

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 20, 2013

Johnson MS-8 NCES - 110003000144

District of Columbia Public Schools

SIG Implementation Indicators

Key Indicators are shown in **RED**.

Turnaround Principles			
Principle 1: School Leadership			
Indicator	D01 - The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (1671)		
Status	Tasks completed: 0 of 6 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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:	IMPACT cycle informal evaluations learning walks PD/collab planning	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Instructional staff will be evaluated on a weekly basis to identify strengths and weakness that will build teacher capacity.	
	Target Date:	12/31/2012	
Tasks:			
	5. Review Data on student growth every 6 weeks using benchmark data		
	Assigned to:	[REDACTED]	
	Added date:	02/11/2013	
	Target Completion Date:	06/30/2012	
	Comments:		
	6. Multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement		
	Assigned to:	[REDACTED]	
	Added date:	02/11/2013	
	Target Completion Date:	06/30/2012	

		Frequency:	weekly
		Comments:	
	7. Conduct at least two informal observations a day.		
		Assigned to:	admin team
		Added date:	02/11/2013
		Target Completion Date:	06/30/2012
		Comments:	
	8. Create a school assessment plan that includes formalized benchmarking and fosters teachers' use of ongoing formative assessments.		
		Assigned to:	██████████
		Added date:	02/11/2013
		Target Completion Date:	06/30/2012
		Comments:	
	9. Multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement		
		Assigned to:	██████████
		Added date:	04/11/2013
		Target Completion Date:	06/30/2012
		Frequency:	weekly
		Comments:	
	10. Multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement		
		Assigned to:	██████████
		Added date:	04/11/2013
		Target Completion Date:	06/30/2012
		Frequency:	weekly
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 6 (0%)

Indicator	D02 - There is an established procedure for documenting the evaluation process. (1675)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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:	IMPACT informal observation log	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Administrators will complete IMPACT evaluation cycle by the deadline. Coaches and admin will perform weekly informal observations which will be documented through coaching plans (establishing and revising) and documenting debrief sessions.	
	Target Date:	08/31/2012	
	Tasks:		
	1. Create informal observation template		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	08/01/2012	
	Comments:		
	2. Create binder for each teacher containing classroom observation and debrief notes, and calendar of observations		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	08/01/2012	
	Comments:		
	3. Debriefing will occur within 48 hours after informal observation.		
	Assigned to:	[REDACTED]	
	Added date:	04/11/2013	
	Target Completion Date:	08/31/2012	
	Frequency:	weekly	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Indicator	D03 - The principal provides timely, clear, constructive feedback to teachers. (1676)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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-person meetings checklist for informal observations (feedback form) provide copy of observation form Objectives for mastery form provided for teachers to complete email feedback	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Principal will have scheduled grade-level meetings to discuss overall trends. Individual teachers will receive feedback on lesson plans, observations, etc within 2 business days.	
	Target Date:	12/31/2013	
	Tasks:		
	1. Establish calendar for grade-level meetings.		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	06/30/2013	
	Comments:		
	2. Create feedback form for informal observations aligned to TLF.		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	06/30/2013	
	Comments:		
	3. Develop protocol to identify grade-level instructional trends/concerns to be discussed during grade-level meetings.		
	Assigned to:	[REDACTED]	
	Added date:	02/12/2013	
	Target Completion Date:	06/30/2013	
	Frequency:	twice monthly	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Indicator	F07 - The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice. (1699)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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>Administrators conduct informal and formal observations using a checklist of look-fors and IMPACT rubric. Administrators discuss areas of needs and strengths with the Instructional Coach, and conduct debrief sessions with teachers. Teachers participate in learning walks to determine instructional needs and best practices. The following information is utilized to provide effective feedback:</p> <ul style="list-style-type: none"> -Checklist -Administrative and feedback -IMPACT -Administrative conference with IC to determine teachers that need additional observation, feedback and assistance -Administrative team meetings held to discuss school wide targets -Instructional Coach conferences and trainings with individual teachers and grade levels 	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	School leaders will conduct bi-weekly informal observations, according to the Teaching and Learning Framework rubric and SDSA guidelines, and provide written and in-person feedback to teachers within a one-week timeframe. Results will also become the basis of weekly professional development sessions and collaborative planning meetings.	
	Target Date:	06/30/2012	
	Tasks:		
	1. Develop and implement use of an informal observation form for leaders to use during classroom visits, based on the TLF and SDSA guidelines.		
	Assigned to:	[REDACTED]	
	Added date:	05/04/2012	
	Target Completion Date:	04/30/2012	
	Comments:		
	2. Develop and implement a bi-weekly schedule of informal observations.		
	Assigned to:	[REDACTED]	
	Added date:	05/04/2012	
	Target Completion Date:	05/07/2012	
	Comments:		
	3. Develop and implement a schedule of 15-20 minute feedback sessions to be held weekly, during teacher planning times.		

	Assigned to:	
	Added date:	05/04/2012
	Target Completion Date:	05/21/2012
	Comments:	
	4. Incorporate overall areas of improvement into professional development sessions and collaborative planning meetings.	
	Assigned to:	
	Added date:	05/04/2012
	Target Completion Date:	05/29/2012
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

Indicator	C03 - The principal is a change leader. (1664)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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>Data talks w/ tchrs; developing action plans; implemented leadership team; grade level teams meet with principal to discuss action plans and how to use data/trends in data (student and teacher level)</p> <p>individual mtgs re: developing action plans</p> <p>push for PTA</p> <p>City Year (health fair)</p> <p>Far SE Collaborative</p> <p>DC Choices</p> <p>Roving Leaders - DPR</p> <p>peer mediation</p> <p>UDC - TRIO and Upward Bound</p> <p>PBS interdisciplinary projects</p>	
Plan	Assigned to:		
	How it will look when fully met:	<p>The school team focuses on data-driven decision-making as mandated by the principal. Data is a central element of every team meeting, and school community is committed to making any necessary changes based on data. Action plans are created and monitored to ensure fidelity. Successes are celebrated, but the school community is focused on the big picture and reaching the ultimate goal of achievement for all students.</p>	
	Target Date:	06/30/2014	
	Tasks:		
		1. Principal will assess data from SY1112(i.e. attendance, student achievement, etc) and research best practices to improve student achievement in SY1213.	

		Assigned to:	██████████
		Added date:	05/08/2012
		Target Completion Date:	08/30/2012
		Comments:	
	2. Implement best practices as they pertain to the data and student achievement		
		Assigned to:	██████████
		Added date:	05/08/2012
		Target Completion Date:	08/30/2012
		Comments:	
	3. Summer planning in order to establish new initiatives for SY1213		
		Assigned to:	██████████
		Added date:	05/08/2012
		Target Completion Date:	06/30/2012
		Comments:	
	4. Create meeting protocol for all school team meetings re: use and manipulation of data (academic, behavioral, attendance, etc.) and necessary steps for course correction.		
		Assigned to:	██████████
		Added date:	02/08/2013
		Target Completion Date:	08/01/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	

Indicator	C04 - The principal effectively and clearly communicates the message of change. (1665)		
Status	Tasks completed: 0 of 6 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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:	collaborative meetings PTA meetings - push for family and community involvement Bible Study family events/nights ConnectEd Character Education Newsletter Website under construction Week @ a glance	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	All stakeholders will be vested in the new direction of Johnson Middle School. They will be able to articulate the vision and mission of Johnson Scholars.	
	Target Date:	12/31/2013	
	Tasks:		
	1. Create and distribute stakeholder surveys to students, staff, parents and community members		
	Assigned to:	[REDACTED]	
	Added date:	03/05/2012	
	Target Completion Date:	06/30/2012	
	Comments:		
	2. Hold two community meetings (one in May, one in June) to articulate and discuss vision and mission of Johnson and solicit feedback.		
	Assigned to:	[REDACTED]	
	Added date:	03/05/2012	
	Target Completion Date:	06/30/2012	
	Comments:		
	3. Create script for morning announcements to articulate school's mission and vision.		
	Assigned to:	[REDACTED]	
	Added date:	02/08/2013	
	Target Completion Date:	08/01/2012	
	Comments:		
	4. Create and post signage throughout the building articulating school's mission and vision.		
	Assigned to:	[REDACTED]	
	Added date:	02/08/2013	
	Target Completion Date:	08/01/2012	
	Comments:		

	5. Integrate mission and vision into all school assemblies (monthly meetings) to reiterate the importance of improving school culture and academic achievement.
	Assigned to: [REDACTED]
	Added date: 02/08/2013
	Target Completion Date: 08/01/2013
	Comments:
	6. Hold two community meetings (one in May, one in June) to articulate and discuss vision and mission of Johnson and solicit feedback.
	Assigned to: [REDACTED]
	Added date: 02/08/2013
	Target Completion Date: 06/30/2013
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 6 (0%)

Indicator	C06 - The principal, after reviewing the data, seeks quick wins. (1667)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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:	submitting attendance by period to address timeliness truancy turnaround due to analysis of data hall sweeps uniform - implemented uniform protocol more intentional instruction based on action plans more community and parent involvement long term suspensions starting to decrease outside intervention programs for reading and math KidTalk - ID high flyers and put them on proper caseloads Attendance - Far Southeast Collaborative, Byer program (truancy program) Celebrations for students who show growth in SCA and PIA	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The principal and staff will review data continuously to seeks gains and celebrate progress.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Identify and recognize students who have attained perfect attendance and homerooms with high attendance rates.		
	Assigned to:	[REDACTED]	
	Added date:	03/07/2012	
	Target Completion Date:	06/30/2013	
	Comments:		

	2. Identify "high flyer" students who need direct academic, attendance and behavioral interventions and connect them with service providers in the building to provide direct and indirect support.
	Assigned to: [REDACTED]
	Added date: 03/07/2012
	Target Completion Date: 06/30/2013
	Comments:
	3. Identify students who achieved 70% proficiency or above on PIA and SCA in reading and math. Identify students who made gains of at least 10% from previous assessment in reading and math. Plan celebration activities for these students.
	Assigned to: [REDACTED]
	Added date: 03/07/2012
	Target Completion Date: 12/31/2012
	Comments: Work with [REDACTED] and [REDACTED] to gather data and plan event (s).
Implement	Percent Task Complete: Tasks completed: 0 of 3 (0%)

Indicator	C07 - The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions. (1668)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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:	Admin team has been created and meets on a weekly basis. Academic Leadership Team has been created to consult on initiatives that would assist in instructional development and identifying instructional priorities.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The principal will provide an opportunity for the Leadership/transformation team to meet on an ongoing basis in order to make informed decisions that increase school wide productivity.	
	Target Date:	12/31/2012	
	Tasks:		
	1. Plan weekly grade level meetings where Principal can disseminate information and staff concerns can be shared.		
	Assigned to:	[REDACTED]	
	Added date:	03/07/2012	
	Target Completion Date:	06/30/2013	
	Comments:		
	2. Schedule and plan twice weekly professional development opportunities for staff to address Teach standards necessary for student academic success.		

	Assigned to:	
	Added date:	03/07/2012
	Target Completion Date:	06/30/2013
	Comments:	
	3. Create roster and meeting schedule for Admin Team and Academic Leadership Team. Identify high priority agenda items to discuss regularly.	
	Assigned to:	
	Added date:	03/07/2012
	Target Completion Date:	12/31/2012
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

Indicator	C08 - The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (1712)		
Status	Tasks completed: 0 of 5 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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:	collab planning grade level meetings SST KidTalk developing action plans reviewing data learning walks PBS committee PDs informal observations peer classroom visits getting parents involved - bringing them into the building (so they can get same msgs at home)	
Plan	Assigned to:		
	How it will look when fully met:	All stakeholders have pertinent/distinctive responsibilities as relates to various leadership tasks in the building. The building can and will run smoothly with or without the Principal's presence.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Based on needs, identify PD opportunities for both admins and members of ALT.		
	Assigned to:		
	Added date:	05/08/2012	
	Target Completion Date:	06/30/2013	
	Comments:		

	2. Based on IMPACT data, identify PD needs of admin team and ALT.
	Assigned to: [REDACTED]
	Added date: 05/08/2012
	Target Completion Date: 06/30/2013
	Comments:
	3. IC meets with teachers 1:1 as needed to support instructional development based on needs identified through IMPACT scores.
	Assigned to: [REDACTED]
	Added date: 02/12/2013
	Target Completion Date: 06/30/2013
	Comments:
	4. IC updates teachers on curriculum changes, additions etc. as needs arise.
	Assigned to: [REDACTED]
	Added date: 02/12/2013
	Target Completion Date: 06/30/2013
	Comments:
	5. Identify strengths of admin team and ALT - assign leadership tasks based on these strengths.
	Assigned to: [REDACTED]
	Added date: 02/12/2013
	Target Completion Date: 06/30/2013
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 5 (0%)

Indicator	F10 - The principal aligns professional development with classroom observations and teacher evaluation criteria. (1713)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 04/09/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Principal uses informal and formal observations, and testing data to schedule professional development topics for staff.	
Plan	Assigned to:	Not yet assigned	

Turnaround Principles

Principle 2: Effective Staffing Practices & Instruction

Indicator	E03 - The LEA/School has identified and established non-monetary staff incentives for performance. (1684)		
Status	Tasks completed: 1 of 3 (33%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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:	Tchrs and staff recognized at core values assemblies Exemplar letters Expressing gratitude	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	By the end of the 2012-2013 school year, Johnson Middle School will create and develop a system of non-monetary staff incentives for performance and achievement based on staff preference.	
	Target Date:	06/28/2013	
	Tasks:		
	1. Create & distribute survey for staff to identify non-monetary incentives they would prefer.		
	Assigned to:	[REDACTED]	
	Added date:	02/23/2012	
	Target Completion Date:	03/29/2013	
	Comments:	We can do this during Monday's faculty meeting Anyone who's not present - Google Form creation	
	2. Compile data from survey, share results with leadership team		
	Assigned to:	[REDACTED]	
	Added date:	02/23/2012	
	Target Completion Date:	04/12/2013	
	Comments:		
	3. Create staff person of the month bulletin board.		
	Assigned to:	[REDACTED]	
	Added date:	02/27/2013	
	Target Completion Date:	02/15/2013	
	Comments:	CityYear completed, overseen by AP	
	Task Completed:	02/15/2013	
Implement	Percent Task Complete:	Tasks completed: 1 of 3 (33%)	

Indicator	E04 - The LEA/School has created several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems). (1685)		
Status	No decision has been made		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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:	IMPACT process voluntary exit	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Expectations around teacher conduct will be clear to any and all teachers who work at Johnson Middle School. Options for removal will be identified and made available to employees who are either unwilling or unable to meet these criteria. Teachers will be made aware of the IMPACT process and separated from the system if they do not meet expectations and do not depart willingly.	
	Target Date:	06/30/2012	
	Tasks:		
	1. Develop and establish a plan with Human Capital that will outline goals and exit options for staff.		
	Assigned to:	[REDACTED]	
	Added date:	03/12/2012	
	Target Completion Date:	04/30/2012	
	Comments:	ALT re-familiarized with IMPACT process in order to design and execute workshop outlining process for staff	
	Task Completed:	07/27/2012	
	2. Design workshop to communicate outcomes of Human Capital plan with staff		
	Assigned to:	[REDACTED]	
	Added date:	03/12/2012	
	Target Completion Date:	05/15/2012	
	Comments:		
	Task Completed:	08/31/2012	
	3. Execute workshop with staff		
	Assigned to:	[REDACTED]	
	Added date:	03/12/2012	
	Target Completion Date:	05/15/2012	
	Comments:	ALT conducted workshop to outline IMPACT requirements and process for receiving scores; implication of said scores; and exit process for teachers not meeting expectations	

		Task Completed:	09/28/2012
Implement	Percent Task Complete:	Tasks completed: 3 of 3 (100%)	
Indicator	E05 - The LEA/School has established and communicated clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (1686)		
Status	Tasks completed: 0 of 5 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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:	IMPACT action plans (objective mastery) ILC/CLC peer visits other school visits PDs data reviews data talks/grade level meetings post observation conferences (formal and informal)	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	All staff will be trained on the DCPS Impact system and expectations of the school. Staff members are expected to score 3-4 out of 4 on formal evaluations. Staff members scoring below 3 will receive a growth plan and be assigned to training sessions. Staff members are expected to attend professional development sessions and monthly staff meetings.	
	Target Date:	06/28/2013	
	Tasks:		
	1. ALT will facilitate collaborative grade level team meetings that will occur weekly		
	Assigned to:	[REDACTED]	
	Added date:	03/08/2012	
	Target Completion Date:	06/28/2013	
	Comments:		
	2. Instructional coach facilitates afterschool professional development for staff twice weekly		
	Assigned to:	[REDACTED]	
	Added date:	03/08/2012	
	Target Completion Date:	06/28/2013	
	Comments:		

	3. IC and ALT provide targeted support for teachers in need of help with instructional delivery and planning (i.e. lesson planning, alignment, SMART objectives, effective questioning and checking for student understanding) based on informal and formal observations, learning walks.
	Assigned to: [REDACTED]
	Added date: 03/08/2012
	Target Completion Date: 06/28/2013
	Comments:
	4. IC will establish growth plans for teachers not meeting standards at each IMPACT cycle.
	Assigned to: [REDACTED]
	Added date: 03/08/2012
	Target Completion Date: 06/28/2013
	Comments:
	7. Instructional coach facilitates district-mandated PD on district-wide PD days. These PDs align to district initiatives
	Assigned to: [REDACTED]
	Added date: 03/13/2013
	Target Completion Date: 06/28/2013
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 5 (0%)

Indicator	E06 - The LEA has negotiated expedited processes for performance-based dismissals in transformation schools. (1688)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 01/19/2012
	Explain why not a Priority or Interest:	This is an LEA issue, which needs to be handled at the district level.

Indicator	E08 - The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees. (1691)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 01/19/2012
	Explain why not a Priority or Interest:	LEA issue

Indicator	D05 - The LEA/School assesses the evaluation process periodically to gauge its quality and utility. (1678)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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:	survey and feedback from tchrs debrief after eval process to determine pros/cons	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The administration team will meet quarterly to evaluate the impact scores, benchmark data (PIA), and informal observations of staff members to determine progress and areas of growth. An action plan will be developed to address those growth and debrief conversations will take place with staff members.	
	Target Date:	08/01/2013	
	Tasks:		
	1. Perform informal and formal observations of teacher instruction Complete student benchmark (PIA) and impact data analysis		
	Assigned to:	Administrative Team	
	Added date:	07/26/2012	
	Target Completion Date:	06/30/2013	
	Frequency:	weekly	
	Comments:		
	2. Schedule debrief conversations with staff members within 48 hours of observation. This debrief time will be scheduled by the person doing the observation		
	Assigned to:	Administrative Team	
	Added date:	04/11/2013	
	Target Completion Date:	08/31/2012	
	Frequency:	weekly	
	Comments:		
	3. Complete student benchmark (PIA) every 6 weeks and impact data analysis at the end of each evaluation cycle.		
	Assigned to:	Academic Leadership Team	
	Added date:	04/11/2013	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Indicator	D04 - The evaluation process is linked with the LEA's collective and individual professional development programs. (1677)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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:	schoolwide PD peer coaching CLC/ILC groups	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	There is clear alignment between district initiatives and professional development that occurs at the school level. Teachers show growth in the areas targeted for professional development.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Research PD opportunities at LEA and SEA level and calendar.		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	10/31/2012	
	Comments:		
	2. Add school-level PD to training calendar		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	08/31/2012	
	Comments:		
	3. Create learning targets for teachers to be evaluated		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	10/31/2012	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Indicator	E01 - The LEA/School has created a system for making awards that is transparent and fair. (1679)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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>IMPACT</p> <p>We also have staff member of the month recognition on the school level; kudos and shout-outs during announcements, in Week at a Glance and during staff meetings.</p>	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will be appropriately rewarded for going above and beyond the call of duty in moving their students toward proficiency and mastery of all grade-level standards. Rewards will be available to teachers throughout the year as their students show growth in benchmark assessments. Teachers will be rewarded accordingly and fairly based on increasing proficiency - moving a student who is below basic from 15% to 40% is just as important than as a bubble student from basic to proficient. Teachers will feel appreciated for all their hard work.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Convene leadership team meeting to establish non-monetary staff incentives for core professionalism, attendance, and extending their range outside of listed duties.		
	Assigned to:	[REDACTED]	
	Added date:	05/08/2012	
	Target Completion Date:	08/30/2012	
	Comments:		
	2. Instructional coach - responsible for assessing data to determine which teachers have earned incentives for each interim assessment. Teachers will be rewarded for students scoring 70% or above or moving students into a higher proficiency bracket.		
	Assigned to:	[REDACTED]	
	Added date:	05/08/2012	
	Target Completion Date:	10/30/2012	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Indicator	E02 - The LEA/School has implemented a communication plan for building stakeholder support, for the system of awards. (1681)		
Status	Tasks completed: 6 of 11 (55%)		
Assessment	Level of Development:	Initial: No development or Implementation 01/19/2012	
	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:	This indicator has not yet been implemented, but will be a part of the school plan moving forward. We currently have a parent liaison, and we have partnerships with community entities. Newsletter	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	If the following tasks/events are accomplished, it will show efforts by the school to establish, increase and maintain communication with parents and community stakeholders about the accomplishments, goals, events at Johnson Middle School. Additionally, the various events will allow school staff to obtain contact information and the needs of the parents as well as provide referrals or information about community resources available to parents and their children.	
	Target Date:	06/28/2013	
	Tasks:		
	1. Johnson Open House (educate current parents and potential new students and parents about services at JMS (i.e. social work, guidance counselor, WRAP, computer technology, arts catalyst) . Distribute school mission, objective as well rules, expectations of both parents and students. Student handbook. Obtain contact information from parents, (i.e. emails, emergency contact numbers, alternative address or contact person, cell phone numbers, work numbers, cell phone numbers of their child/student). Connect Ed announcement to parents.		
	Assigned to:	[REDACTED]	
	Added date:	03/07/2012	
	Target Completion Date:	08/31/2012	
	Comments:		
	Task Completed:	09/28/2012	
	3. Parent Empowerment Group (occur bi-weekly, lead by a parent but monitored by staff to include a staff person attending every meeting).Discuss area resources, job openings, trainings available in the area, referral for services where needed. Connect Ed announcement to parents.		
	Assigned to:	[REDACTED]	
	Added date:	03/07/2012	
	Target Completion Date:	12/13/2013	
	Comments:		
	4. Quarterly Parent Call-Out (each administrator, each member of the SOC team, every teacher and every support staff person call a designated or assigned parent to introduce themselves to the parent, tell the parent what their job function, provide contact number to parent for follow up conversation where needed).		
	Assigned to:	All Staff	

		Added date:	03/07/2012
		Target Completion Date:	12/31/2012
		Comments:	Staff has been asked to complete this task on a quarterly basis.
		Task Completed:	12/31/2012
	5. Parent Newsletter – news about upcoming events, include school calendar, resource for specific service/need, list staff name and position and school contact number). This can be connected to the Parent Empowerment Group.		
		Assigned to:	██████████
		Added date:	03/07/2012
		Target Completion Date:	03/31/2012
		Comments:	The Parent Newsletter is sent out monthly, and is an ongoing project.
		Task Completed:	12/14/2012
	6. Volunteer Week during Spring Break - parents and community members will be invited to come into the school building and volunteer for beautification activities.		
		Assigned to:	██████████
		Added date:	03/07/2012
		Target Completion Date:	04/05/2013
		Comments:	
	7. Family Fun Night (board games, card games, Johnson bingo, etc)		
		Assigned to:	██████████
		Added date:	03/07/2012
		Target Completion Date:	03/29/2013
		Comments:	
	8. Awards for Parents (i.e. Proud parent of honor roll student bumper sticker, certificate or button; lanyards with school name, Johnson MD t-shirts, etc.		
		Assigned to:	██████████
		Added date:	03/07/2012
		Target Completion Date:	06/28/2013
		Comments:	
	9. School Handbook (include common language between home and school). Related to Open House Event		
		Assigned to:	██████████
		Added date:	03/07/2012
		Target Completion Date:	03/31/2012
		Comments:	
		Task Completed:	08/31/2012
	10. Community Partnerships – community partnerships with various organizations. Outreach to organizations to provide meals or gift cards to be distributed during events for staff.		
		Assigned to:	██████████
		Added date:	03/07/2012
		Target Completion Date:	06/28/2013

		Comments:	School has developed partnership with local IHOP to help out with events.
	11. Hold Pre-Thanksgiving Dinner to bring parents and staff together.		
		Assigned to:	[REDACTED]
		Added date:	02/27/2013
		Target Completion Date:	11/20/2012
		Comments:	
		Task Completed:	11/20/2012
	12. Beautification Day - students and volunteers to come in and paint, clean, organize, landscape, etc.		
		Assigned to:	[REDACTED]
		Added date:	02/27/2013
		Target Completion Date:	08/25/2012
		Comments:	
		Task Completed:	08/25/2012
Implement	Percent Task Complete:	Tasks completed: 6 of 11 (55%)	

Indicator	E07 - The LEA has a team available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers. (1690)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 01/19/2012	
	Explain why not a Priority or Interest:	This is an LEA issue, and needs to be handled at the district level.	

Indicator	F01 - The LEA/School provides professional development that is appropriate for individual teachers with different experience and expertise. (1692)		
Status	Tasks completed: 0 of 9 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers engage in collaborative planning meetings based on data from informal and formal observations, and learning walks. Teachers participate in Individual Learning Cycles with the Instructional Coach, based on instructional priorities and needs determined through IMPACT data and action plans.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	An accomplished objective looks like teachers receiving individual and small group professional development based on individual needs via self-assessments, TLF scores, FSS scores and written requests. Coaching plans or action plans will be created to determine goals to be met. A calendar will be in place to document meeting dates with teachers. Teacher feedback forms??? Needs: Self-assessment forms, request forms, calendar, coaching plans, plan of action forms	
	Target Date:	03/31/2012	
	Tasks:		
	1. Complete written request form and make available to teachers		
	Assigned to:	[REDACTED]	
	Added date:	03/08/2012	
	Target Completion Date:	03/31/2012	
	Comments:		
	2. Strengths and weaknesses outline for teachers to determine PD needs		
	Assigned to:	[REDACTED]	
	Added date:	03/08/2012	
	Target Completion Date:	03/31/2012	
	Comments:		
	3. Focus walks with feedback		
	Assigned to:	Instructional Staff	
	Added date:	03/08/2012	
	Target Completion Date:	03/31/2012	
	Comments:		
	4. Peer observations		
	Assigned to:	Instructional Staff	
	Added date:	03/08/2012	

		Target Completion Date:	03/31/2012
		Comments:	
	5. Using teachers as facilitators		
		Assigned to:	Instructional Staff
		Added date:	03/08/2012
		Target Completion Date:	06/30/2012
		Comments:	
	6. Formal and informal observations		
		Assigned to:	Admin team
		Added date:	03/08/2012
		Target Completion Date:	06/30/2012
		Comments:	
	7. Weekly PD sessions		
		Assigned to:	XXXXXXXXXX
		Added date:	03/08/2012
		Target Completion Date:	06/30/2012
		Comments:	
	8. Grade-level meetings		
		Assigned to:	admin team
		Added date:	03/08/2012
		Target Completion Date:	06/30/2012
		Comments:	
	9. School-wide PD		
		Assigned to:	ALT
		Added date:	03/08/2012
		Target Completion Date:	06/30/2012
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 9 (0%)

Indicator	F02 - The LEA/School offers an induction program to support new teachers in their first years of teaching. (1693)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 01/19/2012	
	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:	This indicator is not currently being implemented.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers who are new to the school or profession will attend specific staff orientation to acclimate them to the culture at Johnson. They will also be assigned a mentor teacher or staff member and will attend professional development aligned to their needs as first year teachers. New teachers will complete a needs assessment survey to determine the trajectory of their training.	
	Target Date:	08/31/2012	
	Tasks:		
	1. Identify new and mentor teachers/staff.		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	08/01/2012	
	Comments:		
	2. Create needs assessment survey for new teachers		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	07/15/2012	
	Comments:		
	3. Schedule orientation and professional development		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	07/31/2012	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Indicator	F03 - The LEA/School aligns professional development with identified needs based on staff evaluation and student performance. (1694)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers participate in collaborative planning and grade-level meetings, with topics based on data including informal and formal observations, IMPACT data and action plans, PIA data and action plans, and Kid Talk discussions.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	A professional development calendar will be established to address the needs of staff in order to improve student performance. PD will address any perceived gaps in teacher performance based on self assessments and observations performed by admin and coaches.	
	Target Date:	07/31/2013	
	Tasks:		
	1. Create a needs assessment survey and distribute to teachers.		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	06/01/2013	
	Comments:		
	2. Analyze state assessment data to determine standards which require growth		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	07/15/2013	
	Comments:		
	3. Align standards requiring growth to instructional practice.		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	07/31/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Indicator	F04 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (1695)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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:	Teachers participate in collaborative planning and grade-level meetings based on informal and formal observations, IMPACT data and action plans, benchmark data and action plans, and KidTalk discussions. Selected teachers also participate in cooperative discipline PD, co-teaching instruction/support and additional instructional support (ie. PLACES) based on administrative data.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Expectations for all staff have been clearly communicated, and professional development is regularly provided to ensure that these expectations are being met. Staff will attend relevant collaborative planning and staff meetings.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Develop updated staff handbook with job-specific descriptions and expectations.		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	07/15/2013	
	Comments:		
	2. Needs assessment survey developed and distributed to staff.		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	08/01/2013	
	Comments:		
	3. Align professional development to needs and create calendar (including collaborative planning, staff meetings and grade level meetings)		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	10/31/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Indicator	F06 - The LEA/School sets goals for professional development and monitors the extent to which it has changed practice. (1698)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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:	IMPACT data, informal and formal observations, learning walk data is used to determine instructional and behavioral needs. Teachers participate in collaborative planning and grade level meetings, and develop action plans based on the data. Debrief sessions with teachers are held to develop action plans. Benchmark data is analyzed and action plans are developed during data talks.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	All staff will participate in professional development based on needs assessment from data analysis and teacher input. Staff will apply strategies from professional development into their everyday practice. Designated staff will perform informal and formal observations to ensure staff are adhering to expectations.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Analyze student and staff data to identify PD needs Plan calendar to schedule PD's Needs Assessment Survey for staff Perform informal and formal observations with debrief sessions		
	Assigned to:	[REDACTED]	
	Added date:	07/26/2012	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Indicator	F08 - The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (1700)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 04/09/2013	
	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:	Administrators perform informal and formal observations to determine learning needs of teachers. Teachers perform learning walks to observe best practices in specific areas of instruction.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers routinely perform learning walks, and debrief to share and implement best practices. Principal and other administrators will routinely perform classroom observations to determine additional areas of need. Classroom observation and learning walk forms, in addition to a professional development calendar will be used.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Create professional development calendar. Create classroom observation and learning walk forms.		
	Assigned to:	[REDACTED]	
	Added date:	04/09/2013	
	Target Completion Date:	08/30/2013	
	Frequency:	monthly	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Indicator	G01 - The LEA/school has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (1646)		
Status	Tasks completed: 1 of 5 (20%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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:	attend job fairs connect w/ various orgs networking open houses	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Incoming teachers will participate in a rigorous interview process which will include teaching a mini-lesson. The process will be overseen by a panel of interviewers. Selection team will give priority to educators who have been evaluated as effective or highly effective in previous positions in order to maintain effectiveness and high expectations. Incentives will be awarded to staff that meet and or exceed expectations.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Determine staffing needs		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	06/07/2013	
	Frequency:	once a year	
	Comments:		
	2. Recruit panel of interviewers to include members of leadership and highly effective teachers		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	06/07/2013	
	Frequency:	once a year	
	Comments:		
	3. Establish/Review interview protocol		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	01/15/2013	
	Frequency:	once a year	
	Comments:		

		Task Completed:	01/11/2013
	4. Gather recommendations from current staff (including leadership team, Instructional Superintendent, District staff) of highly effective teachers		
		Assigned to:	██████████
		Added date:	05/30/2012
		Target Completion Date:	02/01/2013
		Frequency:	once a year
		Comments:	
	5. Determine types of incentives which can/will be offered, criteria for earning these incentives and tentative calendar for distribution of incentives		
		Assigned to:	██████████
		Added date:	05/30/2012
		Target Completion Date:	08/16/2013
		Frequency:	twice a year
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 1 of 5 (20%)

Indicator	G02 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (1670)		
Status	Tasks completed: 0 of 5 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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:	following district policy re: recruitment, evaluation, rewarding and replacing (IMPACT)	
Plan	Assigned to:	██████████	
	How it will look when fully met:	Staffing needs will be determined based on final impact scores. Administrative team will participate in job fairs and through networking processes to determine best possible candidates. Staff scoring effective or highly effective will receive incentives for work performance that is aligned with the school vision.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Identify staff positions needing to be filled		
		Assigned to:	██████████
		Added date:	07/26/2012
		Target Completion Date:	05/31/2013
		Frequency:	once a year
		Comments:	

	2. Identify teachers who need additional support outside of ILC/CLC cohorts based on formal and informal evaluations, and develop separate objectives and support plans to ensure growth
	Assigned to: [REDACTED]
	Added date: 05/07/2013
	Target Completion Date: 06/14/2013
	Frequency: four times a year
	Comments:
	3. ALT will conduct formal and informal observations to determine areas of growth for teachers based on IMPACT rubric
	Assigned to: [REDACTED]
	Added date: 05/07/2013
	Target Completion Date: 05/31/2013
	Frequency: weekly
	Comments:
	4. Recognize staff members that go beyond their scope of work in the building and throughout the community
	Assigned to: [REDACTED]
	Added date: 05/07/2013
	Target Completion Date: 05/31/2013
	Frequency: monthly
	Comments:
	5. Create ILC and CLC cohorts based on results of formal and informal observations - teachers placed in groups based on observed needs
	Assigned to: [REDACTED]
	Added date: 05/07/2013
	Target Completion Date: 05/31/2013
	Frequency: four times a year
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 5 (0%)

Indicator	I01 - The school has established a team structure among teachers with specific duties and time for instructional planning. (1711)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
	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:	grade level meetings collaborative/dept meetings SPED meetings	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Grade level teams will meet during their planning time to discuss and develop academic and behavioral plans based on the needs of their students. Department teams will meet during collaborative planning time to discuss and develop academic plans based on standards-based assessment data and student needs	
	Target Date:	06/27/2014	
	Tasks:		
	1. Establish calendar to outline scheduled times for collaborative planning and grade level meetings		
	Assigned to:	[REDACTED]	
	Added date:	07/26/2012	
	Target Completion Date:	06/27/2014	
	Frequency:	once a year	
	Comments:	Calendar is created at beginning of school year, meetings occur on a weekly basis	
	2. Create an agenda to determine what outcomes need to be met based on academic and behavior data, and needs assessed during observations; record minutes of each meeting		
	Assigned to:	[REDACTED]	
	Added date:	05/07/2013	
	Target Completion Date:	06/27/2014	
	Frequency:	weekly	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Indicator	I04 - All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (1719)		
Status	Tasks completed: 1 of 4 (25%)		
Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
	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:	see above lesson cycle (I do, we do, you do) scaffolding exit tickets	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	All teachers delivering instruction that meets the learning needs and styles of the students. Instruction will incorporate stations, technology, and inquiry-based/real world applications	
	Target Date:	08/31/2013	
	Tasks:		
	1. Expectations for lesson planning and participation in professional development will be outlined in staff handbook and reinforced during professional development		
	Assigned to:	[REDACTED]	
	Added date:	07/26/2012	
	Target Completion Date:	08/31/2012	
	Frequency:	weekly	
	Comments:		
	Task Completed:	08/31/2012	
	2. Modeling of differentiated instruction will be conducted for teachers during CLC and ILC learning cycles		
	Assigned to:	[REDACTED]	
	Added date:	05/08/2013	
	Target Completion Date:	06/13/2014	
	Frequency:	monthly	
	Comments:		
	4. Teachers will develop lesson plans that outlines headings for gradual release of responsibility(I do, we do, you do) or the 5E model		
	Assigned to:	[REDACTED]	
	Added date:	05/08/2013	

		Target Completion Date:	08/31/2012
		Frequency:	weekly
		Comments:	
	5. ALT will conduct informal and formal classroom observations on instruction delivery and will provide feedback		
		Assigned to:	██████████
		Added date:	05/08/2013
		Target Completion Date:	06/20/2014
		Frequency:	weekly
		Comments:	
Implement	Percent Task Complete:	Tasks completed:	1 of 4 (25%)

Indicator	K01 - All teachers demonstrate sound homework practices and communication with parents. (1720)		
Status	Tasks completed: 0 of 8 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
	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:	Engrade Google Talk used to communicate w/ parents Phone calls emails home visits letters/postcards ConnectEd flyers re: events	
Plan	Assigned to:	██████████	
	How it will look when fully met:	Homework will be written in a designated area in all classes. In moving towards being a technology based school, homework will be posted on the Panther website. For homes that do not have internet access, homework will be left on the homework hotline - teachers will leave a voicemail indicating homework, upcoming projects etc. Students will have homework signed nightly by parents in all classes that are assigning homework.	
	Target Date:	06/27/2014	
	Tasks:		
	1. Teachers will designate one space on the board to post current and past assignments		
	Assigned to:	██████████	
	Added date:	03/05/2012	
	Target Completion Date:	09/06/2013	
	Frequency:	daily	

		Comments:	students will need to use email to access homework site for tracking purposes
		2. Panther Website will include an area for teachers to post current assignments and archive past assignments	
		Assigned to:	[REDACTED]
		Added date:	03/05/2012
		Target Completion Date:	09/06/2013
		Frequency:	daily
		Comments:	
		3. Homework will be left via voicemail nightly, weekly or monthly.	
		Assigned to:	[REDACTED]
		Added date:	03/05/2012
		Target Completion Date:	09/06/2013
		Frequency:	daily
		Comments:	
		4. Completed homework will be signed by parents and returned to teacher	
		Assigned to:	all teachers
		Added date:	03/05/2012
		Target Completion Date:	09/30/2012
		Comments:	
		5. Parents and students will be rewarded for homework completion based on number of signatures and submitted on time work	
		Assigned to:	[REDACTED]
		Added date:	03/05/2012
		Target Completion Date:	09/30/2012
		Comments:	
		6. Create grade-level newsletters to keep parents informed about upcoming grade level events.	
		Assigned to:	[REDACTED]
		Added date:	03/05/2012
		Target Completion Date:	06/27/2014
		Frequency:	monthly
		Comments:	
		7. Make Engrade available in parent center during parent nights so that parents can check students progress.	
		Assigned to:	[REDACTED]
		Added date:	03/05/2012
		Target Completion Date:	06/27/2014
		Frequency:	four times a year
		Comments:	
		8. Communicate the expectation that parents attend two parent nights, and have them sign in when they arrive.	
		Assigned to:	[REDACTED]

	Added date:	03/05/2012
	Target Completion Date:	06/27/2014
	Frequency:	four times a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 8 (0%)

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	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
	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:	LEA funding process is arduous and time intensive. Need to find a way to expedite getting funds loaded so they can be used earlier in the school year.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	When we have received our funds, we will be able to implement an extended learning program that will encompass afterschool programs, Saturday and Summer Leadership academies. We have established partnerships with the Hirshorn Museum, George Mason University's music department (donating 12 instruments), Hunger for Music. We will also be working with Radio Rootz to establish and maintain our media literacy and technology program. Each of these partnerships will be used to create extended learning opportunities for our students as we move towards establishing a media arts curriculum here at Johnson.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Develop training program for teachers w/media specialist		
	Assigned to:	[REDACTED]	
	Added date:	05/04/2012	
	Target Completion Date:	06/30/2014	
	Frequency:	four times a year	
	Comments:		
	2. Establish media arts program for SY13-14		
	Assigned to:	[REDACTED]	
	Added date:	05/04/2012	

		Target Completion Date:	06/30/2014
		Frequency:	four times a year
		Comments:	
	3. Schedule ARTLAB school tour w/ Hirshorn museum. Determine level of partnership support that will be available from Hirshorn.		
		Assigned to:	██████████
		Added date:	05/04/2012
		Target Completion Date:	08/30/2012
		Comments:	
	4. Create plan for Saturday School, including curriculum to be covered and teachers and other resources involved.		
		Assigned to:	██████████
		Added date:	05/04/2012
		Target Completion Date:	09/30/2012
		Frequency:	once a year
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

Indicator **I02 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715)**

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
	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: SCA
PIA
teacher-created assessments
action plans based on data from assessments (reteach)
reassess

Plan	Assigned to:	██████████
	How it will look when fully met:	All teachers will use protocols to analyze student work to determine level of proficiency and develop re-teach plans based on analysis
	Target Date:	06/27/2014

Tasks:

	1. Teachers create and administer formative assessments to determine student performance level and establish initial groupings for instruction		
		Assigned to:	██████████
		Added date:	07/26/2012
		Target Completion Date:	08/30/2013

	Frequency:	twice a year
	Comments:	
	2. Based on data from SCA and PIA, teachers create re-teach plans to target lowest-performing standards and address gaps in student achievement/learning; student groupings change based on performance in assessed standards	
	Assigned to:	██████████
	Added date:	05/07/2013
	Target Completion Date:	06/27/2014
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

Indicator	I05 - All teachers employ effective classroom management. (1721)		
Status	Tasks completed: 1 of 6 (17%)		
Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
	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:	KidTalk PBS referral process SST - interventions in place to address behaviors referral data shared with teachers cooperative discipline workshops daily classroom visits (SOC team) - discuss findings with teachers	
Plan	Assigned to:	██████████	
	How it will look when fully met:	Students will be engaged in learning activities that would include small groupings, independent learning and full class participation. Fewer students will be referred out of the classroom due to effective use of positive and negative consequences, and overall suspensions will be reduced. Evidence of this objective being met can be conducted through observations.	
	Target Date:	06/27/2014	
	Tasks:		
	3. Review IEPs for identified students and make the necessary accommodations (all teachers)		
	Assigned to:	██████████	
	Added date:	05/04/2012	
	Target Completion Date:	12/20/2013	
	Frequency:	twice a year	

		Comments:	
	4. Develop 4-Step Process for off task behavior		
		Assigned to:	██████████
		Added date:	05/04/2012
		Target Completion Date:	12/31/2012
		Comments:	
		Task Completed:	12/21/2012
	5. Grade level teams hold KidTalk (pre-SST) meetings to discuss interventions for high risk students		
		Assigned to:	██████████
		Added date:	05/04/2012
		Target Completion Date:	12/20/2013
		Frequency:	weekly
		Comments:	
	6. Establish and maintain Positive Behavior Support (PBS) system within school; system of positive and negative consequences centered around school's established core values		
		Assigned to:	██████████
		Added date:	05/04/2012
		Target Completion Date:	12/20/2013
		Frequency:	four times a year
		Comments:	
	7. Establish/monitor behavior contracts for students who consistently 'act out' and/or are returning from suspension		
		Assigned to:	██████████
		Added date:	05/04/2012
		Target Completion Date:	12/20/2013
		Frequency:	monthly
		Comments:	
	8. ALT includes classroom behavior interventions in formal and informal observation 'look fors'		
		Assigned to:	██████████
		Added date:	05/04/2012
		Target Completion Date:	12/20/2013
		Frequency:	weekly
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 1 of 6 (17%)

Indicator	F05 - The LEA/School structures professional development to provide adequate time for collaboration and active learning. (1696)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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:	Teachers engage in collaborative planning, grade level meetings, Collaborative Learning Cycles, and learning walks in order to determine instructional needs and best practices. IMPACT data, informal and formal observations are used to develop a calendar of professional development topics. Teachers also participate in data talks and KidTalk to analyze benchmark and behavioral data and create action plans.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The professional development calendar will provide adequate time for teachers to conduct learning walks and peer observations in addition to scheduled collaborative planning time.	
	Target Date:	09/30/2013	
	Tasks:		
	1. Create learning walk teams to observe teacher instruction.		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	09/30/2013	
	Comments:		
	2. Create a checklist of instructional strategies that will be observed during learning walks.		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	09/30/2013	
	Comments:		
	3. Create instructional calendar to schedule learning walks and peer observations.		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	09/30/2013	
	Comments:		
	4. Create 'rotation list' of Systems of Care team to determine who will lead KidTalk on given dates.		
	Assigned to:	[REDACTED]	
	Added date:	05/30/2012	
	Target Completion Date:	09/30/2013	

		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	
Indicator	J01 - The principal is familiar with research and best practices associated with efforts to increase learning time. (1703)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/20/2012	
	Evidence:	Principal is familiar with several different initiatives to increase student learning.	
Indicator	J06 - The LEA/School creates and sustains partnerships to support extended learning. (1708)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
	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:	DC SCORES mentoring programs DC Rape Crisis center City Year cooking program akido (martial arts) DC Millenium	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The School will have community partnerships that will provide daily academic and extracurricular activities during the after-school hours that align with the vision and mission of the school	
	Target Date:	06/27/2014	
	Tasks:		
	1. Contact new potential partners and organizations to support extended learning activities.		
	Assigned to:	[REDACTED]	
	Added date:	07/31/2012	
	Target Completion Date:	06/27/2014	
	Frequency:	twice a year	
	Comments:		
	2. Renew partnerships that align with school's vision.		
	Assigned to:	[REDACTED]	

	Added date:	06/13/2013
	Target Completion Date:	06/27/2014
	Frequency:	twice a year
	Comments:	
3. Meet ongoing with partners to determine progress and needs. Modify if necessary.		
	Assigned to:	██████████
	Added date:	06/13/2013
	Target Completion Date:	06/27/2014
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

Indicator **J07 - The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (1709)**

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
	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: PD provided on block/Apangea/First in Math/Effective Questioning... created classes (reading resource) to target students who needed additional support pull-out classes (ART) in reading and math UDC Trio programs

Plan Assigned to: ██████████

How it will look when fully met: Teachers will utilize effective time management skills to implement strategies used from professional development to target student learning. Teachers will collaborate with extended learning staff to discuss best practices that can be carried over in after-school.

Target Date: 06/30/2014

Tasks:

1. Schedule time for collaboration with teachers and extended learning staff.

	Assigned to:	██████████
	Added date:	07/31/2012
	Target Completion Date:	08/30/2014
	Comments:	

2. Determine standards and skills needing reinforcement, based on assessment data and teacher recommendation.

	Assigned to:	██████████
	Added date:	06/13/2013
	Target Completion Date:	06/30/2014
	Comments:	
	3. Have extended learning staff participate in professional development, based on assessment data, and administrative and teacher recommendation.	
	Assigned to:	██████████
	Added date:	06/13/2013
	Target Completion Date:	06/30/2014
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

Turnaround Principles

Principle 4: Curriculum, Assessment and Intervention System

Indicator	H03 - All teachers, working in teams, prepare standards-aligned lessons. (1718)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
	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:	collaborative planning grade level meetings PDs CLC learning walks and debriefs	
Plan	Assigned to:	██████████	
	How it will look when fully met:	Every six weeks grade levels will meet to create a project based lesson that each core subject will address. The project will focus on one topic. Each department (ELA, Math, Science, Social Studies) will be responsible for one IDU (Inter-disciplinary Unit) each quarter. The content leader will decide the topic addressed for the project. Teachers will develop lesson plans that are aligned to their specific standards.	
	Target Date:	06/21/2013	
	Tasks:		
	1. Grade level teams hold initial planning meetings to determine topic for upcoming IDU based on aligned standards		
	Assigned to:	██████████	
	Added date:	05/04/2012	
	Target Completion Date:	06/21/2013	

	Frequency:	four times a year
	Comments:	
	2. Grade level teams determine how to distribute topics amongst themselves, establish learning goals for the students, determine culminating artifact (project) for the unit and ensure that they are connected to the topic of the IDU	
	Assigned to:	██████████
	Added date:	05/04/2012
	Target Completion Date:	06/21/2013
	Frequency:	four times a year
	Comments:	
	3. Teachers design lesson plans based on IDU objectives, and ALT assesses unit progress through grade-level meetings	
	Assigned to:	██████████
	Added date:	05/04/2012
	Target Completion Date:	06/21/2013
	Frequency:	four times a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

Indicator	I03 - All teachers, working in teams, differentiate and align learning activities with state standards. (1716)		
Status	Tasks completed: 0 of 6 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
	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:	utilizing stations to address different learning styles flexible/cooperative groupings utilizing technology to address different learning modalities PDs peer visits	
Plan	Assigned to:	██████████	
	How it will look when fully met:	Every six weeks, teachers will collaborate in grade level meetings to organize learning activities that meet the learning needs of the students. Teachers will differentiate activities based on product, process, and content. Once grade level teachers meet to determine topic/theme and lessons, departments will meet to align activities to the CCSS. Teachers will use the unit plan scope and sequence and unit overviews for guidance in preparing the lessons. Each content area will take the lead on completing quarterly interdisciplinary projects.	
	Target Date:	12/31/2012	
	Tasks:		

	2. Teachers will create lesson plans that align to the unit themes and the content driven interdisciplinary units.
	Assigned to: [REDACTED]
	Added date: 05/04/2012
	Target Completion Date: 06/20/2014
	Frequency: weekly
	Comments:
	3. Teachers will differentiate lessons based on student data and by process, product, content, and/or flexible grouping during collaborative planning and data meetings
	Assigned to: [REDACTED]
	Added date: 05/04/2012
	Target Completion Date: 06/20/2014
	Frequency: twice monthly
	Comments:
	4. Teacher will also create lessons that incorporate at least three learning modalities (auditory, visual, kinesthetic, intelligence)
	Assigned to: [REDACTED]
	Added date: 05/04/2012
	Target Completion Date: 06/20/2014
	Frequency: weekly
	Comments:
	5. Department chairpersons will facilitate departmental meetings to align lesson activities to the CCSS
	Assigned to: [REDACTED]
	Added date: 05/04/2012
	Target Completion Date: 06/20/2014
	Frequency: monthly
	Comments:
	6. Teachers will collaborate and conduct peer reviews when creating unit plans and lesson plans during collaborative planning or during grade level meetings
	Assigned to: [REDACTED]
	Added date: 05/04/2012
	Target Completion Date: 06/20/2014
	Frequency: twice monthly
	Comments:
	7. Teachers will use effective questioning strategies and other researched based strategies to develop their differentiated lessons
	Assigned to: [REDACTED]

	Added date:	05/04/2012
	Target Completion Date:	06/20/2014
	Frequency:	weekly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 6 (0%)

Indicator **H02 - All teachers assess student learning frequently using standards-based classroom assessments. (1717)**

Status Tasks completed: 1 of 4 (25%)

Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
	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:	SCA PIA BCR teacher-created assessments SRI
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Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	Teachers will perform biweekly school-wide standards-based assessments in addition to teacher formative assessments. Teachers will develop re-teach plans based on data from assessments.
	Target Date:	10/31/2012

Tasks:

1. Create calendar for scheduled school-wide assessments

	Assigned to:	[REDACTED]
	Added date:	07/26/2012
	Target Completion Date:	10/31/2012
	Frequency:	monthly
	Comments:	
	Task Completed:	09/28/2012

2. Data walls posted

	Assigned to:	[REDACTED]
	Added date:	05/07/2013
	Target Completion Date:	06/21/2013
	Frequency:	four times a year

	Comments:	
	3. Analyze assessment data and categorize students based on proficiency level	
	Assigned to:	██████████
	Added date:	05/07/2013
	Target Completion Date:	06/21/2013
	Frequency:	four times a year
	Comments:	
	4. Facilitate data meetings to create and review re-teach plans	
	Assigned to:	██████████
	Added date:	05/07/2013
	Target Completion Date:	06/21/2013
	Frequency:	four times a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 4 (25%)

Turnaround Principles

Principle 5: Effective Use of Data

Indicator **J08 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (1710)**

Status Tasks completed: 0 of 5 (0%)

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

learning walks
informal observations
data talks
peer visits
KidTalk
ILC/CLC

Plan	Assigned to:	██████████
	How it will look when fully met:	The After-school Coordinator will monitor and align the academic needs of the students to support student growth in reading, math and science. The APP will recruit and assist with best practices to bridge the academic deficiency gap.
	Target Date:	06/30/2014

Tasks:

1. Determine the focused standards to be reinforced into the after-school program based on student data.

		Assigned to:	██████████
		Added date:	07/26/2012
		Target Completion Date:	06/30/2014
		Comments:	
	2. Create objectives to identify skills to be taught with fidelity.		
		Assigned to:	██████████
		Added date:	06/13/2013
		Target Completion Date:	06/30/2014
		Comments:	
	3. Develop a tracking system for standards/skills taught.		
		Assigned to:	██████████
		Added date:	06/13/2013
		Target Completion Date:	06/30/2014
		Comments:	
	4. Analyze student data for students in after-school program in comparison to other students.		
		Assigned to:	██████████
		Added date:	06/13/2013
		Target Completion Date:	06/30/2014
		Comments:	
	5. Modify objectives and strategies based on the data.		
		Assigned to:	██████████
		Added date:	06/13/2013
		Target Completion Date:	06/30/2014
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 5 (0%)

Indicator	C05 - The principal collects and acts on data from a variety of sources and in a timely manner. (1666)		
Status	Tasks completed: 0 of 6 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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:	data talks within collaboratives and with students (acad and behavior) require data walls KidTalk and SST processes PBS wall attendance SCA, SRI and PIA data	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Staff creates a portfolio of data that outlines attendance data of students and staff, behavior tracker for student behavior (positive and negative), informal and formal staff evaluations, academic data (lesson plans, unit plans, summative and formative assessments, exit tickets, SMART objectives) site reviews, learning walks, and parent phone logs to document student progress and to provide a template for the data required in team meetings.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Create protocol to monitor and analyze observation data to determine PD needs and priorities.		
	Assigned to:	[REDACTED]	
	Added date:	03/07/2012	
	Target Completion Date:	08/01/2013	
	Comments:		
	2. Create protocol for collecting academic data (unit plans, lesson plans, etc.) from all teachers to monitor fidelity to the academic plan in place.		
	Assigned to:	[REDACTED]	
	Added date:	03/07/2012	
	Target Completion Date:	08/01/2013	
	Comments:	Ensure that teachers are teaching correct standards, monitoring student progress, what are they doing differently to reteach standards and skills that students are not mastering...	
	3. Monitor staff and student attendance using STARS and staff sign-in sheets. Identify students and staff with attendance issues and develop plans of action for addressing issues.		
	Assigned to:	[REDACTED]	
	Added date:	03/07/2012	
	Target Completion Date:	12/31/2013	
	Comments:		

	4. Behavior data is collected daily in SBT and can easily be sorted for the purposes of analysis. Create meeting schedule with relevant staff to systematically review aggregate school data and make adjustments as necessary.
	Assigned to: [REDACTED]
	Added date: 03/07/2012
	Target Completion Date: 06/30/2013
	Comments:
	5. A tracking system is consistently used to identify number and type of PBS incentives received by students. The tracking system generates data which is used to drive changes to the student incentives (e.g., target grade levels, shift type of incentives, etc.).
	Assigned to: [REDACTED]
	Added date: 03/07/2012
	Target Completion Date: 06/30/2013
	Comments:
	6. Create phone log template and protocol for all teachers and staff (Google Doc?). Train teachers and staff on how to use log.
	Assigned to: [REDACTED]
	Added date: 03/07/2012
	Target Completion Date: 08/01/2013
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 6 (0%)

Indicator	H01 - The principal ensures that teachers align instruction with standards and benchmarks. (1714)		
Status	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
	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:	collecting unit plans and assessments written feedback on unit plans and assessments reviewing data, creating action plans for reteach based on data (for mastery) data walls have students make target goals	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will use the scope and sequence to create unit plans and assessments. Math and science teachers will collaborate to align instruction with CCSS in Math, and they will use the benchmark data to design reteach plans. ELA and Social Studies teachers will do the same. Students will be aware of their strengths and areas of growth, and will know what skills they need to increase their mastery.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Create and execute professional development on unpacking standards in the new CCSS Scope and Sequence.		
	Assigned to:	[REDACTED]	
	Added date:	06/27/2012	
	Target Completion Date:	08/30/2012	
	Frequency:	once a year	
	Comments:	PD performed at beginning of school year, and planned for teacher in-service week at beginning of next school year	
	Task Completed:	08/10/2012	
	2. Create/update collaborative planning schedule.		
	Assigned to:	[REDACTED]	
	Added date:	06/27/2012	
	Target Completion Date:	07/30/2012	
	Frequency:	four times a year	
	Comments:	Collaborative planning schedule is created every school year, and updated on a quarterly basis based on PD topics necessary for teacher growth	
	Task Completed:	07/27/2012	
	4. ALT will work with teachers in designing unit plans and assessments that are aligned to CCSS, and using benchmark data from assessments in designing reteach plans		

	Assigned to:	██████████
	Added date:	05/07/2013
	Target Completion Date:	06/21/2013
	Frequency:	four times a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 2 of 3 (67%)

Turnaround Principles

Principle 6: School Culture and Climate

Indicator	F09 - The LEA/School creates a professional learning community that fosters a school culture of continuous learning. (1701)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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:	Teachers engage in system-wide professional development and collaborative planning and grade level meetings based on data collected from informal and formal observations, learning walks, KidTalk and SST discussions. Peer observations and visits are conducted with debriefs to share best instructional practices. Administrators, academic leadership team members, and department heads meet to determine areas of strengths and need in order to establish action plans based on school priorities.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	Teachers actively participate in Professional Learning Communities. Once these communities are established, teachers will not only be actively engaged in the PLCs, but will also take initiative re: providing professional development to their colleagues on topics in which they show strength.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Survey staff re: strengths and areas of growth.		
	Assigned to:	██████████	
	Added date:	05/08/2012	
	Target Completion Date:	08/30/2012	
	Comments:		
	2. Create a staff development (professional learning calendar) based on areas of growth		
	Assigned to:	██████████	
	Added date:	05/08/2012	

		Target Completion Date:	09/30/2012
		Comments:	
	3. Implement staff development for professional learning		
		Assigned to:	██████████
		Added date:	05/08/2012
		Target Completion Date:	09/30/2012
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Turnaround Principles

Principle 7: Effective Family and Community Engagement

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

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
	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:	Partnered w/ various community orgs and universities. assessed students based on tchr referrals/assessments/KidTalk and SST process/attendance data	

Plan	Assigned to:	██████████
	How it will look when fully met:	When this objective is fully met, the school will have a robust partnership network to support it through the transformation, and will use data to assess areas of greatest need. Programs and turnaround strategies will be selected based on these needs, and data will be reassessed on a regular basis to stay on top of any changes.
	Target Date:	06/27/2014

Tasks:

	1. Create and administer surveys for teachers, students, and parents.		
		Assigned to:	██████████
		Added date:	07/27/2012
		Target Completion Date:	12/27/2013
		Comments:	
	2. Conduct data analysis to determine areas of strength and identify areas of need.		
		Assigned to:	██████████
		Added date:	06/13/2013
		Target Completion Date:	06/27/2014

	Frequency:	monthly
	Comments:	
	3. Identify community partners to work with the school throughout the transformation, focusing on building capacity for support once the grant is no longer available.	
	Assigned to:	██████████
	Added date:	06/14/2013
	Target Completion Date:	06/27/2014
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

Indicator	J03 - The principal creates enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication. (1705)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
	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:	outreach to parents parent conferences back to school night ConnectEd home visits getting involved in community activities emails and phone calls Afterschool and Saturday School	
Plan	Assigned to:	██████████	
	How it will look when fully met:	If the following tasks/events are accomplished, it will show efforts by the school to establish increase and maintain communication with parents and community stakeholders about the accomplishments, goals, events at Johnson Middle School. Additionally, the various events will allow school staff to obtain contact information and the needs of the parents as well as provide referrals or information about community resources available to parents and their children.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Identify students in need of academic and/or social extended learning opportunities.		
	Assigned to:	██████████	
	Added date:	06/13/2013	

		Target Completion Date:	09/30/2013
		Comments:	
	2. Create and provide incentives for students enrolled in extended learning.		
		Assigned to:	[REDACTED]
		Added date:	06/13/2013
		Target Completion Date:	09/30/2013
		Comments:	
	3. Schedule parent information sessions to inform parents and community leaders about extended learning opportunities.		
		Assigned to:	[REDACTED]
		Added date:	06/13/2013
		Target Completion Date:	09/30/2013
		Comments:	
	4. Create incentives for teachers participating in extended learning opportunities.		
		Assigned to:	[REDACTED]
		Added date:	06/13/2013
		Target Completion Date:	09/30/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

Indicator	J05 - The LEA assists school leaders in networking with potential partners and in developing partnerships. (1707)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 01/20/2012	
	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:	N/A	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	When this objective is fully met, Johnson will have formed several community partnerships, with the support of the LEA, which help drive the work of the turnaround programs. These partnerships will continue to support Johnson MS after the grant money is no longer available, helping to build capacity at the school and district level to maintain these supports.	
	Target Date:	06/27/2014	
	Tasks:		
	1. School leaders will contact other leaders within the district to determine potential partners.		
	Assigned to:	[REDACTED]	

		Added date:	07/27/2012
		Target Completion Date:	07/01/2013
		Comments:	
	2. School leaders will contact outside vendors to ensure that the school vision moves towards fruition.		
		Assigned to:	██████████
		Added date:	06/14/2013
		Target Completion Date:	07/26/2013
		Frequency:	four times a year
		Comments:	
	3. ALT will identify and work with district-level contact to establish broader partnerships that support the turnaround work.		
		Assigned to:	██████████
		Added date:	06/14/2013
		Target Completion Date:	06/27/2014
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 3 (0%)

Indicator **K02 - The LEA/School has assigned transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation. (1647)**

Status Tasks completed: 0 of 5 (0%)

Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
	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:	Back to school night family entertainment night PTA face to face conferences phone calls home visits
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Plan	Assigned to:	██████████
	How it will look when fully met:	Transformation team members will have roles and responsibilities outlined, assigned tasks and deadlines established to communicate with stakeholders about the transformation stages and progress of the school
	Target Date:	06/27/2014

Tasks:

	1. Identify transformation team members.		
		Assigned to:	██████████
		Added date:	07/31/2012

		Target Completion Date:	09/30/2012
		Comments:	
	2. Establish roles and responsibilities of the transformation team, based on the needs of the school.		
		Assigned to:	██████████
		Added date:	06/13/2013
		Target Completion Date:	06/30/2014
		Comments:	
	3. Determine deadlines to communicate progress.		
		Assigned to:	██████████
		Added date:	06/13/2013
		Target Completion Date:	06/30/2014
		Comments:	
	4. Determine methods of communication and implement.		
		Assigned to:	██████████
		Added date:	06/13/2013
		Target Completion Date:	06/30/2014
		Comments:	
	5. Meet to outline progress, needs, and modifications for transformation.		
		Assigned to:	██████████
		Added date:	06/13/2013
		Target Completion Date:	06/30/2014
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 5 (0%)

Indicator	K03 - The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change. (1648)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
	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:	parent surveys - what changes have you seen/would you like to see SIG t-shirts at parent night parent meetings 2 Thursdays/month to discuss changes/improvements ConnectEd	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The School will utilize the school newsletter, Connect Ed, website, and through community outreach partners to explain the changes at Johnson based on school vision and resources provided to the school	
	Target Date:	06/30/2014	
	Tasks:		
	1. Establish Johnson Middle School newsletter and website.		
	Assigned to:	[REDACTED]	
	Added date:	07/31/2012	
	Target Completion Date:	06/30/2014	
	Comments:		
	2. Establish outreach to community partners to publicize information about changes, events, and progress.		
	Assigned to:	[REDACTED]	
	Added date:	06/13/2013	
	Target Completion Date:	06/30/2014	
	Comments:		
	3. Create calendar of events with the changes occurring and deadlines.		
	Assigned to:	[REDACTED]	
	Added date:	06/13/2013	
	Target Completion Date:	06/30/2014	
	Comments:		
	4. Create list of resources to implement changes.		
	Assigned to:	[REDACTED]	
	Added date:	06/13/2013	

		Target Completion Date:	06/30/2014
		Comments:	
Implement	Percent Task Complete:	Tasks completed:	0 of 4 (0%)

Indicator **K04 - The LEA/School has engaged parents and community in the transformation process. (1649)**

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
	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:	health fair Thanksgiving dinner had tchrs call parents to come to parent night BTS night parent/tchr conferences PTA home visits using parents to reach out to other parents
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Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	The school will have a variety of methods to communicate activities and changes occurring. Obtain input from parents and community members regarding ideas they would like to see implemented at the school.
	Target Date:	06/27/2014

Tasks:

	1. School will develop and distribute a newsletter, as well as utilize ConnectEd, social media, and community resource centers such as Subway, Giant, IHOP, and other local businesses and organizations to communicate events occurring at the school.
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	Assigned to:	[REDACTED]
	Added date:	07/27/2012
	Target Completion Date:	09/06/2013
	Comments:	

	2. Organize events for parents and community members at the school.
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	Assigned to:	[REDACTED]
	Added date:	06/14/2013
	Target Completion Date:	06/27/2014
	Frequency:	monthly
	Comments:	

	3. Conduct surveys for parents.
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	Assigned to:	[REDACTED]
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	Added date:	06/14/2013
	Target Completion Date:	06/27/2014
	Frequency:	four times a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

Indicator K05 - The LEA/School helps stakeholders overcome resistance to change. (1652)

Status Tasks completed: 0 of 4 (0%)

Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
	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: community members hesitant to come need to regain trust inviting to come in, introduce to new principal allowing community agencies to use building open house

empowering parents to come to building re: help/assistance

Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	The school will have open communication and meet regularly with stakeholders to address the concerns and provide solutions to ensure school is moving toward vision.
	Target Date:	06/30/2014

Tasks:

1. Schedule monthly meetings with stakeholders with an agenda, based on the progress and needs of the school.

	Assigned to:	[REDACTED]
	Added date:	07/31/2012
	Target Completion Date:	06/30/2014
	Comments:	

2. Develop surveys to identify concerns and needs.

	Assigned to:	[REDACTED]
	Added date:	06/13/2013
	Target Completion Date:	06/30/2014
	Comments:	

3. Address concerns in a timely fashion and be solution-based.

	Assigned to:	[REDACTED]
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		Added date:	06/13/2013
		Target Completion Date:	06/30/2014
		Comments:	
	4. Plan events for stakeholders to attend and observe progress of the school.		
		Assigned to:	██████████
		Added date:	06/13/2013
		Target Completion Date:	06/30/2014
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 4 (0%)