

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 06, 2013

Kramer MS-8 NCES - 110003000143

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:	<p>Currently, the principal and leadership team use several different tools to evaluate teachers' skills and knowledge, including the following:</p> <ul style="list-style-type: none"> -IMPACT evaluations are being performed by an administrator as well as a Master Educator from the central office several times per school year to determine teacher effectiveness as it relates to the district's Teaching and Learning Framework (TLF). -The principal and school leadership team have also contracted with an outside vendor, Marzano Research Laboratory, and uses their tools and professional development to evaluate teachers -In addition, at least two informal observations were conducted during IMPACT Cycle 1, and this practice will be repeated throughout the school year, to give teachers direct and immediate feedback on practices and areas of growth. <p>Each of these methods of evaluation will be continued moving forward to ensure that teachers are continuously improving their practice.</p>

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:	Each of the evaluation processes outlined above (IMPACT, Marzano's and informal evaluations) has an established process for documentation. The IMPACT process is well-documented through procedures set by DCPS. Marzano's has it's own process for observation and evaluation which continues to be used through the contract. An informal evaluation form has been created by the leadership team, and is completed and sent to teachers after each informal observation cycle.
-----------	---

Indicator	D03 - The principal provides timely, clear, constructive feedback to teachers. (1676)		
Status	Objective Met 2/20/2013		
Assessment	Level of Development:	Initial: Limited Development 01/06/2012	
		Objective Met - 02/20/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Feedback is currently delivered to teachers in the following ways: -Completion of the informal evaluation form -During informal conversations/meetings -During grade level meetings -During departmental meetings -During individual meetings -During professional development data meetings	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	School has continued all of observation and feedback methods mentioned above, and feedback is consistently delivered to teachers in a timely, constructive manner.	
	Target Date:	02/07/2012	
	Tasks:		
	1. Create clear system of accountability for administrators to see instructional staff; 1 AP responsible for Math/Science, 1 AP for ELA/Social Studies, Principal for elective team.		
	Assigned to:	[REDACTED]	
	Added date:	02/20/2013	
	Target Completion Date:	12/30/2011	
	Comments:	ALT divvied up teachers and support responsibilities	
	Task Completed:	12/30/2011	
	2. Each person monitors overall academic structures for respective departments - Unit plans, lesson plans, assessments, and data review.		
	Assigned to:	[REDACTED]	
	Added date:	02/20/2013	
	Target Completion Date:	01/31/2012	

		Comments:	
		Task Completed:	01/31/2012
		3. Monitor efficacy of implementation during weekly (Tuesday) leadership team meetings.	
		Assigned to:	[REDACTED]
		Added date:	02/20/2013
		Target Completion Date:	02/03/2012
		Comments:	
		Task Completed:	01/31/2012
		4. Inst. Supt and Dep. Chief of School Turnaround meet monthly with Principal	
		Assigned to:	[REDACTED]
		Added date:	02/20/2013
		Target Completion Date:	02/07/2012
		Comments:	
		Task Completed:	02/07/2012
Implement	Percent Task Complete:		
	Objective Met:		2/20/2013
	Experience:		2/20/2013 Academic leadership was already taking a number of measures to provide clear, constructive and timely feedback to teachers. We felt that the last step in this process was to normalize our routines and divide the staff according to our strengths. This allowed each member of the ALT to provide targeted support to teachers in their subject areas, and will allow for sustainable support moving forward.
	Sustain:		2/20/2013 ALT will continue to provide targeted support for teachers under their purview and keep up to date with current trends in support.
	Evidence:		2/20/2013 ALT has been providing targeted support to teachers since last school year (SY 11-12), and has seen growth in their effective use of Teach strategies. Teachers who were unable to maintain the level of proficiency necessary for turnaround work were reassigned to other placements outside the building.

Indicator	F07 - The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice. (1699)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/13/2012
	Evidence:	The IMPACT cycle requires that administrators observe and provide feedback to teachers to help them improve their practice based on the Teaching and Learning Framework. In addition, each member of the academic leadership team has an instructional cohort of teachers for which s/he is responsible. These responsibilities include conducting regular observations, creating action plans and providing feedback.

Indicator	C03 - The principal is a change leader. (1664)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012
	Evidence:	The principal has dedicated ██████ to transforming Kramer into a 21st century school that will challenge students accordingly and show increasing achievement gains over the next several years. ██████ has instituted a focus on being data-driven throughout the building, and continuously uses data to determine teacher effectiveness and student achievement. ██████ has utilized IMPACT and data to make staffing decisions, leveraged district personnel when necessary and retained staff that support the vision he has articulated for Kramer. He sets high expectations for all staff members, and provides support through action plans to enable them to meet goals. ██████ has concentrated on achieving quick wins in order to build momentum and silence critics. ██████ constantly analyzes school structures and practices and makes changes as necessary.

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:	The principal very openly discusses ██████ vision of change for Kramer with any and all stakeholders who show interest, from teachers and students to families and community partners.

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:	Since being hired, the principal has focused on quick wins in order to build momentum toward ██████ vision for turning the school around. ██████ utilized district resources during the reconstitution process to remove ineffective staff, established routines and order to increase attendance and decrease truancy and has pushed for increased Special Education compliance. ██████ will continue to seek such wins to build upon current building climate and encourage staff and other stakeholders with continued success.

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 4 (0%)		
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:	Currently, the administrative leadership team meets on a weekly basis to evaluate progress and discuss any changes that need to take place. Professional learning communities are in place in the school, and a consultant has been identified to be brought in next year to assist with implementation.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Principal will meet with ALT (admin officer, APs, Dean, SPED coordinator, lead teachers) to review schoolwide data relating to academics, attendance and behavior. APs and ICs will divide instructional staff to support them in their own learning communities by content/department to ensure that the information provided in the leadership team meeting is being implemented. Lead teachers will meet with their grade level teams 2x/week to ensure that information provided in leadership team meetings is happening by grade level. Dean of students and SPED coordinator will meet with support staff (Related Service Providers) to ensure that info provided in leadership team meeting is being implemented to ensure that behavioral goals are being met. Each team and department will be required to set goals based on schoolwide goals, and we will monitor progress toward those goals monthly to determine effective progress.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Principal will meet with ALT (admin officer, APs, Dean, SPED coordinator, lead teachers) to review schoolwide data relating to academics, attendance and behavior.		
	Assigned to:	[REDACTED]	
	Added date:	08/07/2012	
	Target Completion Date:	06/30/2013	
	Comments:		
	2. APs and ICs will divide instructional staff to support them in their own learning communities by content/department to ensure that the information provided in the leadership team meeting is being implemented		
	Assigned to:	[REDACTED]	
	Added date:	08/07/2012	
	Target Completion Date:	06/30/2013	
	Comments:		
	3. Lead teachers will meet with their grade level teams 2x/week to ensure that information provided in leadership team meetings is happening by grade level		

	Assigned to:	██████████
	Added date:	08/07/2012
	Target Completion Date:	06/30/2013
	Comments:	
	4. Dean of students and SPED coordinator will meet with support staff (Related Service Providers) to ensure that info provided in leadership team meeting is being implemented to ensure that behavioral goals are being met.	
	Assigned to:	██████████
	Added date:	08/07/2012
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

Indicator	C08 - The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (1712)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 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:	The principal regularly meets with the academic leadership team, and each member of the team supports a specific group of teachers to discuss observations and areas of improvement.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	Principal will meet with ALT (admin officer, APs, Dean, SPED coordinator, lead teachers) to review schoolwide data relating to academics, attendance and behavior. APs and ICs will divide instructional staff to support them in their own learning communities by content/department to ensure that the information provided in the leadership team meeting is being implemented. Lead teachers will meet with their grade level teams 2x/week to ensure that information provided in leadership team meetings is happening by grade level. Dean of students and SPED coordinator will meet with support staff (Related Service Providers) to ensure that info provided in leadership team meeting is being implemented to ensure that behavioral goals are being met. Each team and department will be required to set goals based on schoolwide goals, and we will monitor progress toward those goals monthly to determine effective progress.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Principal will meet with ALT (admin officer, APs, Dean, SPED coordinator, lead teachers) to review schoolwide data relating to academics, attendance and behavior		
	Assigned to:	██████████	

		Added date:	08/07/2012
		Target Completion Date:	06/30/2014
		Comments:	
	2. APs and ICs will divide instructional staff to support them in their own learning communities by content/department to ensure that the information provided in the leadership team meeting is being implemented.		
		Assigned to:	██████████
		Added date:	08/07/2012
		Target Completion Date:	06/30/2014
		Comments:	
	3. Lead teachers will meet with their grade level teams 2x/week to ensure that information provided in leadership team meetings is happening by grade level.		
		Assigned to:	██████████
		Added date:	08/07/2012
		Target Completion Date:	06/30/2014
		Comments:	
	4. Dean of students and SPED coordinator will meet with support staff (Related Service Providers) to ensure that info provided in leadership team meeting is being implemented to ensure that behavioral goals are being met.		
		Assigned to:	██████████
		Added date:	08/07/2012
		Target Completion Date:	06/30/2014
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

Indicator	F10 - The principal aligns professional development with classroom observations and teacher evaluation criteria. (1713)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/13/2012
	Evidence:	The academic leadership team meets regularly to discuss teacher performance and needs for improvement. They utilize classroom observation data to monitor instructional practices, and monitor impact on student achievement by reviewing data from assessments. This information is used to guide revisions of teachers' action plans.

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: 0 of 3 (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:	The principal and leadership team feel that extrinsic incentives for staff need to improve. In the absence of monetary incentives for staff outside of the IMPACT system, the school has established other avenues by which to reward staff including: -Distributing leadership -Professional development trips -Public acknowledgement.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	At each IMPACT cycle, top performing teachers will be recognized through creative professional developments. Teachers will be recognized for meeting weekly achievement goals. One teacher per grade level and team has been identified to serve as grade level leader. Allow for teachers to serve as heads of task forces (Black History Month, Hiring, Home Visits, Curriculum Selection).	
	Target Date:	06/30/2014	
	Tasks:		
	1. Identify grade level leaders within teaching staff		
	Assigned to:	[REDACTED]	
	Added date:	03/07/2013	
	Target Completion Date:	09/07/2012	
	Comments:		
	2. Create task forces to support overall school performance.		
	Assigned to:	[REDACTED]	
	Added date:	03/07/2013	
	Target Completion Date:	09/07/2012	
	Comments:	Allowing teachers opportunities to participate and lead activities outside of contractual opportunities, teachers become more engaged and committed to school community.	
	3. Create standard list of tasks to create more objective list re: rotation of leadership roles and responsibilities.		
	Assigned to:	[REDACTED]	
	Added date:	03/07/2013	

		Target Completion Date:	06/14/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed:	0 of 3 (0%)

Indicator	E04 - The LEA/School has created several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems). (1685)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012	
	Evidence:	There are a few different exit points for teachers, including voluntary departure or being excessed from the school. The IMPACT system allows for removal of a teacher if s/he does not meet expectations for performance.	

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	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012	
	Evidence:	<p>The IMPACT cycle is system-wide and addresses teacher performance in aspects of the Teaching and Learning Framework (TLF). Failure to perform in one of these areas is a clear sign that additional support is needed to increase efficacy (for example, Teach 7 addresses effective questioning - a teacher performing below expectations in this area would need additional support in scaffolding questions).</p> <p>At the school level, action plans are created with teachers, based on areas of need identified during observations. Teachers then meet with a member of the leadership team on a weekly basis (both individually and within teams) to discuss support and training.</p>	

Indicator	E06 - The LEA has negotiated expedited processes for performance-based dismissals in transformation schools. (1688)		
Status	In Plan / No Tasks Created		
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:	As mentioned in a previous indicator, the IMPACT system allows for teachers who receive unsatisfactory scores to be released from a school, but this is only after the teacher has been at the school for a school year - there is no expedited process to dismiss a teacher who is performing poorly.	

Plan	Assigned to:	██████████
	How it will look when fully met:	Upon review of this indicator, ALT agrees that actions taken to fully address the objective will be taken at the LEA level, not the school level.
	Target Date:	06/30/2014

Indicator	E08 - The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees. (1691)
------------------	--

Status	In Plan / No Tasks Created
---------------	-----------------------------------

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:	As stated previously, teachers can be "IMPACTed" out after receiving unsatisfactory scores on IMPACT evaluations, but the exit occurs at the end of the school year, and the principal does not consider this a swift exit.	

Plan	Assigned to:	██████████
	How it will look when fully met:	Upon review of this indicator, ALT agrees that actions taken to fully address the objective will be taken at the LEA level, not the school level.
	Target Date:	06/30/2014

Indicator	D05 - The LEA/School assesses the evaluation process periodically to gauge its quality and utility. (1678)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/06/2012	
	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:	While we do not assess the IMPACT process (considering it is a district-level process, and we have no mechanism to change it), we do hold weekly management/administrative team meetings during which we discuss the efficacy of the school-initiated evaluation processes. We review data to determine whether it shows the change that we would like, and make changes from these discussions.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Based on the new ESEA Waiver, the LEA monitors through school site reviews the progress of school improvement. Based on those reviews, it allows us to have monthly reviews of overall school performance, and opportunities to celebrate areas of success and improve on areas of challenge.	
	Target Date:	06/30/2013	
	Tasks:		
	1. In weekly meetings, all components of school operation are present to share progress toward their respective goals.		
	Assigned to:	[REDACTED]	
	Added date:	02/20/2013	
	Target Completion Date:	08/31/2012	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

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 conversations regarding teacher evaluation are linked to a standard within the district's Teaching and Learning Framework, which guides how teachers all over the district are evaluated, and is the basis for professional development currently being offered at district PD days and to the current Individual and Collaborative Learning Cycles (ILC/CLC).	

Indicator	E01 - The LEA/School has created a system for making awards that is transparent and fair. (1679)		
Status	Tasks completed: 0 of 3 (0%)		
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:	While the IMPACT evaluation system does include a system of awards for highly effective teachers who impact their students positively, there is nothing in the IMPACT system for all administrators (APs specifically). Nothing has yet been established at the school level to reward staff.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Incentives for teachers will be based on attendance, performance during observations, committee participation and staff, student and parent input (voting). Teachers will be selected on a monthly basis based on these criteria and recognized during the monthly schoolwide core values assemblies.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Establish cut-off criteria for each of the categories (teachers who perform below the cut-off will not be eligible for teacher of the month)		
	Assigned to:	[REDACTED]	
	Added date:	08/24/2012	
	Target Completion Date:	09/13/2013	
	Comments:		
	2. Create voting forms for teachers an students		
	Assigned to:	[REDACTED]	
	Added date:	08/24/2012	
	Target Completion Date:	09/13/2013	
	Comments:		
	3. Communicate criteria for teacher of the month to staff		
	Assigned to:	[REDACTED]	
	Added date:	08/24/2012	
	Target Completion Date:	09/13/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Indicator	E02 - The LEA/School has implemented a communication plan for building stakeholder support, for the system of awards. (1681)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/06/2012	
	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>Th LEA's system (IMPACT) has been communicated, and some information is readily available, though communication with DCPS is still necessary to build a school-based system of awards in order to communicate this system with necessary stakeholders.</p> <p>School needs further direction from DCPS Central Office re: that variety of incentives that are allowable for teachers (monetary incentives, gift cards, etc.) in order to further create a more robust reward system.</p>	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Based on criteria mentioned above, teachers and staff will be recognized monthly at core values assemblies (teacher and staff member of the month). Students will be informed of Teacher/Staff Member of the Month criteria during the back-to-school assembly, and there will be information for parents on how they can provide their input during Back To School Night. We will also utilize the school newsletter, parent/teacher conferences (to cast ballots) and will explore creation of a virtual ballot linked to BrainHoney.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Meet w/ IT coordinator to identify possibilities re: virtual ballot casting using Brain Honey		
	Assigned to:	[REDACTED]	
	Added date:	08/24/2012	
	Target Completion Date:	10/04/2013	
	Comments:		
	2. Create messaging for students and parents.		
	Assigned to:	[REDACTED]	
	Added date:	08/24/2012	
	Target Completion Date:	09/13/2013	
	Comments:		
	3. Create paper voting ballot and ballot box.		
	Assigned to:	[REDACTED]	
	Added date:	08/24/2012	
	Target Completion Date:	09/13/2013	
	Comments:		

	4. Schedule meeting/conversation with LEA rep to flesh out allowable and available systems of rewards and determine how best to implement reward system.
	Assigned to: [REDACTED]
	Added date: 03/07/2013
	Target Completion Date: 06/28/2013
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 4 (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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: No development or Implementation 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:	The principal is not currently aware of a team or policy within district to dismiss low-performing teachers without going through IMPACT timeline, but would be interested in this support if available.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Upon review of this indicator, ALT agrees that actions taken to fully address the objective will be taken at the LEA level, not the school level.	
	Target Date:	06/30/2014	

Indicator	F01 - The LEA/School provides professional development that is appropriate for individual teachers with different experience and expertise. (1692)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/13/2012	
	Evidence:	Through the contract with Marzano Research, the school provides two hours per week of regularly scheduled, structured professional development. The professional development has been consistent with the needs of teachers and uses research and best practices to support development. In addition to this PD, the school also utilizes system-wide professional development days to focus on teacher needs.	

Indicator	F02 - The LEA/School offers an induction program to support new teachers in their first years of teaching. (1693)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/13/2012	

	Evidence:	There is a short induction process through the district, but the school took the approach that every teacher is new (due to the reconstitution) and has made arrangements for orientation and induction as necessary. Every teacher has both a peer and administrator mentor. In addition, teachers who are seeking an alternative route to certification (e.g. Teach For America or DC Teaching Fellows) are provided additional PD through their programs.
--	-----------	--

Indicator	F03 - The LEA/School aligns professional development with identified needs based on staff evaluation and student performance. (1694)	
------------------	---	--

Status	Full Implementation	
---------------	----------------------------	--

Assessment	Level of Development:	Initial: Full Implementation 01/13/2012
-------------------	-----------------------	---

	Evidence:	Teachers are supported based on the subjects that they teach - each member of the academic leadership team acts as mentor for the subjects of his/her expertise. Through their contract with Marzano Research, the school participates in webinars during which the professional developer provides tools to support current levels of expertise. The school staff uses district professional development days to discuss assessment data and determine action steps based on needs that are apparent from this data. In addition, weekly professional development days are used to assess progress on action plans and determine next steps.
--	-----------	---

Indicator	F04 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (1695)	
------------------	---	--

Status	Full Implementation	
---------------	----------------------------	--

Assessment	Level of Development:	Initial: Full Implementation 01/13/2012
-------------------	-----------------------	---

	Evidence:	Professional development is provided in a variety of ways and in a variety of venues, including: -Weekly professional development days (Wednesdays) -Marzano Research webinars -Departmental meetings -Grade level team meetings -Mentor teachers -Academic leadership team provide support based on subject taught
--	-----------	---

Indicator	F06 - The LEA/School sets goals for professional development and monitors the extent to which it has changed practice. (1698)	
------------------	--	--

Status	Full Implementation	
---------------	----------------------------	--

Assessment	Level of Development:	Initial: Full Implementation 01/13/2012
-------------------	-----------------------	---

	Evidence:	Professional development goals for all teachers are based on their action plans. Action plans are created by the academic leadership team in collaboration with the teacher - the leadership team mentor selects one area for improvement based on observation, and the teachers selects one. When they meet with their mentor, they discuss how they will achieve effective status in those areas. Monitoring occurs in continuous observations and follow-up meetings.
--	-----------	--

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	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/13/2012	
	Evidence:	As mentioned in several previous indicators, the academic leadership team conducts regular observations with their instructional cohorts. In addition, teachers participate in instructional rounds with the contracted professional developer at regular intervals to determine best practices of other teachers in the building in order to build on existing strengths.	

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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 01/13/2012	
	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>At the district level, the IMPACT system is meant to help recruit and retain highly qualified teachers. At the school level, the principal has taken the following steps to recruit and retain highly qualified teachers:</p> <ul style="list-style-type: none"> -Developed a clearly articulated vision which teachers can 'buy-in' to and see themselves working in and building -Developed a shared leadership system, where all are held accountable for student achievement <p>The principal also recruits teachers from other organizations which emphasize achievement for students, including Teach For America and DC Teaching Fellows.</p>	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Upon review of this indicator, ALT agrees that actions taken to fully address the objective will be taken at the LEA level, not the school level.	
	Target Date:	06/30/2014	

Indicator	G02 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (1670)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 01/13/2012	
	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:	As stated above, the district focuses on the IMPACT system to recruit, evaluate, reward and replace staff. The principal has successfully recruited some school staff from outside the district, and the school currently has a process specifically for evaluation (observation process, contract with Marzano Research), but must still rely on the district procedures and protocols.
Plan	Assigned to:	██████████
	How it will look when fully met:	Upon review of this indicator, ALT agrees that actions taken to fully address the objective will be taken at the LEA level, not the school level.
	Target Date:	06/30/2014

Indicator	I01 - The school has established a team structure among teachers with specific duties and time for instructional planning. (1711)		
Status	Objective Met 5/9/2013		
Assessment	Level of Development:	Initial: Limited Development 01/13/2012	
		Objective Met - 05/09/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers work on both grade level and content teams, with planned time for each team to meet. Members of the academic leadership team are assigned to these teams so that each time gets administrator support at least once per week.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	Master schedule will reflect built in time for teachers to plan and collaborate. Morning collaborative time will be used creatively to focus on departmental goals. Action plans will be created to monitor progress towards meeting the goals. If goals are met, there will be celebrations; if goals are not met, new action plans will be created to adjust.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Identify teachers to help create master schedule		
	Assigned to:	██████████	
	Added date:	05/09/2013	
	Target Completion Date:	08/31/2012	
	Frequency:	once a year	
	Comments:		
	Task Completed:	08/31/2012	
	2. Apprise all staff of schedule and when they are scheduled for collaboration and planning		

		Assigned to:	██████████
		Added date:	05/09/2013
		Target Completion Date:	08/31/2012
		Frequency:	once a year
		Comments:	
		Task Completed:	08/31/2012
	3. Collaborative time proposal given to teachers to eliminate morning collaborative time, consolidate time to meet for 2 hours at the end of the school day once/week.		
		Assigned to:	██████████
		Added date:	05/09/2013
		Target Completion Date:	08/31/2012
		Comments:	
		Task Completed:	08/31/2012
Implement	Percent Task Complete:		
	Objective Met:		5/9/2013
	Experience:		5/9/2013 Created taskforce of teachers and administrators to develop master schedule to reflect common grade level planning time where teachers have individual planning on Monday, Wednesday and Friday and collaborative planning on Tuesday and Thursday.
	Sustain:		5/9/2013 We'd like to continue to create a taskforce each year to revisit master schedule and planning time to ensure that it's being used effectively to meet student achievement goals.
	Evidence:		5/9/2013 Sample of master schedule can be provided.

Indicator	I04 - All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (1719)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/13/2012	
	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:	The school is providing professional development for teachers to get ideas regarding how to incorporate different instructional strategies in daily lessons. Professional development itself is structured in such a way to incorporate different strategies so that teachers can see how they work in practice, not just in theory. The instructional coach regularly demonstrates stations and other strategies for teachers to provide evidence that these types of strategies will work in their classrooms.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will deliver instruction in a variety of styles (including small group, teacher directed, student directed, and computer based) to meet the learning needs of all students.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Professional development for teachers will be administered incorporating different instructional strategies to serve as a model for what is expected in the classrooms		
	Assigned to:	[REDACTED]	
	Added date:	05/09/2013	
	Target Completion Date:	06/28/2013	
	Frequency:	weekly	
	Comments:		
	2. ALT performs formal and informal observations on a regular basis, with focus on differentiated instructional strategies and how they are being utilized in the classroom		
	Assigned to:	[REDACTED]	
	Added date:	05/09/2013	
	Target Completion Date:	06/28/2013	
	Frequency:	weekly	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Indicator	K01 - All teachers demonstrate sound homework practices and communication with parents. (1720)		
Status	Tasks completed: 0 of 2 (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:	There are many plans in place to increase communication with parents and better homework practice, but they are in need of more structure. Currently, the communication policy for teachers is informal, but all are expected to communicate with parents as needed. Professional development has been provided regarding commenting on students' homework to help them understand better, and has proven effective.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	When this objective is met, students' homework will be completed in a timely manner. Any questions regarding difficulty with assignments will be communicated to teachers. Feedback will be given to students and parents for additional resources if child has not mastered objective. Tutoring will be available both within and outside the school. Workshops will be held for parents to reengage them in the educational process if necessary.	
	Target Date:	06/27/2014	
	Tasks:		
	1. Increase student engagement in classrooms by incorporating hands-on, project-based, student-centered learning activities.		
	Assigned to:	[REDACTED]	
	Added date:	06/07/2013	
	Target Completion Date:	06/21/2013	
	Frequency:	daily	
	Comments:		
	2. Parents will be made aware of opportunities within learning management system to communicate academic concerns with teachers.		
	Assigned to:	[REDACTED]	
	Added date:	06/07/2013	
	Target Completion Date:	08/30/2013	
	Frequency:	monthly	
	Comments:	Parents will be informed of this opportunity at Back to School Night, and it will be reiterated in monthly parent newsletters.	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (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	Objective Met 6/7/2013		
Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
		Objective Met - 06/07/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, the school has allocated significant funds from the SIG grant for Saturday School and a partnership with Johns Hopkins to support extended learning time.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Upon further review, school team feels that given the language of this indicator, full implementation has been achieved. Funds have been allocated to support not only the blended learning model, which in its construct provides opportunities for extended learning, but also for Saturday School and multiple partnerships which support the blended learning model, including Johns Hopkins.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Allocate funds for Saturday School and learning management system to make content available 24/7		
	Assigned to:	[REDACTED]	
	Added date:	06/07/2013	
	Target Completion Date:	07/31/2012	
	Frequency:	once a year	
	Comments:		

		Task Completed:	07/27/2012
Implement	Percent Task Complete:		
	Objective Met:		6/7/2013
	Experience:		6/7/2013 Funds from the school's SIG and RTTT grants were earmarked specifically for building and maintaining a blended learning model and Saturday School program, and partnerships were established to support the transition to this new way of thinking and teaching.
	Sustain:		6/7/2013 In order to sustain these efforts, relationships with community partners will need to be maintained and possibly strengthened. Capacity will need to be built at the school level so that if funds are not available, any strides that have been made will continue to exist through other means. Funding for technology and software will need to be built into the school budget moving forward so that the model can continue to evolve over time.
	Evidence:		6/7/2013 Funds have been allocated to support not only the blended learning model, which in its construct provides opportunities for extended learning, but also for Saturday School and multiple partnerships which support the blended learning model, including Johns Hopkins.

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 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/13/2012	
	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:	Teachers use data to identify students at risk, then work on providing remediation and intervention in a systematic way. Teams have a running log of how students are being supported, but this may need to be updated. Teachers regularly use formative assessments to evaluate student learning and make adjustments based on data.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Each teacher will be able to articulate their instructional approach by incorporating standards and teaching strategies to support students' achieving mastery.	
	Target Date:	06/27/2014	
	Tasks:		
	1. Ensure that each class has a fully developed online course aligned to CCSS		
	Assigned to:	[REDACTED]	
	Added date:	05/09/2013	
	Target Completion Date:	06/27/2014	
	Frequency:	once a year	
	Comments:		
	2. Provide professional development for teachers to become more clear about interpretation of standards.		
	Assigned to:	[REDACTED]	
	Added date:	05/09/2013	
	Target Completion Date:	06/27/2014	
	Frequency:	weekly	
	Comments:		
	3. Provide professional development for introduction of multiple instructional strategies		
	Assigned to:	[REDACTED]	
	Added date:	05/09/2013	
	Target Completion Date:	06/27/2014	
	Frequency:	four times a year	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Indicator	I05 - All teachers employ effective classroom management. (1721)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/13/2012	
	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 an area of growth for which the leadership team is currently providing support through demonstration and professional development.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Fewer students will be referred out of classrooms due to effective use of positive and negative consequences, and the school will see an overall reduction in both in-school and out of school suspensions	
	Target Date:	06/30/2013	
	Tasks:		
	1. ALT will create referral process that includes three in-class redirections before teachers can refer students out of the classroom		
	Assigned to:	[REDACTED]	
	Added date:	05/09/2013	
	Target Completion Date:	08/31/2012	
	Frequency:	once a year	
	Comments:		
	2. Interventions are discussed in grade level and SPED department meetings; action plans are created for students in need of additional intervention		
	Assigned to:	[REDACTED]	
	Added date:	05/09/2013	
	Target Completion Date:	08/31/2012	
	Frequency:	weekly	
	Comments:		
	3. ALT performs formal and informal observations on a regular basis, which include observation of classroom management and behavior interventions		
	Assigned to:	[REDACTED]	
	Added date:	05/09/2013	
	Target Completion Date:	06/28/2013	
	Frequency:	weekly	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

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 01/13/2012
	Evidence:	In order to provide adequate time for collaboration, the staff opted to have weekly professional development for 2 hours as opposed to daily morning collaborative time. Collaborative time is built into the professional development day. In addition, teachers can collaborate during grade level or department meetings. Teachers have demonstrated growth from the beginning of the year.

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 practices re: increasing learning time, and has begun efforts to exercise some of these practices moving forward to increase student achievement.

Indicator	J06 - The LEA/School creates and sustains partnerships to support extended learning. (1708)	
Status	Tasks completed: 1 of 2 (50%)	
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:	As referenced in several indicators above, the school is working with several different partners (Johns Hopkins, City Year and others) to extend learning time for students, and will continue to do so for as long as possible.
Plan	Assigned to:	
	How it will look when fully met:	When this objective is met, the school will have created several partnership relationships to support implementation of the blended learning model and to provide extended learning opportunities for all students. Partnership relationships will be established to help build capacity within the school building so that they can continue in a diminished supporting role once funding from SIG and RTTT is unavailable. School will work with partners to identify additional grants or funding sources to further relationships if necessary.
	Target Date:	06/27/2014
	Tasks:	
	1. Identify and initiate contact with relevant partner organizations that can support the turnaround work and the blended learning model at Kramer MS.	
	Assigned to:	
	Added date:	06/14/2013
	Target Completion Date:	07/27/2012

		Comments:	
		Task Completed:	07/06/2012
		2. Identify additional funding to maintain partner relationships and/or additional ways to continue working with relevant partners.	
		Assigned to:	██████████
		Added date:	06/14/2013
		Target Completion Date:	12/19/2014
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)	

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	In Plan / No Tasks Created		
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:	Professional development for teachers is being provided for the CTY (Center for Talented Youth) and Saturday programs. Weekly professional development time also includes development around extended learning. In addition, the principal works with the elective team, science and social studies depts to assist w/ infusing math standards into their instruction. Read 180, which provides additional reading time for low-level readers, is being implemented at the school, as well as an afterschool program where students receive additional academic help.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	xxx	
	Target Date:	02/07/2012	

Turnaround Principles

Principle 4: Curriculum, Assessment and Intervention System

Indicator	H03 - All teachers, working in teams, prepare standards-aligned lessons. (1718)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/13/2012	
	Evidence:	Teachers create unit plans (including assessments), which are reviewed by administrators. Administrators then provide feedback to teachers based on unit plans.	

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 01/13/2012	
	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:	As mentioned in previous indicators, teachers work in teams to plan units, which are vetted by the academic leadership team. While assessments are created alongside unit plans, the school is still fine-tuning people's ability to create appropriate assessments to ensure that students are demonstrating mastery of the standards being taught.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will use collaborative planning time to focus on departmental goals and align learning activities for planned units with CCSS.	
	Target Date:	06/27/2014	
	Tasks:		
	1. During collaborative planning time, grade level teachers will work together to plan around an agreed-upon unit theme		
	Assigned to:	[REDACTED]	
	Added date:	05/09/2013	
	Target Completion Date:	06/27/2014	
	Frequency:	weekly	
	Comments:		
	2. ALT will approve assessments, ensuring that instruction and assessments are aligned to CCSS.		
	Assigned to:	[REDACTED]	
	Added date:	05/09/2013	
	Target Completion Date:	06/27/2014	
	Frequency:	monthly	
	Comments:		
	3. Data is used regularly to identify students in need of additional support		
	Assigned to:	[REDACTED]	
	Added date:	05/09/2013	
	Target Completion Date:	06/27/2014	
	Frequency:	twice monthly	
	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 01/13/2012	
	Evidence:	Teachers are required to report out data by standard based on unit assessments, weekly assessments and exit tickets	

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 1 (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:	There is currently a plan in place to use data effectively for extended learning opportunities.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	xxx	
	Target Date:	06/30/2013	
	Tasks:		
	1. School will create learning management system to house all instructional content		
	Assigned to:	[REDACTED]	
	Added date:	08/14/2012	
	Target Completion Date:	10/01/2012	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (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 3 (0%)		
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:	Data from a variety of sources - assessments, evaluations, observations, etc. - determines how action plans are formulated and acted upon. While feedback is provided, there is always a mechanism by which to provide feedback in a more timely manner.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Principal will monitor schoolwide data and provide feedback weekly to APs, ICs and SPED coordinator. ICs, APs and SPED Coordinator will monitor instruction daily, providing feedback to a minimum of two teachers. Action plans will be created for teachers based on IMPACT, informal evaluations and teacher and administrator collaborative goals. 100% of teachers will earn a rating of effective or higher by EOY.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Principal will monitor schoolwide data and provide feedback weekly to APs, ICs and SPED coordinator		
	Assigned to:	[REDACTED]	
	Added date:	08/07/2012	
	Target Completion Date:	06/30/2013	
	Comments:		
	2. ICs, APs and SPED Coordinator will monitor instruction daily, providing feedback to a minimum of two teachers		
	Assigned to:	[REDACTED]	
	Added date:	08/07/2012	
	Target Completion Date:	06/30/2013	
	Comments:		
	3. Action plans will be created for teachers based on IMPACT, informal evaluations and teacher and administrator collaborative goals		
	Assigned to:	[REDACTED]	
	Added date:	08/07/2012	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Indicator	H01 - The principal ensures that teachers align instruction with standards and benchmarks. (1714)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/13/2012
	Evidence:	With the introduction of the Common Core standards, English/Language Arts teachers have been provided with a scope and sequence for instruction. The school is currently assessing whether this scope and sequence is meeting student needs. They are also looking at student achievement data to guide where teachers are spending their time instructionally. Numerous assessments are administered - formative, paced interim, unit and weekly - and teachers are required to report out on student achievement data by standard.

Turnaround Principles

Principle 6: School Culture and Climate

Indicator	F09 - The LEA/School creates a professional learning community that fosters a school culture of continuous learning. (1701)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/13/2012
	Evidence:	Grade level content teams are responsible for giving the same instruction and monitoring students in the same way. This allows them to combine data to look at all students and problem-solve together. The school has built in space to have these conversations within grade-level team meetings, where teachers can talk about students (either behaviorally or academically) and problem-solve around barriers to getting things done.

Turnaround Principles

Principle 7: Effective Family and Community Engagement

Indicator	J02 - The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners. (1704)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/20/2012
	Evidence:	Several areas of need have been assessed, including reading levels, a literacy gap, working on grade level math, social responsibility, 21st century skills, and rigor. The school is working with following partners to address these needs: Johns Hopkins City Year Far Southeast Collaborative NASA

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 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:	The principal and leadership team are in the process of clarifying the vision for the program being implemented so that stakeholders are clear regarding what is being offered at the school. This clarification will also help to solidify partner roles in supporting the program that is being put in place. Kramer's new vision was shared with parents and community members during a back to school night at the beginning of the year, and continued outreach to parents and community is planned.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	When this objective is met, the greater Kramer community will be aware of and actively participate in extended learning opportunities before, during and after school. Leadership team will reach out to community partners re: providing space and resources for students to access the learning management system outside of school hours, and will celebrate successes with the school community. All stakeholders will receive regular communication re: opportunities available at the school.	
	Target Date:	06/27/2014	
	Tasks:		
	1. Identify all extended learning opportunities that will be undertaken for the school year.		
	Assigned to:	[REDACTED]	
	Added date:	06/07/2013	
	Target Completion Date:	07/12/2013	
	Frequency:	once a year	
	Comments:		
	2. Identify and recruit relevant staff needed to provide extended learning opportunities.		
	Assigned to:	[REDACTED]	
	Added date:	06/07/2013	
	Target Completion Date:	08/02/2013	
	Frequency:	once a year	
	Comments:		
	3. Identify and reach out to community stakeholders who may be able to provide assistance in making extended learning opportunities available outside school hours.		
	Assigned to:	[REDACTED]	

	Added date:	06/07/2013
	Target Completion Date:	07/26/2013
	Frequency:	four times a year
	Comments:	
	4. Plan and execute Back to School Night, during which extended learning opportunities are communicated to parents, and partner organizations are introduced.	
	Assigned to:	██████████
	Added date:	06/07/2013
	Target Completion Date:	08/30/2013
	Frequency:	once a year
	Comments:	
	5. Create and maintain school newsletter, with a section dedicated to promoting extended learning opportunities and providing shout-outs to organizations in support and students who take advantage of these opportunities.	
	Assigned to:	██████████
	Added date:	06/07/2013
	Target Completion Date:	06/27/2014
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)

Indicator	J05 - The LEA assists school leaders in networking with potential partners and in developing partnerships. (1707)		
Status	In Plan / No Tasks Created		
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:	The new Deputy Chief of the Office of School Turnaround and ████████ team are providing support for schools in improvement and assistance in grant writing and fulfilling school related initiatives, though much of the work of building partnerships still falls on the school.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	Upon further review, this indicator should be addressed at the LEA level. School leadership will endeavor to work with LEA to determine next steps in planning for this indicator.	
	Target Date:	06/30/2013	

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	In Plan / No Tasks Created		
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:	Events related to school transformation are advertised in the school newsletter, which is sent to all partners. Monthly parent meetings are held to share what is happening at the school.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	xxx	
	Target Date:	06/30/2013	

Indicator	K03 - The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change. (1648)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/20/2012	
	Evidence:	The school announced changes at community meetings last year and continues to do so this year. A reconstitution meeting has also been held to discuss the school turnaround and why certain measures were necessary.	

Indicator	K04 - The LEA/School has engaged parents and community in the transformation process. (1649)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/20/2012	
	Evidence:	Parents and community partner have been informed of the process of reconstitution and the principal's vision for change in the school. Community partners have demonstrated that they are invested in making this transformation work.	

Indicator	K05 - The LEA/School helps stakeholders overcome resistance to change. (1652)		
Status	In Plan / No Tasks Created		
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:	In an effort to make the change as smooth as possible with all stakeholders, the principal and leadership team have made it a point to be extremely transparent regarding initiatives moving forward. Collaboration with stakeholders is continuous, and all are allowed space and time to respond to suggested changes moving forward. The school didn't experience much resistance from the community, and those teachers who resisted the change are no longer on staff. The next step is to make sure that all students are on board with the new initiatives at Kramer.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	xxx	
	Target Date:	02/07/2012	