also our bi-weekly progress report pay days.
		Task Completed:	06/30/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		2/14/2013
	Experience:		2/14/2013 The staff worked together to provide activities for our students which included a school tour, a panel discussion by the current 10th graders, Math/English placement assessments and enrichment courses, art courses, and team building. At the end of the week, the students participated in a community service project.
	Sustain:		2/14/2013 We will need to continue to plan a orientations for each entering freshman class.
	Evidence:		2/14/2013 1. Student Participation 2. Teacher participation 3. Student success during the first term 48% on track

## Turnaround Principles

### Principle 3: Effective Use of Time

**Indicator** **J04 - The LEA/School has allocated funds to support extended learning time, including innovative partnerships. (1706)**

**Status** **Add a Task**

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/12/2012	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Thus far we have allocated limited funds to pay teachers during our summer bridge activities for students. The summer learning is intended to address school culture and remediation.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	During the month of August, there will be a mandated freshman orientation for students and families. The goal will be 100% participation from incoming freshman and families.	
	Target Date:	08/30/2012	
	<b>Tasks:</b>		
		1. Create week long orientation for the incoming freshman that focuses on school culture and expectations for freshman year of high school.	
		Assigned to:	[REDACTED]
		Added date:	05/30/2012
		Target Completion Date:	08/10/2012
		Comments:	Two weeks prior to the start of the SY 2012-2013, the first time ninth graders participated in a week long orientation. The Eastern Attitude and expectations was set and the students were able to participate in enrichment classes in English and Math. We also held a parent orientation during this week as well.
		<b>Task Completed:</b>	<b>08/24/2012</b>
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 1 (100%)	

<b>Indicator</b>	<b>I02 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715)</b>		
<b>Status</b>	<b>Objective Met</b> 6/13/2013 6/13/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/12/2012	
		<b>Objective Met</b> - 06/13/2013 06/13/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Paced Interim Assessments allow teachers to make adjustments as needed based on the data decision making process within departments. However, teacher responses to their own classroom assessment data vary and require additional monitoring from the instructional leadership team.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Through each departmental data team, teachers will collaborate by reviewing student performance on standards and will utilize classroom based action research to meet their student achievement goals. We will use student progress on Paced Interim Assessments to measure whether we are moving towards reaching this goal.	
	Target Date:	06/30/2013	
	<b>Tasks:</b>		
	1. Assign teacher lead to assist academic leadership team with data review and teacher communication.		
	Assign department chairperson for each department.		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	09/01/2012	
	Comments:	A teacher lead and department chairpersons were chosen.	
	<b>Task Completed:</b>	<b>09/07/2012</b>	
	2. Develop a plan for professional development days to assist teachers with unpacking and analyzing student data.		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	06/30/2013	
	Comments:	The Teacher lead reviews the data from the PIA assessments and develops activities to unpack the standards and create lessons of remediation for the standards not mastered.	
	<b>Task Completed:</b>	<b>06/07/2013</b>	
	3. Review Paced Interim Assessment data during the allotted professional development days and develop an action plan of re-teaching and enrichment.		

		Assigned to:	██████████
		Added date:	05/30/2012
		Target Completion Date:	06/30/2013
		Comments:	The teacher lead analyzes the data with the teachers and determines the appropriate ways to create remediation lessons.
		Task Completed:	06/07/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/13/2013 6/13/2013
	Experience:		6/13/2013 The departments meet on a weekly basis during the morning collaborative and discuss pacing and student achievement on the mastery of content standards.  6/13/2013 The departments meet on a weekly basis during the morning collaborative and discuss pacing and student achievement on the mastery of content standards.
	Sustain:		6/13/2013 Continue to provide common planning time for teachers in order to continue to develop unpacking of standards and student mastery.  6/13/2013 Continue to provide common planning time for teachers in order to continue to develop unpacking of standards and student mastery.
	Evidence:		6/13/2013 Morning collaborative meeting notes Student assessments  6/13/2013 Morning collaborative meeting notes Student assessments

<b>Indicator</b>	<b>I05 - All teachers employ effective classroom management. (1721)</b>		
<b>Status</b>	<b>Objective Met</b> 6/13/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/12/2012	
		<b>Objective Met</b> - 06/13/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Many classrooms have established strong routines and learning-focused environments. However, there are other teachers struggling with effective classroom management which impacts the quality of instruction. Eastern Senior High School has implemented a Rambler Rewards Incentive Program, individualized teacher support, and consistent messaging to staff, students, and parents about school expectations. We are aware of the need for school wide professional development for classroom management strategies.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>Effective classroom management looks like:</p> <ol style="list-style-type: none"> <li>1. Students internalizing the definition of the Eastern Attitude (positive school culture)</li> <li>2. Teachers effectively respond to Tier 1 and 2 behaviors through parent communication, redirection, systematic consequence and reward system, and relationship building.</li> <li>3. Teachers work in partnership with the administrative team to write detailed referrals and provide necessary materials to effect consequences for Tier 3-5 behaviors.</li> </ol>	
	Target Date:	09/01/2012	
	<b>Tasks:</b>		
		1. Create a school wide consequence system for disruptive behaviors.	
		Assigned to:	[REDACTED]
		Added date:	02/24/2012
		Target Completion Date:	07/01/2012
		Comments:	We continue to follow the DCPS Chapter 25 Discipline Procedures for the school wide consequence system. We have also implemented a detention system to address tardy to school and to class.
		<b>Task Completed:</b>	<b>09/01/2012</b>
		2. Significant professional development prior to the beginning of the school year to message common expectations.	
		Assigned to:	[REDACTED]

		Added date:	02/24/2012
		Target Completion Date:	08/24/2012
		Comments:	There has been several professional development opportunities for staff members at the beginning of the school year and throughout the school year to help support classroom management and common expectations for all students.
		Task Completed:	06/30/2013
	3. The ninth grade orientation will explain the Eastern Attitude and expectations to students and parents.		
		Assigned to:	██████████
		Added date:	02/24/2012
		Target Completion Date:	08/15/2012
		Comments:	Two weeks prior to the start of the SY 2012-2013, the first time ninth graders participated in a week long orientation. The Eastern Attitude and expectations was set and the students were able to participate in enrichment classes in English and Math. We also held a parent orientation during this week as well.
		Task Completed:	08/24/2012
	4. Strengthen the Rambler Rewards Incentive Program		
		Assigned to:	██████████
		Added date:	02/24/2012
		Target Completion Date:	08/24/2012
		Comments:	We continue to develop the program throughout the school year.
		Task Completed:	06/30/2013
	5. Prioritize strong classroom management in hiring decisions for the 2012-2013 school year.		
		Assigned to:	██████████
		Added date:	02/24/2012
		Target Completion Date:	07/01/2012
		Comments:	Each teaching candidate was required to complete a video or in person teaching session where the personnel committee was able to observe classroom management techniques.

		<b>Task Completed:</b>	08/30/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/13/2013
	Experience:		6/13/2013 At the beginning of the school year, teachers were encouraged to build positive relationships with students during the advisory periods and throughout the first week in classes. This enable for a caring culture for our students. The systematic consequence and reward system continued to help develop student character as well.
	Sustain:		6/13/2013 Continue to develop school culture through more systematic approaches and also build relationship building opportunities throughout the school year. We will continue to offer professional development opportunities surrounding classroom management.
	Evidence:		6/13/2013 Advisory Program Curriculum

<b>Indicator</b>	<b>F05 - The LEA/School structures professional development to provide adequate time for collaboration and active learning. (1696)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/12/2012
	Evidence:	We provide teachers with daily collaborative planning aligned by content areas during the school day and also morning collaboration meetings prior to the school day beginning.

<b>Indicator</b>	<b>J01 - The principal is familiar with research and best practices associated with efforts to increase learning time. (1703)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/12/2012

Evidence:	Before coming to Eastern Senior High School, [REDACTED] helped lead Boston's efforts of their federal turnaround schools. A significant strategy in BPS was increased learning time for students and staff at underperforming schools. A contract addendum was negotiated with the Boston Teachers Union to facilitate hundreds of additional learning hours for students.
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<b>Indicator</b>	<b>J06 - The LEA/School creates and sustains partnerships to support extended learning. (1708)</b>
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<b>Status</b>	<b>Objective Met</b> 6/13/2013
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<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/12/2012
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		<b>Objective Met</b> - 06/13/2013
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Index:	2	(Priority Score x Opportunity Score)
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Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
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Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
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Describe current level of development:	Eastern Senior High School desires partnerships to support extended learning and is also working with Companies for Causes to send employees to volunteer. We have also partnered with the Marines for additional volunteer opportunities.
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<b>Plan</b>	Assigned to:	[REDACTED]
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	How it will look when fully met:	It is our goal that 85% of students in grades 9 and 10 will be partnered with our after school tutoring program and an after school enrichment activity.
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	Target Date:	06/30/2013
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	<b>Tasks:</b>	
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	1. Work closely with the out of school time office at DCPS, and the Office of Family and Community partnerships to increase and maintain strategic, robust partnerships.	
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	Assigned to:	[REDACTED]
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	Added date:	06/22/2012
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	Target Completion Date:	01/01/2013
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	Comments:	Every student has an out of school time experience that enriches their academic success by supporting social and emotional well-being. Partners have a clear idea of their role in Eastern, and have a clear contact person to ensure alignment between services offered and school goals.
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	<b>Task Completed:</b>	<b>01/31/2013</b>
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	2. Utilize SIG funded parent coordinator to make families aware of the opportunities for students during out of school time, specifically targetting those students in most need,.	
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	Assigned to:	[REDACTED]
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	Added date:	06/22/2012
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	Target Completion Date:	09/30/2012
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		Comments:	The Parent Coordinator developed an after school tutoring program for the first time 9th graders with the support from the Academy Coordinator. The students were target based on academic needs and also were partnered with outside providers such as Mentors INC. and Tutor Dudes. An online Tutoring program partnership was also established for student engagement and achievement purposes.
		Task Completed:	09/07/2012
		3. Utilize SIG funding to hire an after-school coordinator to monitor out-of-school time effectiveness and track student performance.	
		Assigned to:	
		Added date:	06/22/2012
		Target Completion Date:	09/01/2012
		Comments:	Due to budget constraints, we were not able to hire an after school coordinator, however, the parent coordinator and coordinator of student affairs were able to build an after school power hour program. The coordinator of school affairs forged relationships with various partnerships and the academy coordinator tracked and monitored student performance.
		Task Completed:	06/07/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/13/2013
	Experience:		6/13/2013 Every student has an out of school time experience that enriches their academic success by supporting social and emotional well-being. Partners have a clear idea of their role in Eastern, and have a clear contact person to ensure alignment between services offered and school goals.
	Sustain:		6/13/2013 We will continue to develop partnerships that align between the services offered and school goals.
	Evidence:		6/13/2013 School partnerships After school programming guide

<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 01/12/2012
	Explain why not a Priority or Interest:	We do not currently have extended learning within the regular school day.

<b>Turnaround Principles</b>		
<b>Principle 4: Curriculum, Assessment and Intervention System</b>		
<b>Indicator</b>	<b>H03 - All teachers, working in teams, prepare standards-aligned lessons. (1718)</b>	
<b>Status</b>	<b>Full Implementation</b>	

<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/12/2012
	Evidence:	Each department has common planning time during the school day as well as morning collaborative time once per week where they co-plan and design standards-aligned lessons. In addition, we have full day professional development after each Paced Interim Assessment where English and Math departments respond to data and design reteaching lessons based on the data.

<b>Indicator</b>	<b>I03 - All teachers, working in teams, differentiate and align learning activities with state standards. (1716)</b>
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<b>Status</b>	<b>Objective Met</b> 6/13/2013 6/13/2013
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<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/12/2012
		<b>Objective Met</b> - 06/13/2013 06/13/2013
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our teachers have a high level of content knowledge and their lesson plans generally align with state and/or common core standards. However, teachers are moving towards a better understanding of differentiated instruction, which is necessary to meet the needs of our diverse learners.

<b>Plan</b>	Assigned to:	██████████
	How it will look when fully met:	Teachers will plan their lessons collaboratively using data to determine necessary differentiation. Inclusion teachers will be an integral part of this process, sharing best practices around differentiated instruction and accommodations. Students will achieve mastery of state and or common core standards by receiving the necessary supports.
	Target Date:	06/15/2013

	<b>Tasks:</b>
	1. Ensure collaborative planning time is in the Master Schedule.
	Assigned to: ██████████
	Added date: 03/02/2012
	Target Completion Date: 05/01/2012
	Comments: Teachers utilize the collaborative morning meetings and planning periods to meet about instructional needs.
	<b>Task Completed:</b> 06/14/2012
	2. Set clear expectations for the outcomes and products of collaborative planning in service of differentiation.
	Assigned to: ██████████
	Added date: 03/02/2012
	Target Completion Date: 08/01/2012

		Comments:	Teachers were able to attend a PD about differentiated instruction and continue to practice these techniques in the classroom.
		Task Completed:	05/31/2013
		3. Special Education Team will design, model, and share best practices for differentiated learning.	
		Assigned to:	██████████
		Added date:	03/02/2012
		Target Completion Date:	06/15/2013
		Comments:	The SPED team continues to lead PD sessions and collaborate with the general education classroom teacher to ensure the students are not only receiving their IEP accommodations, but also ensuring the material is scaffolded and modified to meet the needs of each individual learner.
		Task Completed:	04/10/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/13/2013 6/13/2013
	Experience:		6/13/2013 With the creation of learning opportunities during the collaborative meeting times, teachers continued to align with the common core and state standards.  6/13/2013 With the creation of learning opportunities during the collaborative meeting times, teachers continued to align with the common core and state standards.
	Sustain:		6/13/2013 Continued development in differentiation strategies is going to be key to student academic performance growth.  6/13/2013 Continued development in differentiation strategies is going to be key to student academic performance growth.
	Evidence:		6/13/2013 Teacher created assignments and assessments Pacing guides  6/13/2013 Teacher created assignments and assessments Pacing guides

<b>Indicator</b>	<b>H02 - All teachers assess student learning frequently using standards-based classroom assessments. (1717)</b>		
<b>Status</b>	<b>Objective Met</b> 6/13/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/12/2012	
		<b>Objective Met</b> - 06/13/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have implemented and utilized the DCPS Paced Interim Assessments that are aligned to Common Core Standards for ELA and Math; these assessments take place five times per year. However, teacher designed assessments are more varied and require more monitoring from the instructional leadership team.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Each department will use common formative assessments based on unit and common core standards. Collaborative meetings will allow teachers time to create assessments and to review assessments for standards based alignment.	
	Target Date:	12/30/2012	
	<b>Tasks:</b>		
	1. Each content area will submit a ninth and tenth grade sample assessment for their department to analyze and refine.		
	Assigned to:	[REDACTED]	
	Added date:	02/24/2012	
	Target Completion Date:	09/30/2013	
	Comments:	This is an on-going process that we continue to complete. Teachers meet weekly to discuss common formative assessments and student progress on mastery of content standards.	

		<b>Task Completed:</b>	06/30/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/13/2013
	Experience:		6/13/2013 Teachers created various formal and informal assessments. DCPS provided Paced Interim Assessments for ELA 9/10 and Math 9/10 to monitor the learning cycles of the common core standards.
	Sustain:		6/13/2013 We will continue to focus on higher order level questioning and learning opportunities through the IB program and the various subjects.
	Evidence:		6/13/2013 PIA Assessment Results Academic Performance grades of students IMPACT

## Turnaround Principles

### Principle 5: Effective Use of Data

<b>Indicator</b>	<b>J08 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (1710)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/12/2012
	Evidence:	We have already made changes to the structure and conditions to our Academic Power Hour based on qualitative data from the first marking period. In addition, we are also utilizing our experiences from the summer bridge program in 2011 to inform our summer bridge design for 2012.

<b>Indicator</b>	<b>C05 - The principal collects and acts on data from a variety of sources and in a timely manner. (1666)</b>		
<b>Status</b>	<b>Objective Met</b> 6/13/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/10/2012	
		<b>Objective Met</b> - 06/13/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our current student achievement data, disciplinary records, and attendance data are guiding our decisions regarding our expansion next year. They are also guiding our decision making around credit recovery and other programs to increase our numbers of on-track students. One challenge has been obtaining accurate and timely information about our incoming ninth graders before they begin at Eastern. We have over 50 students who attended charter schools whom DCPS has still not been able to obtain their DC-CAS scores, for instance. However, when we do have available data, we share it back with our kids and our parents as quickly as possible and adjust our policies as needed. We have also surveyed students about their impressions of the school and reported it back to them in an all-school assembly.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	During the summer, data (report cards and DC CAS scores) will be collected on the incoming ninth graders through the DCPS registration process. The data will be shared with parents and students during the summer orientation and staff when they return during teacher orientation. Data for the Legacy Class of 2015 (DC CAS and transcripts) will be analyzed and also shared to the faculty and staff as well with the school community.  During the school year, there will be bi-quarterly data report share outs with the staff and students.	
	Target Date:	06/30/2013	
	<b>Tasks:</b>		
	1. Collect incoming ninth grade data--report cards; DC CAS, and other various information		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	08/30/2012	

		Comments:	During the registration process, incoming ninth grade students are requested to bring their academic progress reports and any testing data from their previous school.  DCPS and the ODA have also distributed data on the incoming 9th grade students based on Academic progress, attendance, behavior, and DC CAS scores.
		Task Completed:	06/03/2013
	2. Analyze incoming ninth data and present to stakeholders before school.		
		Assigned to:	██████████
		Added date:	05/30/2012
		Target Completion Date:	09/01/2012
		Comments:	Once the data is received by the data specialist, the information is gathered then presented to the administration team. The administration team will share the information with various stakeholders prior to the school year beginning.
		Task Completed:	06/13/2013
	3. Bi-quarterly data reports and data talks to students, to staff, and to the community stakeholders.		
		Assigned to:	██████████
		Added date:	05/30/2012
		Target Completion Date:	06/30/2013
		Comments:	Data reports and data talks are produced on a bi-quarterly basis after the mid-term and also end of the quarter to the students, staff, and community stakeholders. There is a school body assembly that informs the students of their academic progress each quarter.
		Task Completed:	05/17/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/13/2013
	Experience:		6/13/2013 Data is a leading indicator in making decisions with discipline, attendance, and academic performance. The data allowed the administration and staff members to target specific groups of students for interventions and also encourage students for enrichment opportunities. Stakeholders were attuned to the needs of the student body and help support initiatives such as Honor Roll assemblies and summer student internships.
	Sustain:		6/13/2013 Data collection is a major area where we will continue to grow in the efforts of looking past to the data to more action stepped decision making that we believe will lead to major academic changes.
	Evidence:		6/13/2013 Quarterly Data Presentations to students and to faculty Quarterly Data reports

<b>Indicator</b>	<b>H01 - The principal ensures that teachers align instruction with standards and benchmarks. (1714)</b>		
<b>Status</b>	<b>Objective Met</b> 6/13/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/12/2012	
		<b>Objective Met</b> - 06/13/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	While our teachers spent time on Common Core Standards at the beginning of the year and are implementing standards into daily lesson plans, we have not thoroughly reviewed their short term assessments to ensure alignment to both the common core and content specific standards at the ninth grade level.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	All teachers at Eastern will be provided with professional development aligned to Common Core Standards and the Teaching and Learning Framework. Additionally, their individual growth areas will be addressed through on-site or off-site high-quality professional development.	
	Target Date:	06/15/2013	
	<b>Tasks:</b>		
	1. Send teachers to outside professional development to enhance skills and knowledge in teaching less familiar content areas.		
	Assigned to:	[REDACTED]	
	Added date:	06/22/2012	
	Target Completion Date:	07/30/2013	
	Comments:	Teachers have been provided with various opportunities of summer PD with DCPS and also various outside partners.	
	<b>Task Completed:</b>	<b>06/10/2013</b>	
	2. Through informal observations and the IMPACT process, teacher development is monitored by the ALT.		
	Assigned to:	[REDACTED]	
	Added date:	06/22/2012	
	Target Completion Date:	05/15/2013	
	Comments:	The ALT continued to conduct informal observations and formal observations in order to monitor teacher development.	
	<b>Task Completed:</b>	<b>06/11/2013</b>	
	3. Academic Leadership Team designs professional development based on individual teacher needs.		

		Assigned to:	██████████
		Added date:	06/22/2012
		Target Completion Date:	12/15/2012
		Comments:	Teachers answered a PD needs survey at the beginning of the year and PD opportunities were created based on those needs. Other needs were identified through the IMPACT process.
		Task Completed:	11/30/2012
	4. Inventory strengths and growth areas for every teacher at Eastern through surveys and classroom observations.		
		Assigned to:	██████████
		Added date:	06/22/2012
		Target Completion Date:	09/15/2012
		Comments:	A survey was completed by Eastern staff during the first week back to school in August 2012 of areas of growth. An informal observation tool was also designed by the leadership team.
		Task Completed:	09/07/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/13/2013
	Experience:		6/13/2013 Data analysis and also frequent classroom observations were key tools in determining teacher development. Teachers are reflective upon instructional practices and continued to seek out additional support.
	Sustain:		6/13/2013 An instructional coach will be added to the staff next year as well as a new teacher mentoring program.
	Evidence:		6/13/2013 IMPACT evaluations Teacher Inventory Survey

## Turnaround Principles

### Principle 6: School Culture and Climate

<b>Indicator</b>	<b>F09 - The LEA/School creates a professional learning community that fosters a school culture of continuous learning. (1701)</b>		
<b>Status</b>	<b>Objective Met</b> 6/13/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/12/2012	
		<b>Objective Met</b> - 06/13/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The teacher team meetings at Eastern allows faculty to have opportunities to discuss current instructional practices and student progress on a regular basis. However, we have not yet established a formal PLC model at Eastern.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	The Professional Learning Community (PLC) at Eastern will serve as an useful tool through observing and reflecting on the instructional practices. The PLCs will focus on the belief that all students can learn. The expectation is through reflective dialogue about instruction and data analysis, teachers will develop the tools necessary for dynamic and engaging classrooms leading to higher student achievement.	
	Target Date:	06/30/2013	
	<b>Tasks:</b>		
		1. Refine existing teaching strategies to support students. Create a resource center of innovative ideas for expanding student's knowledge. Use action research to develop new strategies for student engagement.	
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	06/30/2013	
	Comments:	This is an ongoing process that we continue to develop throughout the year. In the teacher work rooms there are a variety of resources for the Advisory course, graphic organizers, and also special education modifications.	

		<b>Task Completed:</b>	04/10/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/13/2013
	Experience:		6/13/2013 The Leadership team will continue to develop tools to help teachers raise student achievement. Through continued data analysis and data talks, it will allow teachers to determine areas of enrichment and re-teaching.
	Sustain:		6/13/2013 With the addition of an instructional coach, smaller collaborative learning communities can be created.
	Evidence:		6/13/2013 Collaborative planning meetings throughout the week

## Turnaround Principles

### Principle 7: Effective Family and Community Engagement

<b>Indicator</b>	<b>J02 - The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners. (1704)</b>		
<b>Status</b>	<b>Objective Met</b> 6/13/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/12/2012	
		<b>Objective Met</b> - 06/13/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	As we continue to learn our students' academic needs and grow our student body, we will constantly seek partners who can help address the learning needs of our students. We have identified the IB program, Read 180, Project Lead the Way, Just Words, and various Advisory activities thus far.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	During and after the school day, the students will have access to: 1. Curriculum that remediates and/or accelerates their learning needs 2. Community partnerships that extend their learning beyond the classroom 3. Programs that address the students' social-emotional health needs	
	Target Date:	09/30/2013	
	<b>Tasks:</b>		
		1. Principal with assistance from the leadership team will assess areas of need through: 1. Examining student performance data 2. Reviewing other indicators such as attendance, IEPs, and discipline referrals 3. Surveying students determining interests	
	Assigned to:	[REDACTED]	
	Added date:	02/24/2012	
	Target Completion Date:	09/01/2012	
	Comments:	1. Student performance data is analyzed and shared on a bi-quarterly basis 2. Attendance is monitored on a weekly basis by the attendance committee and assistant principal 3. Discipline Referrals are monitored by the discipline team and assistant principal on a daily basis 4. IEPs and compliance are monitored by the Special Education Coordinator 5. Student surveys are conducted throughout the year by various groups: counselors, Coordinator of Student Affairs, and Coordinator of School affairs	

		<b>Task Completed:</b>	06/03/2013
	2. School will forge appropriate community partnerships to realize school wide achievement goals		
		Assigned to:	██████████
		Added date:	02/24/2012
		Target Completion Date:	01/31/2013
		Comments:	We have continued to develop relationships with outside partners to help support students academically, emotionally, and socially.
		<b>Task Completed:</b>	12/21/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/13/2013
	Experience:		6/13/2013 There is great diligence in regards to the processes in place to ensure the needs of the students are being met and the smooth operations of the school day.
	Sustain:		6/13/2013 We will constantly seek partners who can help address the learning needs of our students.
	Evidence:		6/13/2013 Community Partnership Reference Sheet Student survey results Data Reports and presentations

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Objective Met</b> 6/13/2013		
<b>Assessment</b>	Level of Development:		Initial: <b>Limited Development</b> 01/12/2012
			<b>Objective Met</b> - 06/13/2013
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Currently our primary way to extend learning time is through the Academic Power Hour Program from Monday to Thursday. We communicate to families about extended learning opportunities. Through the ConnectED communication system, newsletters, and meetings, we are able to inform community members of extended learning opportunities.
<b>Plan</b>	Assigned to:		██████████
	How it will look when fully met:		It is our goal that 85% of students in grades 9 and 10 will be partnered with our after school tutoring program and an after school enrichment activity.
	Target Date:		06/30/2013
	<b>Tasks:</b>		

	1. Identify community partnerships for the 2012-2013 school year.
	Assigned to: [REDACTED]
	Added date: 05/30/2012
	Target Completion Date: 08/25/2012
	Comments: Community partnerships were identified for the SY 2012-2013 in August, however, this is an ongoing process for the Coordinator of School Affairs.
	<b>Task Completed:</b> 08/24/2012
	2. Create an enrichment after school directory with each activity, contact person, and schedule and distribute to students, families, and faculty/staff.
	Assigned to: [REDACTED]
	Added date: 05/30/2012
	Target Completion Date: 09/30/2012
	Comments: An after school directory was created and distributed at back to school night and also at parent teacher conferences throughout the school year. At the beginning of the registration period of SY 2013-2014, the directory is being distributed in the enrollment packages to parents.
	<b>Task Completed:</b> 06/13/2013
	3. Hold an after school activities fair for students to explore activities and to sign-up.
	Assigned to: [REDACTED]
	Added date: 05/30/2012
	Target Completion Date: 09/30/2012
	Comments: After school activities fair took place during the back to school night and also various groups met student during lunch throughout the school year.
	<b>Task Completed:</b> 05/31/2013
	4. Monitor student participation data through attendance and academic performance.
	Assigned to: [REDACTED]
	Added date: 05/30/2012
	Target Completion Date: 06/30/2012
	Comments: Attendance data is monitored on a weekly basis through the attendance committee meetings.  Academic performance data is monitored and evaluated on a bi-quarterly basis.

		<b>Task Completed:</b>	06/06/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/13/2013
	Experience:		6/13/2013 Students were eager to participate in after school opportunities. In order for students to participate in activities that met for more than one hour per week, students must participate in the Power Hour Tutoring program and also maintain a 2.0 GPA. This requirement allowed students' academic performance to raise as well.
	Sustain:		6/13/2013 Our goal for the incoming 9th grade class of 2017 is for each student to be involved in at least one after school activity. We believe this will continue to build a positive culture and raise student achievement.
	Evidence:		6/13/2013 After School participate of extra curricular activities.

<b>Indicator</b>	<b>J05 - The LEA assists school leaders in networking with potential partners and in developing partnerships. (1707)</b>		
<b>Status</b>	<b>Objective Met</b> 6/13/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/12/2012	
		<b>Objective Met</b> - 06/13/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	DCPS has an office of family and community engagement with a branch that addresses community partnerships. However, the existence of this office has not provided an opportunity for partnerships.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Every student has an out of school time experience that enriches their academic success by supporting social and emotional well-being. Partners have a clear idea of their role in Eastern, and have a clear contact person to ensure alignment between services offered and school goals.	
	Target Date:	06/15/2013	
	<b>Tasks:</b>		
	2. Utilize SIG funded parent coordinator to make families aware of the opportunities for students during out of school time, specifically targetting those students in most need,.		
	Assigned to:	[REDACTED]	
	Added date:	06/22/2012	
	Target Completion Date:	09/30/2012	
	Comments:	The Parent Coordinator developed an after school tutoring program for the first time 9th graders with the support from the Academy Coordinator. The students were target based on academic needs and also were partnered with outside providers such as Mentors INC. and Tutor Dudes. An online Tutoring program partnership was also established for student engagement and achievement purposes.	
	<b>Task Completed:</b>	<b>09/07/2012</b>	
	3. Work closely with the out of school time office at DCPS, and the Office of Family and Community partnerships to increase and maintain strategic, robust partnerships.		
	Assigned to:	[REDACTED]	
	Added date:	06/22/2012	
	Target Completion Date:	01/01/2013	
	Comments:	Partnerships were continued to be developed throughout the school year and will continue through the summer.	

		<b>Task Completed:</b>	09/28/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/13/2013
	Experience:		6/13/2013 Every student has an out of school time experience that enriches their academic success by supporting social and emotional well-being. Partners have a clear idea of their role in Eastern, and have a clear contact person to ensure alignment between services offered and school goals.
	Sustain:		6/13/2013 We will continue to develop partnerships that align between the services offered and school goals.
	Evidence:		6/13/2013 After School Programming data Community Partnerships data

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/10/2012	
	Evidence:	The district convened a team of community members to plan and to provide input on the "new" Eastern Senior High School. This group helped select the principal and chose the some of the academic areas of focus. Currently, Eastern has convened the LSAT to continue this transformation work.	

<b>Indicator</b>	<b>K03 - The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change. (1648)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/10/2012	

Evidence:	The Eastern turnaround has been well publicized by both DCPS and local media. This urgency and excitement resulted in more families than projected enrolling their students in our first legacy class.
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<b>Indicator</b>	<b>K04 - The LEA/School has engaged parents and community in the transformation process. (1649)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/10/2012
	Evidence:	We have had an active PTSA since the summer before our students began at Eastern. There were several community forums in which parents participated during the planning process of the school.

<b>Indicator</b>	<b>K05 - The LEA/School helps stakeholders overcome resistance to change. (1652)</b>		
<b>Status</b>	Tasks completed: 4 of 6 (67%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/10/2012	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	While the district and school staff have worked hard with the Eastern alumni community to communicate the importance of the IB program and a college preparatory curriculum, it has been more challenging to convince the neighboring community in Capitol Hill that Eastern is a viable choice without being an application school.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	The principal balances the immediate operational needs of the school with the larger instructional vision. She develops effective community partnerships and creates a high level of positive visibility for the school within the community. She effectively uses her leadership team to delegate responsibilities that allow her to focus on strategic planning, identifying talent.	
	Target Date:	06/15/2013	
	<b>Tasks:</b>		
		1. Actively share data with school community to ensure that they are aware of progress.	
		Assigned to:	[REDACTED]
		Added date:	06/22/2012
		Target Completion Date:	06/15/2013
		Comments:	School data is shared on a bi-quarterly basis with staff and students.

		<b>Task Completed:</b>	06/07/2013
	2. Utilize the LSAT to advocate for change within their like stakeholder groups.		
		Assigned to:	██████████
		Added date:	06/22/2012
		Target Completion Date:	06/15/2013
		Comments:	The LSAT team is a key term in discussing the changes taking place within the school community and discussion of academic performance of students.
		<b>Task Completed:</b>	05/03/2013
	3. Continue to deliberately message mission and vision to faculty and staff, and actively involve all staff members in evolution of the vision as full participants.		
		Assigned to:	██████████
		Added date:	06/22/2012
		Target Completion Date:	06/15/2013
		Comments:	The vision is shared at each data presentation and throughout the school year to staff members. Staff members have embraced the vision and continue to work towards achieving school goals.
		<b>Task Completed:</b>	06/10/2013
	4. Work with the coordinator of school affairs to enhance external marketing, including community meetings, improved website, opening building to community members.		
		Assigned to:	██████████
		Added date:	06/22/2012
		Target Completion Date:	12/15/2013
		Comments:	
	5. Create a system of meetings and communication among the leadership team to monitor and assess effectiveness of school operations.		
		Assigned to:	██████████
		Added date:	06/22/2012
		Target Completion Date:	09/15/2012
		Comments:	The Leadership team meets on a weekly basis to discuss the effectiveness of school operations.
		<b>Task Completed:</b>	09/07/2012
	6. Develop systems to regularly communicate with school leaders and staff at the feeder schools, focusing on alignment of the IB program.		
		Assigned to:	██████████
		Added date:	06/22/2012
		Target Completion Date:	05/15/2013
		Comments:	
<b>Implement</b>	Percent Task Complete:		Tasks completed: 4 of 6 (67%)