

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.

December 03, 2013

Kelly Miller MS-8 NCES - 110003000272

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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012
	Evidence:	Teachers receive five formal observations throughout the course of the school year. Teachers receive multiple informal observations and direct feedback throughout the course of the year.

Indicator	D02 - There is an established procedure for documenting the evaluation process. (1675)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012
	Evidence:	Formal Observations are documented in the IMPACT Database System. Administrators use agreed upon Informal Evaluation form that is completed and sent to teachers.

Indicator	D03 - The principal provides timely, clear, constructive feedback to teachers. (1676)		
Status	Tasks completed: 3 of 4 (75%)		
Assessment	Level of Development:	Initial: Limited Development 01/06/2012	
	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:	Informal/formal evaluation form Informal/formal conversations/meetings Grade level meetings Departmental meetings Individual meetings w/ Instructional Coach and with administrators	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Principal will provide regular feedback during grade level and departmental meetings re: overall trends in areas of growth for teachers based on IMPACT data cycle and informal observations. Individual teachers will receive feedback on any submitted unit plans and both formal and informal observations within 3 business days.	
	Target Date:	06/28/2013	
	Tasks:		
	1. Create feedback template.		
	Assigned to:	[REDACTED]	
	Added date:	06/05/2012	
	Target Completion Date:	07/30/2012	
	Comments:		
	Task Completed:	07/30/2012	
	2. Create observation calendar.		
	Assigned to:	[REDACTED]	
	Added date:	06/05/2012	
	Target Completion Date:	08/30/2012	
	Comments:	This calendar should include - classroom observations, grade level meetings, department meetings. Should identify which meetings will fall during the IMPACT cycle and during which feedback can be provided to teachers re: overall trends.	
	Task Completed:	08/30/2012	
	3. Collect unit plans by grade level (APs)		
	Assigned to:	[REDACTED]	
	Added date:	03/05/2013	
	Target Completion Date:	06/28/2013	

	Comments:	This will be an ongoing task
	4. Identify teachers (based on observations) most in need of targeted support from member of ALT	
	Assigned to:	██████████
	Added date:	03/05/2013
	Target Completion Date:	12/14/2012
	Comments:	Ongoing...
	Task Completed:	12/14/2012
Implement	Percent Task Complete:	Tasks completed: 3 of 4 (75%)

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: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 01/18/2012	
	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:	Currently, ALT conducts ongoing informal observations with teachers to identify and monitor areas of need. Grade level teams also meet regularly to discuss data and it's impact on instructional practice. Teachers are monitored formally several times per school year using the IMPACT evaluation process.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	Principal and ALT will conduct regular classroom observations based on the Teaching and Learning Framework rubric, and provide timely feedback to teachers within 3 business days. Areas of growth will be addressed during coaching sessions with the IC, professional development sessions and collaborative planning meetings.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Conduct regular classroom observations and provide timely feedback		
	Assigned to:	██████████	
	Added date:	08/09/2012	
	Target Completion Date:	06/30/2013	
	Frequency:	weekly	
	Comments:		
	2. Admin team members will conduct joint classroom observations to norm expectations.		
	Assigned to:	██████████	
	Added date:	08/09/2012	
	Target Completion Date:	10/01/2012	

		Comments:	
		Task Completed:	10/01/2012
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)	

Indicator	C03 - The principal is a change leader. (1664)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012	
	Evidence:	<p>Focuses on data and using data to identify issues and make changes.</p> <p>Concentrated on quick wins in first year - truancy has decreased and attendance has increased in time here. School climate has improved, in large part due to crackdowns on behavior last year and beginning of this year.</p> <p>Relatively new staff.</p> <p>Congratulates re: progress, but always looking to improve.</p> <p>Visible wins in the past year - math gains of 11-12%. Lower gains in reading.</p>	

Indicator	C04 - The principal effectively and clearly communicates the message of change. (1665)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012	
	Evidence:	Message has been clearly communicated to staff, students and community.	

Indicator	C06 - The principal, after reviewing the data, seeks quick wins. (1667)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012	
	Evidence:	<p>Data?</p> <p>Truancy?</p> <p>Attendance?</p> <p>Bubble kids after assessments</p>	

Indicator	C07 - The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions. (1668)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 01/06/2012	
	Explain why not a Priority or Interest:	We are not sure what this means and/or looks like. Examples would be greatly appreciated.	

Indicator	C08 - The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (1712)		
Status	Objective Met 3/5/2013		
Assessment	Level of Development:	Initial: Limited Development 01/06/2012	
		Objective Met - 03/05/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Principal works to build leadership capacity in ALT members though team structure - each AP is responsible for initiatives and support for specific grade levels. Each AP works with teachers on a specific grade level team to improve instruction, climate and culture of that particular grade level with a certain level of autonomy. Principal assigns IMPACT evaluations to APs based on strengths, and supports APs through challenging conversations with the teachers they support.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The school will have a fully functioning Academic Leadership Team that is made up of administrators, teachers, instructional coach and other stakeholders. The leadership team will meet weekly to discuss academic and instructional goals. Teachers are organized into grade level teams and will also meet as a team twice a week to discuss student performance and to set other academic goals.	
	Target Date:	10/01/2012	
	Tasks:		
	1. Create calendar of meetings.		
	Assigned to:	[REDACTED]	
	Added date:	08/06/2012	
	Target Completion Date:	10/01/2012	
	Comments:	Team leaders meet on Mondays afterschool starting at 3:30.	
	Task Completed:	09/28/2012	
	2. Action plans for each grade level team.		
	Assigned to:	[REDACTED]	
	Added date:	08/06/2012	
	Target Completion Date:	10/01/2012	
	Comments:	Grade level teams have created action plans to identify and support students in need of academic, attendance and behavioral interventions.	
	Task Completed:	09/28/2012	
	3. Assign team leaders and outline their duties and responsibilities		
	Assigned to:	[REDACTED]	

		Added date:	08/06/2012
		Target Completion Date:	10/01/2012
		Comments:	<p>Team leaders have been assigned and were apprised of the following responsibilities (ex. is from 6th grade):</p> <p>Job Description: The 6th Grade Team Leader will assist the building administration in the efficient operation of the 6th Grade team.</p> <p>ESSENTIAL DUTIES AND RESPONSIBILITIES: (Other duties may be assigned)</p> <ul style="list-style-type: none"> . Provide leadership in the analysis of data and the development of strategies for academic achievement. . Develop priorities for grade level academic improvement. . Provide assistance for substitute teachers of 6th Grade SUPER team members. . Maintain grade level and data meeting notes. <ul style="list-style-type: none"> o This includes the following: <ul style="list-style-type: none"> § Making sure meeting notes are accurate. § Sending ALL meeting notes to GL team members within 48 hours (e-mail). § Maintaining Data/GL/KidTalk Meeting Binders. . Coordinate planning of

			<p>special 6th Grade team events.</p> <ul style="list-style-type: none"> o This includes the following: <ul style="list-style-type: none"> § Grade Level Family meeting PowerPoint/presentation § Grade level monthly showcase § Grade level award assemblies § Grade level family engagement opportunities . Meet with the assistant principal as needed or requested. . Submit reports and receive communications for the team. . Coordinate and lead initial KidTalk meetings and follow-up meetings . Collaborate with team members and/or GLA to ensure the proper interventions are taking place.
		Task Completed:	08/08/2012
Implement	Percent Task Complete:		
	Objective Met:		3/5/2013
	Experience:		3/5/2013 Developing the capacity of APs - could use take-aways from leading their grade level into a larger setting in the future. Feedback/conversation/dialogue with Principal if there are issues - important in growth of AP.

	Sustain:	3/5/2013 Continued dialogues/meetings with Principal. Maintain feedback and constant communication between grade levels and including Principal.
	Evidence:	3/5/2013 Each of the 3 APs is in charge of developing teachers and staff on his/her grade level and ensuring that operations are running smoothly. Principal supports as needed, but attempts to maintain distance from the day-to-day operations at the grade levels.

Indicator	F10 - The principal aligns professional development with classroom observations and teacher evaluation criteria. (1713)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 01/18/2012
	Explain why not a Priority or Interest:	School has other priorities it would like to address at this time.

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	Objective Met 3/5/2013		
Assessment	Level of Development:	Initial: Limited Development 01/06/2012	
		Objective Met - 03/05/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Certificates and awards are given for performance (ex. Excellent Teacher Attendance). The staff/faculty member of the month also receives has an assigned parking space for the month that they earn this recognition.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	During monthly faculty meetings, teachers will be recognized for perfect attendance, contributions to the school community, excellent student work, any programs or activities that they have led and other contributions to the school community. Teachers will receive gift cards, certificates and other tokens of appreciation. Teachers will also be recognized in the weekly faculty bulletin and over the PA system.	
	Target Date:	10/01/2012	
	Tasks:		
	1. Creation of award categories		

		Assigned to:	██████████
		Added date:	08/06/2012
		Target Completion Date:	10/01/2012
		Comments:	Perfect attendance, teacher/faculty member of the month, Team Member of the month (every other month), Shout-outs in bulletin Ongoing...
		Task Completed:	09/28/2012
	2. Procurement of gift cards		
		Assigned to:	██████████
		Added date:	08/06/2012
		Target Completion Date:	10/01/2012
		Comments:	
		Task Completed:	09/28/2012
	3. Submission of names of teacher to recognize for weekly bulletin (ongoing)		
		Assigned to:	██████████
		Added date:	08/06/2012
		Target Completion Date:	10/01/2012
		Comments:	
		Task Completed:	09/28/2012
Implement	Percent Task Complete:		
	Objective Met:		3/5/2013
	Experience:		3/5/2013 This experience highlights our wonderful teaching staff and makes them feel appreciated for the hard work that they do.
	Sustain:		3/5/2013 Continuing to identify the teachers that go above and beyond by being here every day for students and by contributing meaningful ideas to create a feeling of community at Kelly Miller.
	Evidence:		3/5/2013 Teachers are recognized in various ways for their contributions to the larger Kelly Miller community, including: Teacher/Faculty member of the month Shout-Outs in weekly bulletin Teacher of the month parking spot Gift cards and certificates for perfect attendance (monthly)

Indicator	E04 - The LEA/School has created several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems). (1685)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/06/2012	
	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:	IMPACT Progressive Discipline	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	School will actively and aggressively utilize IMPACT evaluation system to remove underperforming educators on a yearly basis. The school will actively and aggressively utilize the progressive discipline process set forth by DCPS to remove educators who are negligent in their professional responsibilities. The school will conduct a survey of teachers who are choosing to leave the system voluntarily in order to fill vacancies in a timely manner.	
	Target Date:	05/30/2013	
	Tasks:		
	1. Review DCMR progressive discipline process.		
	Assigned to:	[REDACTED]	
	Added date:	08/06/2012	
	Target Completion Date:	01/30/2013	
	Comments:		
	2. Creation of document to survey staff and faculty to determine if they are leaving at the end of the year (or before)		
	Assigned to:	[REDACTED]	
	Added date:	08/06/2012	
	Target Completion Date:	05/30/2013	
	Comments:		
	3. Conduct survey		
	Assigned to:	[REDACTED]	
	Added date:	08/06/2012	
	Target Completion Date:	05/30/2013	
	Comments:		
	4. Review IMPACT evaluation system to help identify under-performing teachers		
	Assigned to:	[REDACTED]	
	Added date:	03/05/2013	
	Target Completion Date:	03/29/2013	

		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	
Indicator	E05 - The LEA/School has established and communicated clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (1686)		
Status	Objective MetAdd a Task 3/5/2013		
Assessment	Level of Development:	Initial: Limited Development 01/06/2012	
		Objective Met - 03/05/2013	
	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:	IMPACT Cycles Learning Cycles (Individual/Collaborative) led by instructional coach.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The school will clearly communicate expectations around teacher performance and around the use of the IMPACT evaluation process. School will also allow teachers to participate in district-led informational sessions regarding the TLF. IC will develop improvement plans with teachers who have received low IMPACT scores.	
	Target Date:	11/30/2012	
	Tasks:		
	1. Creation of improvement plan template		
	Assigned to:	[REDACTED]	
	Added date:	08/06/2012	
	Target Completion Date:	10/17/2012	
	Comments:		
	Task Completed:	10/19/2012	
	2. ID district-led resources/informational sessions		
	Assigned to:	[REDACTED]	
	Added date:	08/06/2012	
	Target Completion Date:	10/27/2012	
	Comments:		
	Task Completed:	10/26/2012	
	4. Invite District-level professionals (Master Educators) to hold specific PD sessions for teachers based on needs identified during observations (specific Teach standards).		

		Assigned to:	██████████
		Added date:	03/05/2013
		Target Completion Date:	10/26/2012
		Comments:	
		Task Completed:	10/26/2012
Implement	Percent Task Complete:		
	Objective Met:		3/5/2013
	Experience:		3/5/2013 It is important for Kelly Miller to identify ineffective teachers and work with them to improve their instructional practice in order to increase student achievement. From our experience, teachers who have been involved in instructional coaching (CLCs/ILCs) have increased the number of instructional tools that they can utilize, thus increasing their IMPACT scores in relevant areas.
	Sustain:		3/5/2013 We must continue to observe teachers and give them feedback (formally and informally), conduct walkthroughs to show that they have implemented necessary changes, monitor IMPACT system to continue to identify teachers who may need additional support.
	Evidence:		3/5/2013 Difference in IMPACT scores for teachers who have received support.

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 01/06/2012
	Explain why not a Priority or Interest:	The performance-based dismissal process is grounded in the district's IMPACT evaluation system, which cannot be modified at the school level. Changing this system would require policy changes at the LEA level, not the school level. While we feel this is a priority, including it in our school plan may be counterproductive.

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 01/06/2012
	Explain why not a Priority or Interest:	School is confined by IMPACT process, which does not facilitate a swift exit for underperforming employees. Changes need to happen at the LEA level in order to make allowances for schools in turnaround who need to make quick staff decisions.

Indicator	D05 - The LEA/School assesses the evaluation process periodically to gauge its quality and utility. (1678)		
Status	Tasks completed: 1 of 5 (20%)		
Assessment	Level of Development:	Initial: Limited Development 01/06/2012	
	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:	Co-observations have occurred to norm the informal evaluation process between administrators.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The academic leadership team will meet and perform co-observations at least quarterly to norm expectations and ensure that teachers are being evaluated fairly. Teacher feedback will be solicited in this same timeframe (quarterly) to determine how to ensure that they are receiving the most helpful observation feedback possible. Teachers' evaluations (IMPACT scores) will be monitored to create improvement plans throughout the year based on the standard(s) in which they are underperforming.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Informal/formal observation calendar created.		
	Assigned to:	[REDACTED]	
	Added date:	08/06/2012	
	Target Completion Date:	09/30/2012	
	Comments:		
	Task Completed:	09/28/2012	
	2. Informal feedback conferences (ongoing)		
	Assigned to:	[REDACTED]	
	Added date:	08/06/2012	
	Target Completion Date:	06/30/2013	
	Comments:		
	3. Creating of improvement plans (ongoing)		
	Assigned to:	[REDACTED]	
	Added date:	08/06/2012	
	Target Completion Date:	06/30/2013	
	Comments:		
	4. Conducting co-observations (ongoing)		
	Assigned to:	[REDACTED]	
	Added date:	08/06/2012	
	Target Completion Date:	06/30/2013	

	Comments:	
	5. Perform co-observations for norming purposes	
	Assigned to:	██████████
	Added date:	03/05/2013
	Target Completion Date:	06/28/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 5 (20%)

Indicator	D04 - The evaluation process is linked with the LEA's collective and individual professional development programs. (1677)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012
	Evidence:	All observations, feedback and professional development are linked to the TLF.

Indicator	E01 - The LEA/School has created a system for making awards that is transparent and fair. (1679)		
Status	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: Limited Development 01/06/2012	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers do not receive incentive pay; however, each month a staff/faculty member of the month is selected (based on set criteria) by the school body.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	A monthly 'Teacher of the Month' recognition system will be developed based on a set of criteria determined by the ALT. The determination for the teacher/faculty member of the month will be selected by their colleagues using an online Google Doc. The Teacher of the Month will be recognized for his/her hard work, excellence in the classroom and commitment to student achievement. Faculty members will also be recognized for their contributions to the school community through the weekly bulletin.	
	Target Date:	09/15/2012	
	Tasks:		
	1. Create a set of criteria to determine the requirements for being selected for teacher/faculty member of the month.		
	Assigned to:	██████████	
	Added date:	08/06/2012	
	Target Completion Date:	09/15/2012	
	Comments:		

		Task Completed:	09/14/2012
	2. Create survey document		
		Assigned to:	██████████
		Added date:	08/06/2012
		Target Completion Date:	09/15/2012
		Comments:	
		Task Completed:	09/14/2012
	3. Monthly submission of staff and faculty contributions		
		Assigned to:	██████████
		Added date:	08/06/2012
		Target Completion Date:	09/15/2012
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 2 of 3 (67%)

Indicator	E02 - The LEA/School has implemented a communication plan for building stakeholder support, for the system of awards. (1681)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 01/06/2012	
	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:	To date nothing has been done at the school level.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	The ALT will facilitate multiple sessions around the IMPACT+ system as well as DCPS' LIFT (Leadership Initiative For Teachers) initiative. The school will also publicize all district-led meetings around IMPACT+ and LIFT. The school will also charge faculty and staff to develop a non-monetary system of rewards for teachers who demonstrate the ability to move students to the next achievement band.	
	Target Date:	01/01/2013	
	Tasks:		
	1. Schedule IMPACT+ informational sessions		
		Assigned to:	██████████
		Added date:	08/06/2012
		Target Completion Date:	11/01/2012
		Comments:	
	2. Plan for IMPACT+ informational sessions		
		Assigned to:	██████████
		Added date:	08/06/2012

		Target Completion Date:	11/01/2012
		Comments:	
	3. Develop committee to put together school level rewards system		
		Assigned to:	██████████
		Added date:	08/06/2012
		Target Completion Date:	11/01/2012
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 3 (0%)

Indicator	E07 - The LEA has a team available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers. (1690)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 01/06/2012	
	Explain why not a Priority or Interest:	Not currently aware of policy within district to dismiss low-performing teachers without going through IMPACT evaluation system, which requires a great deal of the principal's and ALT's time.	

Indicator	F01 - The LEA/School provides professional development that is appropriate for individual teachers with different experience and expertise. (1692)		
Status	Tasks completed: 4 of 5 (80%)		
Assessment	Level of Development:	Initial: Limited Development 01/13/2012	
	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:	Select group of teachers meet with Instructional Coach in Nine Week Cycles in both ILC and CLC to discuss specific areas of growth. Informal feedback from grade level administrators is provided on a regular basis. Master Educator CLC groups host professional development sessions at the school, and teachers are encouraged to attend sessions that would improve their practice based on IC and grade level admin recommendations.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	ALT will determine based on formal and informal observations which teachers will be required to participate in ILC and/or CLC cycles to improve instructional performance. IC will identify district-led and outside PD opportunities for individual teachers regardless of instructional abilities in order to improve their practice.	
	Target Date:	12/13/2013	
	Tasks:		
	1. ID of district-led PD opportunities		
	Assigned to:	██████████	

		Added date:	08/06/2012
		Target Completion Date:	10/01/2012
		Frequency:	monthly
		Comments:	This is an ongoing process, task will be recreated to reflect work in SY 13-14
		Task Completed:	10/01/2012
	2. ID of teachers for ILC		
		Assigned to:	██████████
		Added date:	08/06/2012
		Target Completion Date:	12/01/2012
		Frequency:	four times a year
		Comments:	This is an ongoing process, task will be recreated to reflect work in SY 13-14
		Task Completed:	11/30/2012
	3. ID of outside PD opportunities		
		Assigned to:	██████████
		Added date:	08/06/2012
		Target Completion Date:	10/02/2013
		Comments:	
	4. ID of teachers for CLC		
		Assigned to:	██████████
		Added date:	08/06/2012
		Target Completion Date:	12/01/2012
		Frequency:	four times a year
		Comments:	This is an ongoing process, task will be recreated to reflect work in SY 13-14
		Task Completed:	11/30/2012
	5. Creation of PD plans		
		Assigned to:	██████████
		Added date:	08/06/2012
		Target Completion Date:	12/01/2012
		Frequency:	four times a year
		Comments:	This is an ongoing process, task will be recreated to reflect work in SY 13-14
		Task Completed:	11/30/2012
Implement	Percent Task Complete:		Tasks completed: 4 of 5 (80%)

Indicator	F02 - The LEA/School offers an induction program to support new teachers in their first years of teaching. (1693)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 01/17/2012	

	Explain why not a Priority or Interest:	While an induction program supporting new teachers would be an excellent way to develop new staff in their first years, school staff feel that they are not equipped at this time to create and manage such a program. In order to establish district-wide norms and supports, school staff feels that this is a better fit for the LEA to manage.
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Indicator	F03 - The LEA/School aligns professional development with identified needs based on staff evaluation and student performance. (1694)		
Status	Tasks completed: 0 of 5 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/18/2012	
	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:	Tchrs meet with IC in ILC and CLC based on individual needs and based on DCPS mandated targets/goals/initiatives/areas of focus.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Increase in student performance on short cycle assessments, interim assessments and DC CAS. Teachers will be assigned to ILC and CLC cycles based on demonstrated areas of growth, and PLCs will focus on developing these areas. All teachers will see a growth in their formal IMPACT observation scores.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Based on IMPACT scores from previous school year, assign teachers to initial ILC and CLC cycles		
	Assigned to:	[REDACTED]	
	Added date:	08/09/2012	
	Target Completion Date:	06/30/2014	
	Frequency:	once a year	
	Comments:		
	2. Conduct informal observations using TLF to identify areas of need		
	Assigned to:	[REDACTED]	
	Added date:	08/09/2012	
	Target Completion Date:	06/30/2014	
	Frequency:	weekly	
	Comments:		
	3. Monitor progress of teachers in ILC and CLC cycles based on formal IMPACT observation scores from administrators and MEs.		
	Assigned to:	[REDACTED]	
	Added date:	04/03/2013	
	Target Completion Date:	06/30/2014	

	Frequency:	four times a year
	Comments:	
	4. Identify areas of growth for new and/or struggling teachers	
	Assigned to:	██████████
	Added date:	04/03/2013
	Target Completion Date:	06/30/2014
	Frequency:	once a year
	Comments:	
	5. IC schedules informal support for new and/or struggling teachers based on identified areas of growth	
	Assigned to:	██████████
	Added date:	04/03/2013
	Target Completion Date:	06/30/2014
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (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 01/18/2012	
	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 meet with IC in ILC and CLC based on individual needs and based on DCPS mandated targets/goals/initiatives/areas of focus.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	Teachers will be supported in both ILC and CLC cycles. Master Educator CLCs will be hosted here at Kelly Miller in SY1213. Teachers will be active participants in all district PD days, which will be tied to the CCSS in both ELA and Math. All teachers will show improvement in their IMPACT evaluation scores.	
	Target Date:	06/30/2014	
	Tasks:		
	1. ID and create calendar of PD opportunities available throughout the school year (both DCPS and OSSE)		
	Assigned to:	██████████	
	Added date:	08/09/2012	
	Target Completion Date:	06/30/2014	

	Frequency:	monthly
	Comments:	
2. Identify teachers for initial ILC and CLC cycles		
	Assigned to:	██████████
	Added date:	08/09/2012
	Target Completion Date:	06/30/2014
	Frequency:	once a year
	Comments:	
3. Schedule informal observations during which teachers work with Master Educators to focus on Teach standards that they need to develop.		
	Assigned to:	██████████
	Added date:	04/03/2013
	Target Completion Date:	06/30/2014
	Frequency:	monthly
	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 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 01/18/2012	
	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:	ILC and CLC cycles are managed by the Instructional Coach. During these cycles, teachers create PD plans with the IC based on Teach standards in which they struggle. IC monitors their progress towards these plans and supports teachers in changing instructional practice.
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Plan	Assigned to:	██████████
	How it will look when fully met:	Teachers will be assigned to ILC and CLC cycles based on demonstrated needs. ALT will also conduct informal observations and provide feedback to teachers re: areas of growth in their instructional practice. IC will monitor progress of teachers in both individual and collaborative learning cycles.
	Target Date:	06/30/2014

Tasks:

1. Identify teachers for initial ILC and CLC cycles		
	Assigned to:	██████████
	Added date:	08/09/2012
	Target Completion Date:	06/30/2014

		Frequency:	once a year
		Comments:	
	2. Set goals for teachers in ILC and CLC cycles		
		Assigned to:	██████████
		Added date:	04/03/2013
		Target Completion Date:	06/30/2014
		Frequency:	four times a year
		Comments:	
	3. Monitor progress towards goals set during ILC and CLC cycles during the formal IMPACT evaluation process		
		Assigned to:	██████████
		Added date:	04/03/2013
		Target Completion Date:	06/30/2014
		Frequency:	four times a year
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Indicator	F08 - The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (1700)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 01/18/2012	
	Explain why not a Priority or Interest:	School has other priorities it would like to focus on.	

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 4 (25%)		
Assessment	Level of Development:	Initial: No development or Implementation 01/18/2012	
	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:	This is an area we believe is important to create stability and to recruit high performance educators who have experience working with our student population.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Incoming teachers will participate in a rigorous interview process which will be overseen by a panel of interviewers the principal determines are best suited to selecting teachers for Kelly Miller. The 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. ALT and key staff attend DCPS/Non-DCPS hiring fairs, at the start of the transfer season, to recruit highly qualified teaching staff.		
	Assigned to:	[REDACTED]	
	Added date:	08/10/2012	
	Target Completion Date:	06/13/2013	
	Frequency:	four times a year	
	Comments:		
	2. Award incentives such as: Employee of the month, Breakfast for Staff, and Teacher "shout-outs" to increase the morale of the teaching staff.		
	Assigned to:	[REDACTED]	
	Added date:	08/10/2012	
	Target Completion Date:	06/30/2014	
	Comments:		
	3. Create a calendar of the DCPS/Non-DCPS hiring fairs.		
	Assigned to:	[REDACTED]	
	Added date:	08/10/2012	
	Target Completion Date:	03/01/2013	
	Frequency:	once a year	

		Comments:	This task has been completed for the upcoming recruitment season (for SY13-14), and ALT members have attended 2 hiring fairs already. Teachers are invited to participate in the hiring of new staff.
		Task Completed:	03/01/2013
	4. Recruit teachers and staff members to actively participate in selection and hiring of new staff.		
		Assigned to:	██████████
		Added date:	04/18/2013
		Target Completion Date:	05/31/2013
		Frequency:	once a year
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 4 (25%)	

Indicator	G02 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (1670)		
Status	Tasks completed: 1 of 3 (33%)		
Assessment	Level of Development:	Initial: Limited Development 01/18/2012	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Systems established by DCPS to recruit, evaluate, replace and reward teachers. (Human Capital and IMPACT)	
Plan	Assigned to:	██████████	
	How it will look when fully met:	The entire human capital trajectory of teachers will be established and all staff will understand the process. In addition to the IMPACT cycle set out by the LEA, the school will have systems in place for making recommendations of people to fill any vacancies. The principal will seek out teachers who he feels will be good additions to staff based on prior performance. Teachers will be rewarded at the school level for doing excellent work, which will be determined by their performance during both formal and informal evaluations.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Teachers will receive formal updates on the IMPACT and LIFT		
	Assigned to:	Teacher Lead	
	Added date:	08/10/2012	
	Target Completion Date:	08/27/2012	
	Frequency:	once a year	
	Comments:		
	Task Completed:	08/27/2012	

	2. Formal and Informal observations will be conducted by the ALT to evaluate teachers and to give feedback on instructional practices.
	Assigned to: [REDACTED]
	Added date: 08/10/2012
	Target Completion Date: 06/30/2013
	Comments:
	3. Teachers will receive incentives based on performance (formal observations, student performance and CSC) as designated by DCPS Human Capital team. (e.g. IMPACT Plus)
	Assigned to: [REDACTED]
	Added date: 08/10/2012
	Target Completion Date: 06/30/2013
	Comments:
Implement	Percent Task Complete: Tasks completed: 1 of 3 (33%)

Indicator	I01 - The school has established a team structure among teachers with specific duties and time for instructional planning. (1711)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/19/2012
	Evidence:	Teachers, with the exception of specials teachers, are broken into grade level teams. All have common planning periods.

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 01/19/2012
	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:	See above
Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	Classroom teachers will employ several different instructional strategies within the class period, ensuring that students with varied learning styles are able to access the information being taught. Classroom disruption will be at a minimum because students are able to engage more thoroughly with the subject matter.
	Target Date:	06/30/2014
	Tasks:	
	1. Design and conduct model teaching lesson demonstrating a variety of instructional methodologies.	
	Assigned to:	[REDACTED]

		Added date:	06/05/2012
		Target Completion Date:	12/30/2012
		Frequency:	twice a year
		Comments:	
		Task Completed:	10/31/2012
	2. ALT will conduct informal and formal classroom observations to observe instructional methodologies and to ensure that instructional strategies being used are meeting the needs of learners.		
		Assigned to:	██████████
		Added date:	05/06/2013
		Target Completion Date:	06/30/2014
		Frequency:	weekly
		Comments:	
	4. Conduct PD on integrating various instructional methodologies into the scheduled class periods		
		Assigned to:	██████████
		Added date:	05/06/2013
		Target Completion Date:	06/30/2014
		Frequency:	twice a year
		Comments:	
	5. ALT reviews reteach plans that were created from SCA data (by teachers) to ensure that they are aligned with standards and skills that need to be retaught.		
		Assigned to:	██████████
		Added date:	05/06/2013
		Target Completion Date:	06/30/2014
		Frequency:	twice monthly
		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 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 06/06/2013	
	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:	It's written into the teacher handbook as an expectation that teachers assign homework daily, Monday - Friday. Students are to turn in homework on a daily or weekly basis. All teachers are supposed to communicate with parents on several occasions - introductory at the beginning of the year and throughout the year for updates. They are to keep logs of all communications with parents. Teachers are also expected to participate in home visits at least 4 times a year.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	When this objective is fully met, teachers will consistently give homework daily and students will also receive feedback on their homework. Teachers will also direct students to use their agenda books to record major assignments(including homework). Teachers will communicate regularly with parents using the following methods: phone calls, e-mails, and home visits.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Teachers will have a uniform parent contact log that will be used to record any parent communication (e.g home visits, phone calls, e-mails).		
	Assigned to:	[REDACTED]	
	Added date:	06/12/2013	
	Target Completion Date:	09/01/2013	
	Comments:		
	2. Teachers will complete 4 home visits throughout the course of the school year to build stronger communication with parents.		
	Assigned to:	[REDACTED]	
	Added date:	06/12/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	four times a year	
	Comments:		
	3. Student handbooks will be distributed to every Kelly Miller student for the purpose of recording major assignments.		
	Assigned to:	[REDACTED]	
	Added date:	06/12/2013	
	Target Completion Date:	09/01/2013	
	Frequency:	once a year	

	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/19/2012
	Evidence:	Money has been allocated in admin premium to support 25-week Saturday program and 5-week summer enrichment for incoming 6th graders and current rising 7th and 8th graders.

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 4 (0%)		
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:	English, Math, Social Studies and Science are doing this... need to roll out to electives.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers are meeting in grade level and content level teams biweekly to make required adjustments to lesson plans and monitoring the results based on biweekly assessments.	
	Target Date:	06/28/2013	
	Tasks:		
	1. Create and administer formative assessments.		
	Assigned to:	[REDACTED]	
	Added date:	06/05/2012	
	Target Completion Date:	06/28/2013	
	Frequency:	twice monthly	
	Comments:		
	2. Create differentiated plans, based on formative assessments.		
	Assigned to:	[REDACTED]	
	Added date:	06/05/2012	

		Target Completion Date:	06/28/2013
		Frequency:	twice monthly
		Comments:	
	3. Create calendar of grade level and content level meetings. Standing agenda item - monitoring progress and adjusting lesson plans.		
		Assigned to:	██████████
		Added date:	06/05/2012
		Target Completion Date:	06/28/2013
		Frequency:	once a year
		Comments:	
	4. Monitor teachers' administration of assessments and adjustments to curriculum. Make adjustments to plan as needed.		
		Assigned to:	██████████
		Added date:	06/05/2012
		Target Completion Date:	06/28/2013
		Frequency:	twice monthly
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	

Indicator	I05 - All teachers employ effective classroom management. (1721)		
Status	Tasks completed: 1 of 3 (33%)		
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:	See above.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	When this objective is fully met, office referrals will decline significantly as teachers employ effective management skills within their classrooms. More students will be fully engaged in lesson objectives because distractions will be limited. Teachers will employ several redirection steps within the classroom before attempting to send a student to an administrator for disciplinary action.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Design and conduct professional development around school's existing behavior management system (PBS, core values, etc.)		
	Assigned to:	██████████	
	Added date:	06/05/2012	

		Target Completion Date:	08/15/2012
		Frequency:	once a year
		Comments:	
		Task Completed:	08/17/2012
	2. ALT tracks student referrals through SBT to identify teachers who may need additional support based on # of referrals.		
		Assigned to:	██████████
		Added date:	05/06/2013
		Target Completion Date:	06/30/2014
		Frequency:	weekly
		Comments:	
	3. Create CLC based on classroom management practices and needs to provide support for teachers who struggle with classroom management issues		
		Assigned to:	Dean of Students
		Added date:	05/06/2013
		Target Completion Date:	06/30/2014
		Frequency:	four times a year
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 3 (33%)	

Indicator	F05 - The LEA/School structures professional development to provide adequate time for collaboration and active learning. (1696)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/18/2012	
	Evidence:	<p>ANet data meetings are designed in a way that requires teachers to collaborate w/ colleagues and review data. During biweekly data meetings based on short-cycle assessment data teachers meet as a group to discuss data across curricula and develop a strategy and reteach plan based on data.</p> <p>Teachers have time available for collaborative planning in the morning, and each grade level has a common planning period during which they are encouraged to review data and plan together.</p>	

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 01/19/2012	
	Evidence:	Students have multiple opportunities for extended learning activities: pull-out program, Saturday School, Power Hour, AM classes. Continue through end of school year.	

Indicator	J06 - The LEA/School creates and sustains partnerships to support extended learning. (1708)		
Status	In Plan / No Tasks Created		

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:	TBD	
Plan	Assigned to:	Not yet assigned	

Indicator	J07 - The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (1709)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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:	Everything is in place, but PD has not occurred re: specifically how to use extra time.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will execute effective plans for extended learning time and have continued support from instructional coaches and administrators. Transition from regular school day to extended learning opportunities will be seamless, and extended time will be used effectively as remediation or enrichment, depending on needs of students.	
	Target Date:	06/27/2014	
	Tasks:		
	1. Design and execute professional development to communicate best practices around extended learning		
	Assigned to:	[REDACTED]	
	Added date:	05/16/2013	
	Target Completion Date:	09/27/2013	
	Frequency:	twice a year	
	Comments:		
	3. ALT performs informal observations of teachers in extended learning space, to inform PD needs		
	Assigned to:	[REDACTED]	
	Added date:	05/16/2013	
	Target Completion Date:	06/27/2014	
	Frequency:	weekly	

	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (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: 1 of 4 (25%)		
Assessment	Level of Development:	Initial: Limited Development 01/18/2012	
	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 is a work in progress. Teachers are required to prepare lessons, but quality varies. Development is needed in this area.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Collaborative planning time will effectively be used to create lessons aligned to standards as spelled out in the scope and sequence for both ELA and Math. Science, Social Studies and specials teachers will support the learning in these areas by creating links within their lessons to these core standards. Time will also be dedicated throughout the school year and summer for the sole purpose of preparing unit and daily lesson plans that are aligned to Common Core Standards.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Create common planning time in daily schedule		
	Assigned to:	[REDACTED]	
	Added date:	08/07/2012	
	Target Completion Date:	08/27/2012	
	Comments:		
	Task Completed:	08/27/2012	
	2. Create calendar of unit planning sessions		
	Assigned to:	[REDACTED]	
	Added date:	08/07/2012	
	Target Completion Date:	09/13/2013	
	Frequency:	once a year	
	Comments:		
	3. Identify new and struggling teachers to participate in unit planning sessions		

	Assigned to:	██████████
	Added date:	08/07/2012
	Target Completion Date:	09/13/2013
	Frequency:	four times a year
	Comments:	
	5. Science, Social Studies and specials teachers work with Instructional Coach to align lessons and text selections to the work being done in ELA and Math classes.	
	Assigned to:	██████████
	Added date:	04/18/2013
	Target Completion Date:	09/13/2013
	Frequency:	twice a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 4 (25%)

Indicator	I03 - All teachers, working in teams, differentiate and align learning activities with state standards. (1716)		
Status	Tasks completed: 0 of 3 (0%)		
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:	work in progress - done with varying levels of success throughout the school.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	Teachers are meeting in grade level and content level teams regularly to ensure that classroom activities are aligned with state standards based on the district's scope and sequence. Classroom observations are conducted regularly to provide constructive feedback on any adjustments that need to be made in order to ensure alignment.	
	Target Date:	06/28/2013	
	Tasks:		
	1. Conduct professional development session for all teachers re: planning using scope and sequence.		
	Assigned to:	██████████	
	Added date:	06/05/2012	
	Target Completion Date:	06/28/2013	
	Frequency:	four times a year	
	Comments:	Focus on math - new scope and sequence for this school year. Focus will be on ILC and CLC cycles.	
	2. Grade level administrators and IC's will conduct formal and informal observations to ensure alignment with activities and CCSS.		

	Assigned to:	██████████
	Added date:	08/10/2012
	Target Completion Date:	06/28/2013
	Frequency:	weekly
	Comments:	Formal observations occur around the IMPACT cycle. ALT members conduct informal observations more frequently.
	3. Grade level and content team meetings are scheduled regularly, and ALT members provide support for collaborative planning when needed.	
	Assigned to:	██████████
	Added date:	04/18/2013
	Target Completion Date:	06/28/2013
	Frequency:	four times a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

Indicator	H02 - All teachers assess student learning frequently using standards-based classroom assessments. (1717)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/18/2012
	Evidence:	Bi-weekly short cycle assessments. Quarterly ANet (interim) assessments.

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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/19/2012
	Evidence:	Extended learning time monitored by admins during pull-out and Saturday program; tchrs collect data through SCA, other exams and quarterly assessments. Used to determine instructional practices and who is required to participate in extended learning.

Indicator	C05 - The principal collects and acts on data from a variety of sources and in a timely manner. (1666)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012

Evidence:	<p>ANet and SCA data used to group students. Students provided intensive supports for areas with which they could use support. Weekly data meetings to discuss actions for specific students</p> <p>Read 180 is implemented, roster changes due to students' proficiency levels.</p> <p>Admin team and IC perform classroom observations informally throughout week, and adhere to IMPACT timeline re: teacher observations.</p> <p>Data used to refer students for additional services (WCC, First Home Care, etc.)</p>
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Indicator	H01 - The principal ensures that teachers align instruction with standards and benchmarks. (1714)
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Status	Tasks completed: 0 of 3 (0%)
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Assessment	Level of Development:	Initial: Limited Development 01/18/2012	
	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:	Use the schedule of assessed standards from ANet Require tchrs to submit unit plans
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Plan	Assigned to:	[REDACTED]
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	How it will look when fully met:	Principal and academic leadership team will conduct regular classroom observations and provide feedback on alignment. Teachers will use data from assessments and benchmark targets to determine the trajectory of units as they are planning, and standards will be covered strategically throughout the school year to ensure that students are learning at their highest potential.
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	Target Date:	06/30/2013
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	Tasks:
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	1. Grade level administrators will be responsible for collecting unit plans and assessments that are aligned with standards.
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	Assigned to:	[REDACTED]
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	Added date:	08/10/2012
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	Target Completion Date:	06/30/2013
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	Frequency:	monthly
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	Comments:	
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	2. The Academic Leadership Team will conduct regular classroom observations to ensure daily lessons are standards-based.
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	Assigned to:	[REDACTED]
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	Added date:	08/10/2012
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	Target Completion Date:	06/30/2013
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	Frequency:	daily
	Comments:	
	3. Teachers will use the following documents to plan future lessons: ANet schedule of assessed standards; DCPS Unit Overviews; CCSS	
	Assigned to:	██████████
	Added date:	08/10/2012
	Target Completion Date:	06/30/2013
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

Turnaround Principles

Principle 6: School Culture and Climate

Indicator	F09 - The LEA/School creates a professional learning community that fosters a school culture of continuous learning. (1701)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/18/2012	
	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:	School conducts regular data meetings to determine areas of success and of growth. Master Educators informally observe teachers in CLC and ILC cycles. Instructional coach rotates teachers through ILC and CLC cycles.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	Teachers and appropriate staff participate in Professional Learning Communities, and will actively engage in owning their own development. Teachers within PLCs will assist in providing professional development to their colleagues.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Teachers will participate in at least one CLC hosted by the instructional coach focusing on an area of growth identified by the teacher.		
	Assigned to:	██████████	
	Added date:	08/10/2012	
	Target Completion Date:	06/30/2013	
	Frequency:	four times a year	
	Comments:		
	2. Grade level teachers and their administrator will meet bi-weekly to discuss data and best practices to help improve instruction.		

		Assigned to:	██████████
		Added date:	08/10/2012
		Target Completion Date:	06/30/2013
		Frequency:	twice monthly
		Comments:	
	3. Teachers will conduct informal peer observations with Master Educators to help identify and internalize best practices and effective instructional strategies		
		Assigned to:	██████████
		Added date:	04/03/2013
		Target Completion Date:	06/30/2014
		Frequency:	monthly
		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	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/19/2012	
	Evidence:	Partnerships w/ City Year, American U, Higher Achievement, First Home Care, and TFA and DC Teaching Fellows. Dept of Rec.	

Indicator	J03 - The principal creates enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication. (1705)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	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:	Information re: opps are shared w/ phone calls home, incentives given to students for attendance.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	When this objective is fully realized, all stakeholders will be fully informed re: what extended learning programs are available. Partnerships will be formed to ensure that all families who are interested in participating in extended learning will have the opportunity. Regular communication will go out to community partners, families and staff in the form of newsletters, flyers, and phone calls.	
	Target Date:	06/27/2014	
	Tasks:		
	1. Identify community partners with whom to work on extended learning opportunities.		
	Assigned to:	[REDACTED]	
	Added date:	06/05/2012	
	Target Completion Date:	08/02/2013	
	Comments:		
	2. Market extended learning opportunities to families that are interested through newsletter, flyers and phone calls		
	Assigned to:	[REDACTED]	
	Added date:	05/16/2013	
	Target Completion Date:	06/27/2014	
	Frequency:	four times a year	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Indicator	J05 - The LEA assists school leaders in networking with potential partners and in developing partnerships. (1707)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/19/2012	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	City Year partnership developed through LEA. Opportunity re: President's Committee on the Arts.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>Upon further review of indicator, school feels that the onus of responsibility falls on the LEA to manage work toward this objective.</p> <p>In addition to partners within the immediate school community, DCPS will assist in making connections with larger partners to ensure that the vision for Kelly Miller moves forward. The principal and LEA representative(s) will actively reach out to organizations whose goals complement those of Kelly Miller.</p>	
	Target Date:	06/30/2014	
	Tasks:		
	3. Conduct outreach to identified organizations to determine their interest in partnering		
	Assigned to:	[REDACTED]	
	Added date:	06/05/2012	
	Target Completion Date:	02/28/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (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 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 06/06/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, we have developed a PTA to encourage parents to become involved and take part in the transformation that's occurring at Kelly Miller. We have developed marketing materials to be sent to not only feeder schools, but also a neighboring middle school that will be consolidated into our population. We've opened up our school to 5th grade feeder school students to introduce them to a program called 'The Life of a Lion' to ensure that they are aware of the expectations placed on students at Kelly Miller. Written communication goes home to parents of all students selected for extended learning opportunities, and to recruit students for our partner Higher Achievement program.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	When this objective is fully met, all stakeholders involved with Kelly Miller, both internal and external, will be fully engaged in the transformation process. Each will be able to explain the process and the anticipated outcomes, and their roles in relation to the process and anticipated outcomes.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Invite feeder school parents/teachers/students to Kelly Miller school tours to introduce members of the community to our expectations (academic and behavioral).		
	Assigned to:	[REDACTED]	
	Added date:	06/12/2013	
	Target Completion Date:	04/01/2014	
	Frequency:	once a year	
	Comments:		
	2. PTA communicates with parents from [REDACTED] (consolidating school) to inform parents of expectations and to increase enrollment efforts.		
	Assigned to:	[REDACTED]	
	Added date:	06/12/2013	
	Target Completion Date:	08/12/2013	
	Frequency:	twice a year	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (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 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 06/06/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	While the school has taken some strides communicating to stakeholders re: the extended day model and changes due to this model, more communication is necessary to ground those changes in the school turnaround principles and within that framework.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	When this objective is fully met, the school will have created an open dialogue with all stakeholders, ensuring that they are apprised changes being made during the turnaround process. All stakeholders will be active participants in the turnaround process, and will be able to explain the academic changes that are being made and the anticipated results of those changes.	
	Target Date:	06/30/2014	
	Tasks:		
	1. PTA will hold meeting to disseminate information regarding school changes to parents.		
	Assigned to:	[REDACTED]	
	Added date:	06/12/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	four times a year	
	Comments:		
	2. Marketing materials will be sent to feeder school parents/students in regards to the academic options(extended day, Saturday school, etc.) at Kelly Miller.		
	Assigned to:	[REDACTED]	
	Added date:	06/12/2013	
	Target Completion Date:	09/30/2013	
	Frequency:	twice a year	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (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 06/06/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have formed a relationship with Flamboyan to facilitate parent communication and engagement. Working with this organization will provide teachers with strategies to engage parents in the transformation process.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	When this objective is fully met, teacher and parent communication will be regular and parents will be fully engaged in the school community.	
	Target Date:	06/30/2014	
	Tasks:		
	1. create a school-wide home visit feedback form		
	Assigned to:	[REDACTED]	
	Added date:	06/12/2013	
	Target Completion Date:	09/01/2013	
	Comments:		
	2. Teachers will complete 4 home visits each year to update parents on academic, behavior or social concerns.		
	Assigned to:	[REDACTED]	
	Added date:	06/12/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	four times a year	
	Comments:		
	3. School staff will meet with Flamboyan partners to incorporate strategies for conducting home visits.		
	Assigned to:	[REDACTED]	
	Added date:	06/12/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	monthly	
	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 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 06/06/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(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 and leadership team have been open and up front re: initiatives being undertaken at Kelly Miller to increase learning time for students in order to affect positive change in the learning environment. Teachers who are brought on board are made aware of any adjustments that will need to be made before they are hired, and the teaching staff is therefore less resistant to changes that have occurred. Very little resistance has been experienced from the parents and community, though there are still strides to be made with the student population in order to ensure that they are all on board with the new direction of Kelly Miller.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	When this objective is fully met, all stakeholders will be active partners in Kelly Miller's turnaround. The school will invite open dialogue from stakeholders so that they have space to express any concerns they may have, and allow stakeholders to be active participants in the planning an implementation of any turnaround plan.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Create questions for interviewees that include changes in school procedures and routines.		
	Assigned to:	[REDACTED]	
	Added date:	06/12/2013	
	Target Completion Date:	06/30/2014	
	Comments:		
	2. create and extended day schedule that maximizes student learning time.		
	Assigned to:	[REDACTED]	
	Added date:	06/12/2013	
	Target Completion Date:	09/01/2013	
	Comments:		
	3. Plan and schedule community forums to involve parents and community stakeholders in turnaround process		
	Assigned to:	[REDACTED]	
	Added date:	06/13/2013	
	Target Completion Date:	06/27/2014	
	Frequency:	four times a year	

		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	